

**THE USE OF ENGLISH TEXTBOOK “WHEN ENGLISH RING  
A BELL” FOR JUNIOR HIGH SCHOOL STUDENTS DURING  
COVID-19 OUTBREAK: A SURVEY OF STUDENTS’  
ATTITUDES AND PERSPECTIVES**

**THESIS**



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2022 CE/1443 H**

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ATTITUDES AND PERSPECTIVES**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfilment of the requirements  
for the degree of *Sarjana* in English Language Education



BY  
**RIZAL SETIAWAN**  
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STUDY PROGRAM OF ENGLISH EDUCATION  
2022 CE/1443 H**

## ADVISOR APPROVAL

Thesis Title : **THE USE OF ENGLISH TEXTBOOK “WHEN ENGLISH RING A BELL” FOR JUNIOR HIGH SCHOOL STUDENTS DURING COVID-19 OUTBREAK: A SURVEY OF STUDENTS’ ATTITUDES AND PERSPECTIVES**

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Palangka Raya, January 14<sup>th</sup> 2022

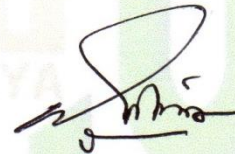
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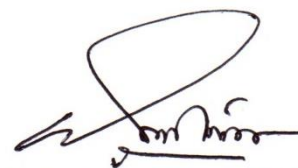
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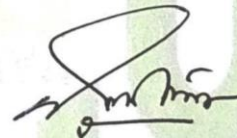
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*Assalamu'alaikum Wr. Wb.*

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OUTBREAK: A SURVEY OF STUDENTS’  
ATTITUDES AND PERSPECTIVES**

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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Thesis Title : **THE USE OF ENGLISH TEXTBOOK “WHEN ENGLISH RING A BELL” FOR JUNIOR HIGH SCHOOL STUDENTS DURING COVID-19 OUTBREAK: A SURVEY OF STUDENTS’ ATTITUDES AND PERSPECTIVES.**


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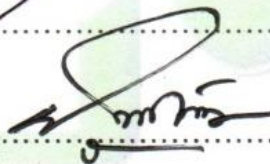
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## MOTTO AND DEDICATION

لِكَيْلَا تَأْسَوْا عَلَىٰ مَا فَاتَكُمْ وَلَا تَفْرَحُوا بِمَا آتَاكُمْ ۗ وَاللَّهُ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

“That ye grieve not for the sake of that which hath escaped you, nor yet exult because of that which hath been given. Allah loveth not all prideful boasters,”  
((Kami jelaskan yang demikian itu) supaya kamu jangan berduka cita terhadap apa yang luput dari kamu, dan supaya kamu jangan terlalu gembira terhadap apa yang diberikan-Nya kepadamu. Dan Allah tidak menyukai setiap orang yang sombong lagi membanggakan diri”)

*(Q.S. Al-Hadid: 23)*

This thesis is dedicated to:

My beloved Father Sugeng and Mother Jarhanah for their valuable endless prayer, sacrifice and support. My beloved sisters, Sri Dewi Nur Azizah and Sri Utari.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Herewith, I:

Name : Rizal Setiawan  
SRN : 1701121219  
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Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If a later time it found that this thesis is a product of plagiarism, I-am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, January 14<sup>th</sup> 2022  
Youth Faithfully



**RIZAL SETIAWAN**

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## ABSTRACT

Setiawan, Rizal. 2022. *The Use of English Textbook “When English Ring A Bell” for Junior High School Students during COVID-19 Outbreak: A Survey of Students’ Attitudes and Perspectives*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

**Keywords :** Junior High School Students, COVID-19 Outbreak, Students’ Attitudes and Perspectives, English Textbook.

Students' attitudes and perspectives on the use of textbooks are very important in the learning process. Students' attitudes and perspectives are related to the process of how they understand the material in the textbook through various methods used by teachers in teaching. However, even though the teacher considers the learning method to be appropriate, the opinion may be different for students. So with this research survey, it can help teachers evaluate learning methods, media used and others to be improved and can be used in teaching and learning processes in the future.

The objectives of the study are : (1) to know the students' attitudes towards the use of the textbook “When English Ring A Bell”. (2) to know the students' perspective towards the use of textbook materials (Core and Supplementary Materials). (3) to know the students' perspectives towards the use of core textbook materials during COVID-19 Outbreak. (4) to know the students' perception towards teaching from teacher of the use of English textbook “When English Ring A Bell”.

The type of the study was Survey Research and the design of the study was quantitative design to find out the problem of the study. Data were analyzed using SPSS 18 to get frequency and mean. The population of this study was at the seventh grade students at SMPN 1 Dusun Tengah which consisted of 4 classes with a total number of students were 107 students. This study used a questionnaire to collect the data. Questionnaires were given to 100 students who carried out online learning and 7 students who carried out offline learning during the COVID-19 outbreak.

The findings of this study indicate that the textbook “When English Ring A Bell” is the main learning medium for students in carrying out the English learning process. In addition, the addition of a module made by the teacher as a material for closing the textbook received a very positive response for students because it can help understand the lesson. Students who complete online learning more dominantly answer that they are better off using other sources than just books and modules such as the internet, while for students who do offline learning, they can complete assignments from the teacher as well because there are other sources that help but not from the internet. Through these textbooks and modules, students are taught by teachers about good reading comprehension, good

listening skill, good thinking skill, and good listening skill. So that students feel happy and very helpful in understanding the lesson.



## ABSTRAK

Setiawan, Rizal. 2022. *The Use of English Textbook “When English Ring A Bell” for Junior High School Students during COVID-19 Outbreak: A Survey of Students’ Attitudes and Perspectives*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

**Kata Kunci :** Siswa Sekolah Menengah Pertama, Wabah COVID-19, Sikap dan Sudut pandang Siswa, Buku Teks Bahasa Inggris.

Sikap dan cara pandang siswa terhadap penggunaan buku ajar sangat penting dalam proses pembelajaran. Sikap dan cara pandang siswa berkaitan dengan proses bagaimana mereka memahami materi dalam buku teks melalui berbagai metode yang digunakan guru dalam mengajar. Namun, meskipun guru menganggap metode pembelajaran sudah tepat, pendapat tersebut mungkin berbeda bagi siswa. Sehingga dengan penelitian survey ini dapat membantu guru mengevaluasi metode pembelajaran, media yang digunakan dan lain-lain untuk diperbaiki dan dapat digunakan dalam proses belajar mengajar di masa yang akan datang.

Tujuan dari penelitian ini adalah : (1) untuk mengetahui sikap siswa terhadap penggunaan buku teks “When English Ring A Bell”. (2) untuk mengetahui cara pandang siswa terhadap penggunaan bahan ajar (Materi Inti dan Bahan Pelengkap). (3) untuk mengetahui cara pandang siswa terhadap penggunaan bahan ajar inti selama Wabah COVID-19. (4) untuk mengetahui persepsi siswa terhadap pengajaran dari guru tentang penggunaan buku teks bahasa Inggris “When English Ring A Bell”.

Jenis penelitian ini adalah Penelitian Survei dan desain penelitiannya adalah desain kuantitatif untuk mengetahui masalah penelitian. Data dianalisis menggunakan SPSS 18 untuk mendapatkan frekuensi dan mean. Populasi penelitian ini adalah siswa kelas VII SMPN 1 Dusun Tengah yang terdiri dari 4 kelas dengan jumlah siswa 107 siswa. Penelitian ini menggunakan kuesioner untuk mengumpulkan data. Kuesioner diberikan kepada 100 siswa yang melakukan pembelajaran online dan 7 siswa yang melakukan pembelajaran offline selama wabah COVID-19.

Temuan penelitian ini menunjukkan bahwa buku teks “When English Ring A Bell” merupakan media pembelajaran utama bagi siswa dalam melaksanakan proses pembelajaran bahasa Inggris. Selain itu, penambahan modul yang dilakukan guru sebagai bahan penutup buku ajar mendapat respon yang sangat positif bagi siswa karena dapat membantu memahami pelajaran. Siswa yang menyelesaikan pembelajaran online lebih dominan menjawab bahwa lebih baik menggunakan sumber lain daripada hanya buku dan modul seperti internet, sedangkan untuk siswa yang melakukan pembelajaran offline dapat menyelesaikan tugas dari guru juga karena ada sumber lain yang membantu tapi bukan dari internet. Melalui buku teks dan modul ini, siswa juga diajarkan oleh



guru tentang pemahaman bacaan yang baik, keterampilan mendengarkan yang baik, keterampilan berpikir yang baik, dan keterampilan mendengarkan yang baik. Sehingga siswa merasa senang dan sangat terbantu dalam memahami pelajaran.



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His appreciation is addressed to:

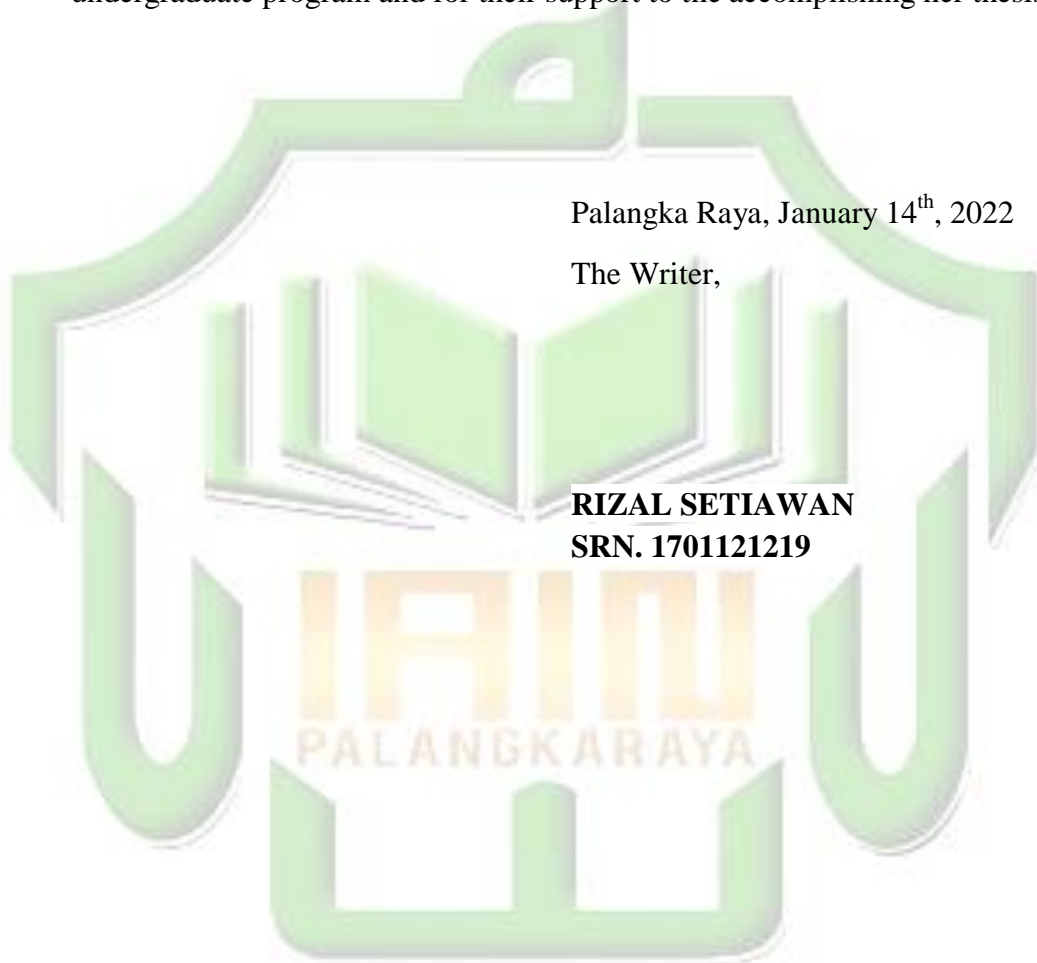
1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj. Rodhatul Jennah, M.Pd., for his invaluable assistance both in academic and administrative matters.
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Palangka Raya, January 14<sup>th</sup>, 2022

The Writer,

**RIZAL SETIAWAN**  
**SRN. 1701121219**



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## LIST OF ABBREVIATIONS

SA	: Strongly Agree
A	: Agree
NS	: Not Sure
D	: Disagree
SD	: Strongly Disagree
Al	: Always
Som	: Sometimes
Sel	: Seldom
N	: Never
Frq/Freq	: Frequency
Mn	: Mean
RO	: Rank Ord





## **LIST OF APPENDICES**

Appendix 1 Research Schedule

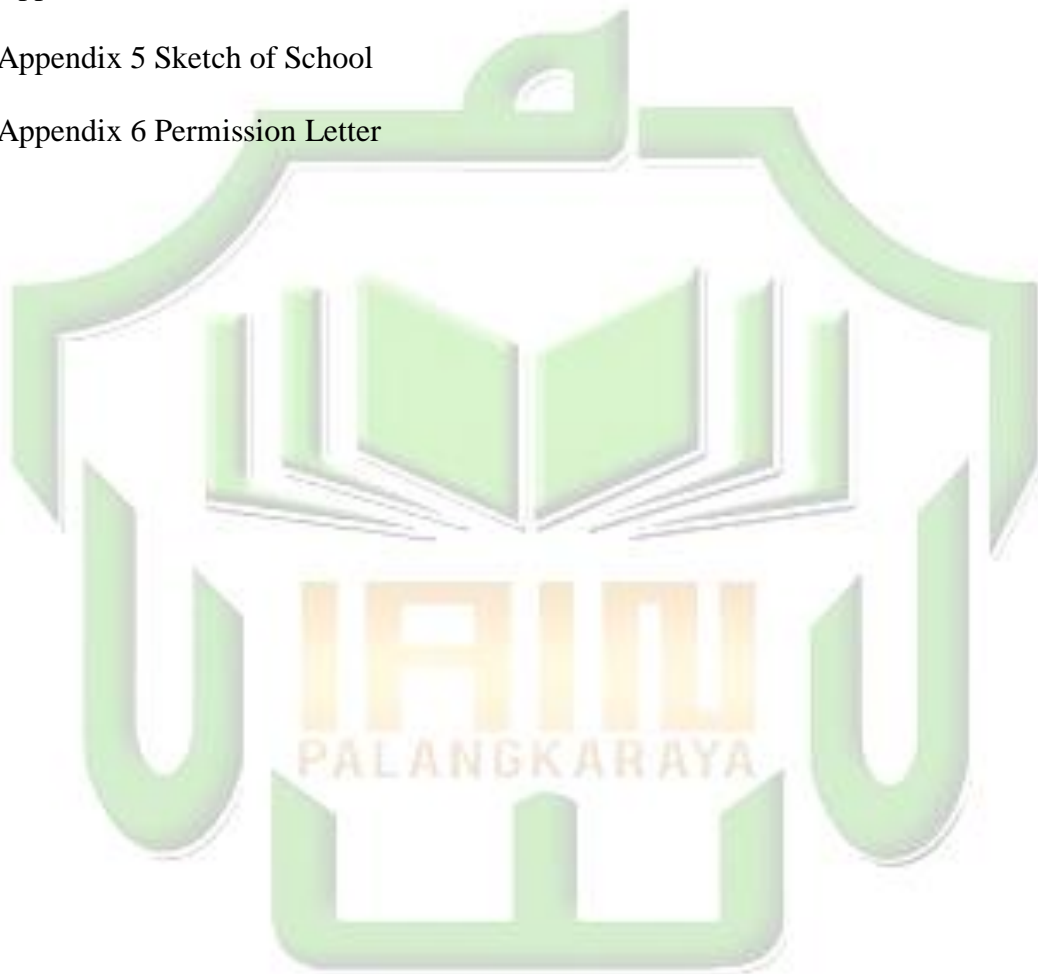
Appendix 2 Documentations

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Appendix 5 Sketch of School

Appendix 6 Permission Letter



# CHAPTER I

## INTRODUCTION

This chapter provides a brief description of the whole content of the study. It covers the background of the study that describes the reason why this study is conducted, problem of the study, objective of the study, assumption of the study, limitation of the study, significance of the study, and the definition of key terms which is presented of avoid misunderstanding of those terms .

### **A. Background of the study**

The Coronavirus spreads through individuals to other individuals (through touch, saliva, etc.). According to Dhawan (2020, p.1), The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The World Health Organization declared it as a pandemic. The recent global pandemic of coronavirus disease 2019 (COVID-19) caused by the novel severe acute respiratory syndrome coronavirus (SARS-CoV-2), also has drawn international attention to Coronavirus infections and highlights the importance of increasing the understanding of this pathogen. Coronaviruses are enveloped single-stranded RNA viruses that consist of four main subgroups, namely alpha, beta, gamma, and delta (Ho, Et Al. 2020, p.1). According to Ali (2020, p.1), In this COVID-19 pandemic, social distance is one of the keys to protecting ourselves. In this information age, public health awareness is key to minimize casualties, and librarian and information professional can play a vital role to disseminate the information with health care workers, society, and communities. Maintaining social distance is important during the lockdown phase.

This social distance has been applicable everywhere since the COVID-19 outbreak, even this is very influential in the world of education because they also have to social distance by doing distance learning

One impact of COVID-19 outbreak is distance learning. Distance learning is a platform that many schools use to meet the learning needs of students. It has also been determined that distance learning is an effective approach at the college, university, and high school level parents' perspective When school students are required to remain at home, as is the case during the current COVID-19 pandemic, parents not only need good parenting skills, they also need a good level of education. In addition to monitoring the temperament and the performance of their children, parents should attempt to satisfy their children's educational needs as effectively as possible. (Sawsan, 2020, p.2). The application of Distance Learning can be done in two ways, namely it can be done offline or online.

One application of distance learning during COVID-19 is by using textbooks in learning English. The use of English textbooks needs to be developed related to the 2013 curriculum to present students with the suitable materials especially during Covid-19 Outbreak. English textbooks have an important role in teaching and learning process. In addition to providing knowledge and skills information, textbooks also consist of guiding learning in the form of activities that guide students to achieve competencies set in the 2013 curriculum. The use of textbooks can also be used in learning both online and offline.

SMPN 1 Dusun Tengah is a school that implements online and offline learning using English textbooks, especially in the implementation of learning at

home during the Covid-19 outbreak. The learning system is divided into two because not all students have social media, one of which is mobile phones, but the use of textbooks is still used in the two learning systems. One of the seventh grade English teachers named Tariana said that the English textbook used as teaching material was "When English Ring a Bell". The reason for using this book is because it is the only student handbook recommended in the 2013 curriculum and the government. Meanwhile, before the Covid-19 pandemic, they usually added another guidebook called the "Kejar" Student Worksheet because the book contained various practice questions to train students with various forms of questions. However, due to the Covid-19 pandemic, they no longer use of Student Worksheet as an addition, but they make / present simple modules at each meeting, and the materials are skilled from materials at each meeting and also material from the internet as an addition. Thus, students feel happy because they have study guidelines at home during the Covid-19 outbreak.

Even though, the use of these books still has obstacles for most seventh grade students. Especially for those who never received English learning during elementary school, so that it made them confused understanding the material or working on the questions given by the teacher even though they had used additional books with simple words. That's why the author raised the title is **The Use of English Textbook “When English Ring A Bell” for Junior High School Students during COVID-19 Outbreak: A Survey of Students’ Attitudes and Perspectives.** The goal is to identify factors influencing students’ attitudes and



perspectives toward the roles the English textbook plays in language teaching especially during Covid-19 outbreak.

### **B. Problem of the Study**

In this study, researcher has four research problems, namely:

1. What are the students' attitudes towards the use of textbook "When English Ring A Bell"?
2. What are the students' perspectives towards the use of core textbook materials (Core and Supplementary materials)?
3. What are the students' perspectives towards the use of textbook materials during COVID-19 Outbreak?
4. What are the students' perceptions towards teaching from teacher of the use of English textbook "When English Ring A Bell"?

### **C. Objective of the Study**

The objective of the study in this research is divided into four, namely:

1. To know the Students' attitudes towards the use of textbook "When English Ring A Bell".
2. To know the students' perspectives towards the use of core textbook materials (Core and Supplementary materials).
3. To know the students' perspectives towards the use of textbook materials during COVID-19 Outbreak.
4. To know the students' perceptions towards teaching from teacher of the use of English textbook "When English Ring A Bell".

#### **D. Limitation of the Study**

This study is only conducted to know the use of English Textbook “When English Ring A Bell” for Junior High School Students during Covid-19 Outbreak. This research focuses on survey of the students’ attitudes and perspectives in the use of English Textbook. The subjects in this study are seventh grade students at SMPN 1 Dusun Tengah.

#### **E. Significance of the Study**

The study has two significances; the first is theoretical and second is practical significance. Theoretically, to survey students attitudes and perspectives on the use of English Textbook “When English Ring A Bell” for Junior High School Students during Covid-19 Outbreak especially for seventh grade students of SMPN 1 Dusun Tengah. Practically, the result of this study is to provide teachers with an understanding of the effective learning process for students based on the needs of the students themselves through the use English Textbook. The study aims to identify factors influencing students’ attitudes and perspectives toward the roles the textbook “When English Ring A Bell” especially during Covid-19 outbreak.

#### **F. Definition of Key Terms**

##### **1. Junior High School Students**

Junior High School Students is Children who have completed elementary school or elementary school which usually consists of grades seven to nine. This research is intended for students of SMPN Dusun Tengah, East Barito.

## 2. COVID-19

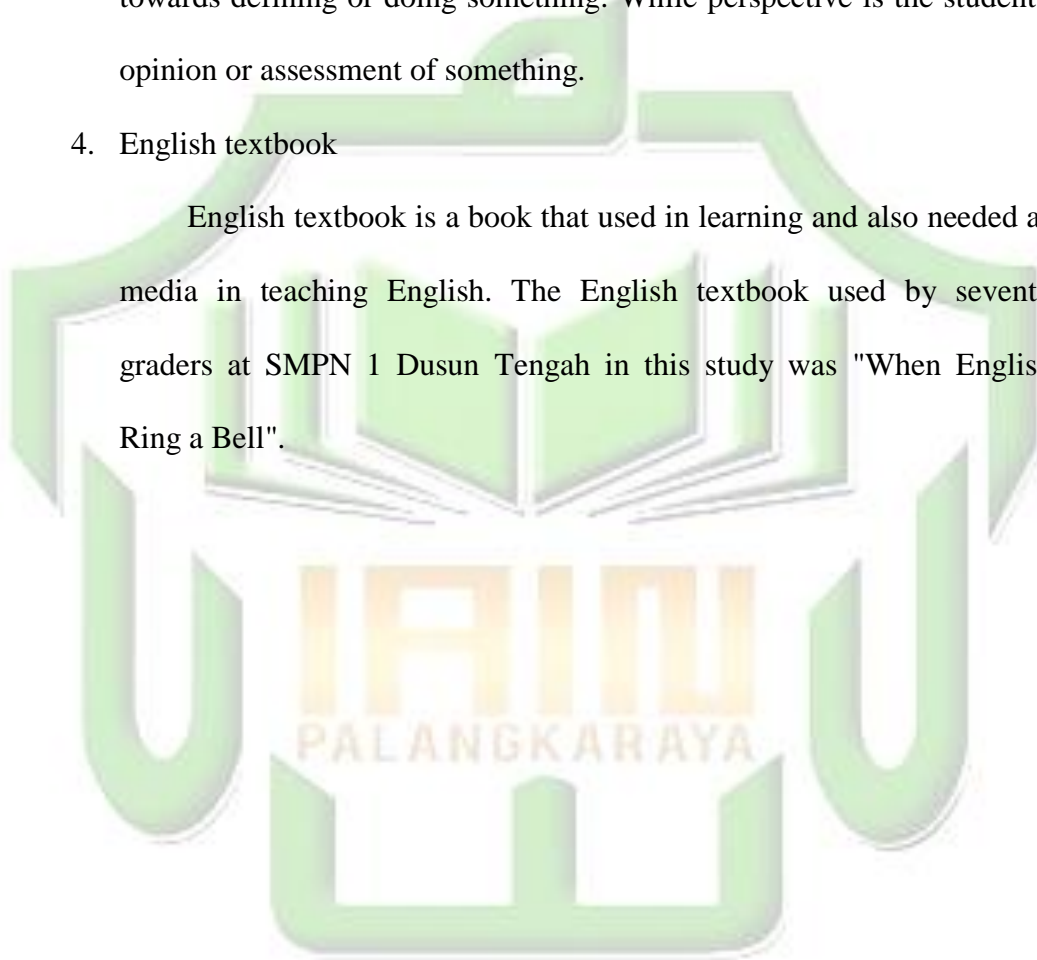
COVID-19 is a very dangerous virus that can spread from individual to other individuals (through touch, saliva, etc.).

## 3. Student Attitudes and Perspectives

Student attitude is the character or way of thinking of students towards defining or doing something. While perspective is the student's opinion or assessment of something.

## 4. English textbook

English textbook is a book that used in learning and also needed as media in teaching English. The English textbook used by seventh graders at SMPN 1 Dusun Tengah in this study was "When English Ring a Bell".



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter is showing some theories that related with the study as the references and basic of the research. The theories are divided into several part, those are definition of Covid-19, Impact of Covid-19, definition of media in learning(teaching material), definition of textbook and textbook evaluation and Students' Belief about learning.

#### A. Related Studies

Rachel N. F. Lee and Ann-Marie Bathmaker studied about The Use of English Textbooks for Teaching English to 'Vocational' Students in Singapore Secondary Schools: A Survey of Teachers' Beliefs in the year 2007. They used the survey method to get research data. They used a semi-structured questionnaire with a Likert-type scale format consisting of close and open-ended questions. Based on the result of the study, the findings have been considered in relation to Burn's (1992) model of interconnecting and interacting contextual levels of influences. They suggest that teachers' beliefs in the use of textbooks are influenced by the demands of examinations, along with their perceptions toward NT pupils' behavioral problems and cognitive weakness in English. Like other research, the findings confirm that teachers of upper secondary NT classes in Singapore have their own beliefs about the use of textbook for teaching English. It is a tool to be exploited in the teaching-learning context but can never substitute for sound teaching practice. (2007, p. 371). The similarities between their research and this study are the use of a Likert-type scale format and a semi-structured

questionnaire. The questionnaire also focuses on three areas: Attitude and perceptions of students toward teaching from teacher , Use of text materials and approaches to teaching. and The Items of Questionnaire also derived and modified from Hutchinson and waters, and Cunningsworth. The difference in this study is that the research subjects are students and do not use open-ended questions because of the difficulty of face-to-face research during the COVID-19 outbreak, so the researchers only focus on closed-ended questions using simple language that is easily understood by students.

Sang Joon Lee & Robert Maribe Branch studied about Students' beliefs about teaching and learning and their perceptions of student-centred learning environments. They used a qualitative case study. The result of the study that the participants agreed that the Studio was a new way of teaching and learning. There were two findings regarding the second research question. First, students' beliefs about teaching and learning influenced their perceptions of the SCLE. The participants with the student-centred belief perceived the Studio to be well-structured and well-designed courses, whereas the students who had the teacher-centred belief considered the courses to be too unstructured. Julie, for example, leaned toward the student-centred belief and considered the Studio to be a very organised course. (2017. P,6). The similarity in this study is regarding students' beliefs about teaching and learning English, but the difference is that they discuss the student's learning environment, while this study discusses the media used in the learning itself.



Sawsan Abuhammad has studies about Barriers to distance learning during the COVID-19 outbreak: A qualitative review from parents' perspective. Of course, He was used qualitative in his research. The result is the nine local parents or child Facebook groups consisted of eight private groups and one public group and between them contained a total of 1,775,469 subjects. Table 1 presents more details on the groups. The qualitative review of the content revealed four underlying themes regarding the perceptions of parents about their roles and responsibilities in relation to distance learning among their children during the COVID-19 virus outbreak. These four themes were personal barriers, technical barriers, logistical barriers, and financial barriers. Table 2 provides some examples of the types of posts and comments that fell under these four themes as well as the subthemes that emerged from each of the main themes(2020, p.2). The similarity in this study is regarding Distance Learning during the COVID-19 outbreak where online/offline learning has various obstacles for students, for example the use of media in learning. However, this study has a difference with Sawsan's research, namely it does not discuss in detail about these obstacles, especially from the parents' point of view.

Nazir Ahmed Jomezai was studied about Teachers' attitudes towards social media (SM) use in online learning amid the COVID-19 pandemic: the effects of SM use by teachers and religious scholars during physical distancing. The quantitative research method was used by them. The results of their research confirm that increased SM use amid the physical distancing due to the COVID-19 pandemic has significantly affected teachers' attitudes to use

SM in online learning. In addition, the increased SM use also had a measurable effect on their knowledge of SM, which consequently influenced their attitude toward its use in online learning. The influence of religious beliefs, reflected in the use of SM by religious scholars, deems supportive in the integration of SM as an instructional tool. The findings make it clear that there is a possibility of using SM in online learning amid schools' closure during a crisis such as the Covid-19 pandemic(2021, p.7). The similarity between this study and theirs is a discussion about online learning during the COVID-19 outbreak, where Social Media is a student learning solution. The only difference is that this study only explains in general about Social Media because it is more focused on the use of textbooks and the object of research is students, while in their research they are more focused on Social Media and the object of research is the teacher.

Zahra Akbari was studied about current challenges in teaching/learning English for EFL learners: case of junior high school and high school. She was used case study. The result of research is knowing about the students' needs is one critical matter for the teachers to teach and authors to write school books. Most of students in Iran tend to participate in communicative activities type to learn English. Some students tend to have more opportunities to participate in free conversation classes, expressing their wish towards a more communicatively oriented approach. (2015, p.400). The research equation is about the five important components of each education system (students, teachers, materials, teaching methods, and evaluations) where this study includes these five items in the student questionnaire about the state of learning during the COVID-19 outbreak and it is aimed at junior high school

students. However, the difference is that it does not discuss detailed curriculum and political problems.

## **B. COVID-19 Outbreak**

### **1. Definition of COVID-19**

Coronavirus is an outbreak that occurred in Wuhan, China in December 2019. On January 7, which was originally abbreviated as 2019-nCoV by WHO, it was identified from a throat swab sample of a patient. This pathogen was later named severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) by the Coronavirus Study Group and the disease was named coronavirus disease 2019 (COVID-19) by WHO. As of January 30, 7736 confirmed and 12,167 suspected cases had been reported in China and 82 confirmed cases had been detected in 18 other countries. On the same day, WHO declared the SARS-CoV-2 outbreak a Public Health Emergency of International Concern (PHEIC). According to the National Health Commission of China, the mortality rate among confirmed cases in China was 2.1% as of February and the mortality rate was 0.2% among cases outside China. Among patients admitted to hospitals, the mortality rate ranged between 11% and 15%. (Harapan, Et Al. 2020, p. 668)

### **2. Impact of COVID-19 for education**

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other

learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place.

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted "Education in Emergency" through various online platforms and are compelled to adopt a system that they are not prepared for. (Pokhrel and Chhetri. 2021, p. 133)

Learning at home can be said as distance learning. Apriyanti (2020, p.77) explained that the implementation of distance learning can be done in five ways, namely:

1). Doing worksheet from school

Worksheet book is the supplementary material for students decided by the schools with a considerable portion of questions. The form of worksheet book is related to the thematic book from the schools or the compulsory book from the government. The workbook usage is useful to give students exercises and additional clear material related to the subject. Finding that teaching by using worksheets was found to be more successful than teaching by using the traditional teaching method. However, the number of materials in the worksheet book was limited. The children could finish the whole book if they complete it for an entire day. Therefore, parents became the key to making them want to learn more than doing the worksheet book from the teachers.

2). Joining online class/online sources from the internet

Their schools did not set the fixed online courses, but the parents initiated to buy the online material through the portals available on the internet. The parents bought the learning package on the learning platform. Finding that the most severe barrier is the issue of cost and access to the internet.

3). Completing a task from school

The teachers just provide direction through the message for the parents, and the children complete the task at home through Whatsapp. Whatsapp is used because of simple operation, low cost,



availability, and immediacy. After completing the tasks, the parents captured the tasks and sent the result for the teachers. This process can set the material in line with the goal of the schools, but it dealt with monotonous activities. But, in my opinion it is very important for teachers to know the circumstances and conditions of each student. Like students who do not have cellphones, teachers cannot assign assignments via Whatsapp. Teachers can deliver announcements either in writing or online regarding assignments which are then distributed to students through other students who have received the information.

4). Doing free activities without guidance

Parents would spare their time to take care of two or more children at home. The condition made them cannot focus only on one child. The mothers said that their kids still do the tasks from their children at home, but the mothers cannot be by the children's side in completing their tasks. The mothers gave the instruction and the children by themselves. After completing the tasks, the children did whatever they want to do, including playing or watching the television.

5). Doing free activities with guidance

The parents can make a schedule for everyday activities. They arrange the plan together with their children. The primary point in-home learning implementation is conducting enjoyable and

exciting learning activities. The parents asked the children to help them in doing house works, did science experiments, played a game, went into the fields (because the harvest time), cooked meals, watched television, etc.

### **3. English Learning during COVID-19**

Learning English during the COVID-19 outbreak is divided into 2 models, namely online learning or offline learning. The difference between the two is quite a lot of the use of methods, media or others provided by the teacher.

#### **a). Online learning**

The implementation of distance learning is identical to online learning. According to Dhawan (2020, p.2), Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students. While According to Singh and Thurman (2019, p.302), Online education is defined as education being delivered in an online environment through the use of the internet for teaching and learning. This includes online learning on the part of the students that is not dependent on their physical or

virtual co-location. The teaching content is delivered online and the instructors develop teaching modules that enhance learning and interactivity in the synchronous or asynchronous environment.

According to researcher, online learning is a learning system that can be done anywhere and using an internet connection. This is due to several factors, for example it is not possible for learning to be conducted face-to-face due to certain things such as the COVID-19 outbreak or for example when it is found that online learning is more effective than offline. The media used in online learning are also various, such as mobile phones, computers and others.

SMPN 1 Dusun Tengah is one of the schools that implements online learning using social media where they use Google Classroom and WA groups by their mobile phone/computer. Learning is done by collecting assignments through the two applications and taking attendance according to the specified schedule. So that students can still learn even though it is done remotely.

#### b). Offline learning

One form of offline learning during COVID-19 is learning at home where parents are the main teachers for their children. Based on Choi (2020), Parental beliefs about early English education may directly affect the children's type of English experiences. In most cases, parents opt for institutional English education programs. According to me, offline learning can not only be done at school, but

can also be done at home, for example during the COVID-19 outbreak, offline learning at home can run well with guidance from parents. Although offline learning does not need to use the internet, the experience or knowledge of parents is very helpful for children in learning.

The offline English learning system has been carried out at SMPN 1 Dusun Tengah during the COVID-19 outbreak where parents are the most important role in their learning process. This is done because not all students have social media, one of which is a cellphone, so that in order to keep learning, the teacher gives assignments to students through English textbooks. For this reason, it is important for parents to accompany their children in learning.

### **C. Students' Attitudes and Perspectives**

According to Gömleksiz (2010, p.913), A student's attitude toward learning the language is one of the leading predictors of success in learning English. So, teachers and educators should take motivation and attitude factors into consideration when designing English language training and instruction. Attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings. Negative attitude can impede learning a language. But a student's negative attitudes can be changed and turned into positive ones and facilitate getting a positive result. Having a positive attitude towards learning a language is a good start to learn a language. As Krashen points out "language learners are not only communicators and problem-solvers, but

whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities”.

According to Nja, et.al (2022, p.2) that Attitude refers to the predisposition to categorize objects and events, to react to them with assessment consistency. Attitude consists of one's information, reverence, emotions, enthusiasm, and self-esteem designing an individual's outlook on a certain discipline. Attitude can be said to be the emotional and mental entities that prop an individual to take any action towards an object or subject. Attitude is also the way the mind is disposed of, feels, or conditioned toward an individual or object. The three key factors which may influence therefore increase students' attitudes are; methodology of presentation of the content, resources and teaching aids used as well as gender bias. While students' perspectives can be said as students perception that can help in assessing something to be done or after it has been done. Perspective can be positive or negative depending on how you react to it.

#### **D. English Textbook**

##### **1. Definition of English Textbook**

English Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media as a source and guideline of material which both students and teacher can used in teaching and learning process so. According to Amankwa (2011. P.292), Textbooks have been vehicles for transmitting knowledge and therefore focused on the provision of information and



congruent activities. However, as artifacts for learning, and language and literacy development. Textbooks should not simply aim at providing a body of knowledge. Rather, they should stimulate the pupils' interest, develop creativity and interactive learning, and create cultural awareness. Linking school knowledge to society and integrating different disciplines by providing authentic materials and tasks. Textbooks, in effect, should help to construct knowledge by using tasks with different possible solutions, open-ended assignments and providing learning situations in which learners have a say. Further, the textbook should aim to go beyond school by giving attention to current developments in society including the use of media (newspaper, television, radio), and by setting assignments addressing societal problems.

According to Cunningsworth (1995), textbooks provide educational text which can be used as source of material for teaching and learning. They provide objectives for the teaching process, so the teacher can choose which objective that will lead the learning process. Course books should constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who may be lacking in confidence (Akbari, 2015, p.297).

## 2. Textbook evaluation

Evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice. Textbook evaluation can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) have suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution. (Mohammadi and Abdi, 2014, p. 1150)

There are many reasons for evaluating textbooks. Littlejohn claims materials analysis and evaluation enable us to see inside the materials and to take more control over their design and use. Sheldon believes that we need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the advantages and disadvantages of a textbook will familiarize the teacher with its probable weaknesses and strengths. (Handayani, 2016, p.330).

### **3. The use of English Textbook**

The use of English textbooks is one of the learning resources that are often used. How to use it by giving assignments to students. Based on Curriculum Development Council that The task-based approach is recommended in the English language Education curriculum to help learners progress towards the learning targets and objectives as well as develop the generic skills, values and attitudes. Through the use of tasks, learners are provided with purposeful contexts where they can learn and use English (i.e. the language skills, vocabulary, and grammar items and structures they have learnt) for meaningful communication. Organizing learning and teaching materials in modules, units and tasks thus provide learners with a framework that enables them to learn in purposeful and authentic situations.(Jim, 2013). That is also in accordance with what was done by SMPN 1 Dusun Tengah about giving assignments to students through English textbooks during the COVID-19 outbreak which was carried out with two models, namely online and offline learning.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the research method. Research method is the steps how to get the result of the study. It covers research design, population and sample, research instrument, instrument validity, data collection procedure and data analysis procedure.

#### **A. Research Design**

This study was quantitative research. The writer collected and analysed the data statistically. According to Kalaian (2008, p.3), Quantitative research is a deductive theory-based research process that focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical methods to make specific conclusions about the phenomena. So, the writer used quantitative methods because the variables that have been determined were measured by numbers and analysed in accordance with applicable statistical procedures

The type of quantitative research used by the writer was survey research. According to Kalaian (2008, p.11), Survey research is a systematic research method for collecting data from a representative sample of individuals using instruments composed of closed-ended and/or open-ended questions, observations, and interviews. It is one of the most widely used non-experimental research designs across disciplines to collect large amounts of survey data from a representative sample of individuals sampled from the targeted population using a variety of modes such as face-to-face, telephone, mail, and electronic (Web-based

and email). The key goal of non-experimental survey research is to collect data and describe the behaviour's, thoughts, and attitudes of a representative sample of individuals at a given point in time and place.

This study surveyed the attitudes and perspectives of seventh grade students who use English Textbook “When English Ring A Bell” for Junior High School Students during COVID-19 outbreak through questionnaires and documentation conducted on seventh grade students of SMPN 1 Dusun Tengah using a Likert-Scale type of questionnaire with close-ended question.

## B. Population and Sample

### 1. Population

The population of this research was seventh grade students of SMPN 1 Dusun Tengah that focus on survey of students' attitudes and perspective towards the use of English Textbook “When English Ring A Bell” during COVID-19 Outbreak. There are 112 seventh grade students of SMPN 1 Dusun Tengah from 4 classes. But, the researchers only distributed questionnaires to students who were present at the time of the study. There are 107 students. 100 students who have carried out online learning and 7 students who have carried out offline learning.

**Table 3.1 Population of Study**

No	Gender	Total				Ages
		Class A	Class B	Class C	Class D	
1	Male	16	15	14	16	11-15
2	Female	12	13	14	12	11-13
<b>Total of all students</b>		112				
<b>Total of students for research</b>		107				



## **2. Sample**

There is no sample in this study because the researcher took all seventh-grade students who were present at the time of the study as respondents, so this study is referred to as a total population study.

### **C. Research Instrument**

Research Instrument is a tool used to collect, measure, analyze data related to research interest.

#### **1. Research instrument Development**

There were 2 instruments in this research, they are:

##### **a. Questionnaire**

The writer used Standardized, Close-ended question. According to Patra (2019, p.55), If the researcher is looking to test and quantify hypotheses and the data is to be analyzed statistically, a formal standardized questionnaire is designed. Such questionnaires are generally characterized by:

- (1) Prescribed wording and order of questions, to ensure that each respondent receives the same stimuli;
- (2) Prescribed definitions or explanations for each question, to ensure interviewers handle questions consistently and can answer respondents' requests for clarification if they occur; and
- (3) Prescribed response format, to enable rapid completion of the questionnaire during the interviewing process.

According to the researcher, the Standardized, close-ended question method made data needed in this study obtained easily. The findings of this study were based on a survey of Students' attitudes and perspectives towards the use of English textbook "When English Ring A Bell" seventh grade students of SMPN 1 Dusun Tengah, totaling 107 students who were present at the time of the research.. The questionnaire focused on three areas: Students attitudes and perceptions towards teaching from teachers, Use of Text Materials and Approaches to Teaching during COVID-19 Outbreak, and Students Opinions of the Use of Text Materials in Teaching. Items for the questionnaire were derived and modified from various sources (Lim 1981; Hutchinson and Waters 1987 and Cunningsworth 1995). All three parts of the questionnaire employed a Likert-type scale format.

The three parts of the questionnaire are divided into five tables with each different discussion. The first area, namely student attitude and perception towards teaching from teacher, is only made into one table because students' perceptions of teaching English are a reflection of their attitude. Furthermore, the second area, namely the use of text material during the COVID-19 outbreak, is divided into three discussion tables, namely the types of text materials or complementary materials used, the use of student core textbooks during the COVID-19 outbreak and how English is taught during the COVID-19 outbreak. The three discussions are separated because they discuss the

material, the activities carried out through the material itself and how English is taught. And in the last area, namely Students' opinion of the use of Text Material in teaching, there is only one discussion table because it leads to opinions from students only.

**Table 3.2 Research instrument grid**

No	Indicator	Sub-Indicator	Response
1	Student attitude and perception towards teaching from teacher.	Student Attitudes	1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree
2	The use of text material during the COVID-19 outbreak.	1. Types of Core Text Materials	Yes or No
		2. Types of Supplementary Materials	1. Always 1. Sometimes 2. Seldom 3. Never
		3. Students' use of core textbook material	1. Always 1. Sometimes 2. Seldom 3. Never

		4. How English is Taught	1. Always 1. Sometimes 2. Seldom 3. Never
3	Opinions of the Use of Text Materials	Students' Opinion on the Use of Text Material	1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

**b. Documentation**

Documentation is a set of documents provided on paper, or online, or on digital media that contains the process of carrying out research from beginning to end until getting the desired research data.

The documentation required for this research is

- a. List of Students name
- b. List of English Teacher
- c. English Syllabus
- d. English Lesson Plan
- e. Questionnaire sheet
- f. Photo of English Textbook that used
- g. Photos of researching process
- h. Photos of SMPN 1 Dusun Tengah sketch

## 2. Instruments Validity

According to Tharenou (2012 p, 151), Validity is whether the researcher is measuring the construct he or she purports to be measuring. In other words, it is the extent to which a measure measures what it is supposed to measure.

Validity has three distinct aspects, all of which are important. There are: content validity, face validity, and construct validity.

### a. Content validity

Content validity refers to whether the items designed for the measure adequately cover the domain of interest. For example, an exam with content validity would have questions covering all of the content that had been covered in the course. Thus, content validity is focused on the extent to which the content of a measure is representative of a wider body of material that it is trying to assess. Content validity is often estimated by a thorough review of the relevant literature and consultation with subject matter experts, to determine whether the items in the measure have adequately sampled the domain. (Tharenou. et.al, 2012 p, 157).

The questionnaire was made based on the process of teaching English during the COVID-19 Outbreak where the English textbook at SMPN 1 Dusun Tengah, "When English Ring a Bell" became the main learning resource for students. Students' beliefs in the use of the book become the main



reference for research. Therefore, this was a valid item of content validity

**b. Face validity**

Measures that have face validity appear, at face value, as if they measure what they say they measure. Face validity is subjective. Nevertheless, all measures must have face validity. However, just because a measure appears to measure what it claims to measure, there is no guarantee that it does. The measure has face validity, but not empirically demonstrated validity. (Tharenou. et al, 2012 p, 157). The face validity of the questionnaire as follow:

- 1). The questionnaire focused on three areas: Students attitudes and perceptions towards teaching from teachers, Use of Text Materials and Approaches to Teaching during COVI-19 Outbreak, and Students Opinions of the Use of Text Materials in Teaching.
- 2). The questionnaire employed a Likert-type scale format.
- 3). The language of items using English and Indonesian.
- 4). The Questionnaire items based on students' beliefs about the use of textbooks during the COVID-19 Outbreak in teaching English.

**c. Construct validity**

Essentially, construct validity refers to whether a measure relates to other measures in ways predicted by an underlying theory of the construct. Construct validity is comprised of two subtypes: convergent and divergent validity. If a measure captures what it really is supposed to measure, scores on that measure should be more related to scores on other similar constructs (convergent validity) and not, or less, related to scores on dissimilar constructs (discriminant validity). (Tharenou. et.al, 2012 p, 155).

The questionnaire used Likert-type scale format such as Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree.

**D. Data Collection Procedures**

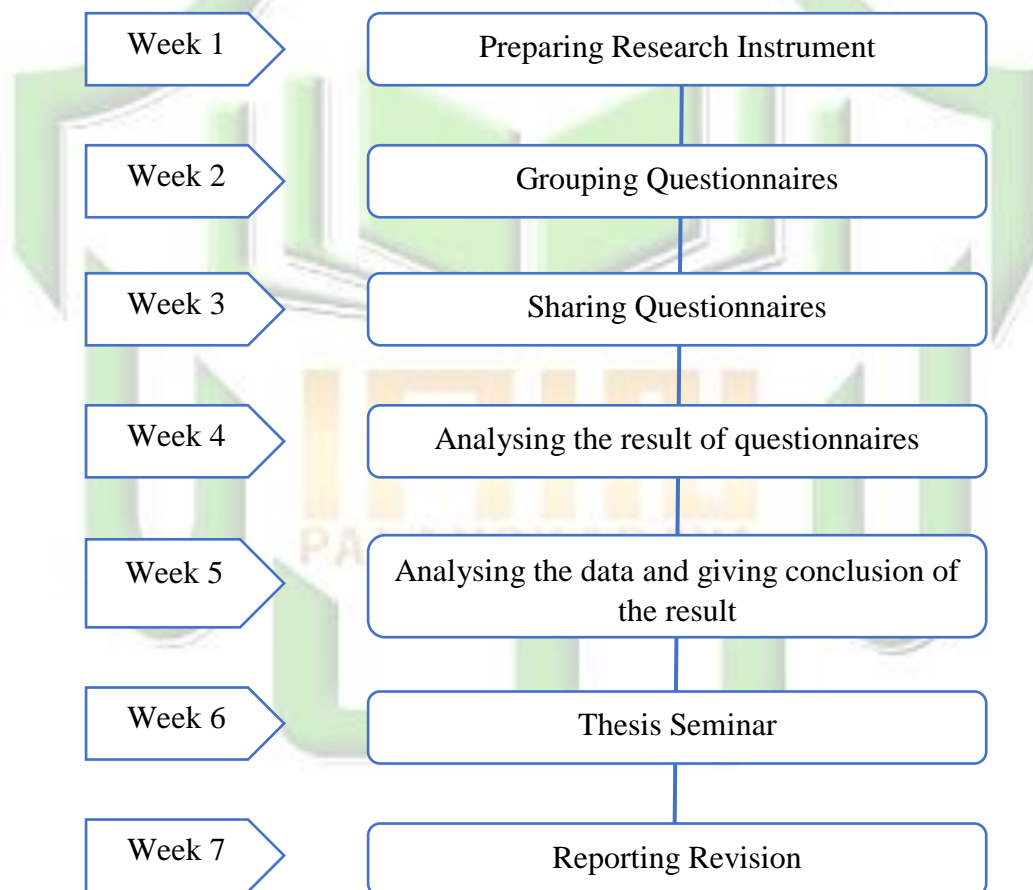
In this research, the researcher collected the data from questionnaires. The techniques of data collection are through several steps as follows:

1. The researcher prepared the questionnaire sheets to be shared for seventh grade students.
2. The researcher grouped the questionnaires based on the learning system that the students had implemented namely the online learning group and the offline learning group.
3. The researcher shared questionnaire sheets directly into 4 classes of seventh grade students that totaling 107 students who were present at the time of the

study (100 students who carried out online learning and 7 students who carried out offline learning).

4. The researcher analysed the questionnaires and makes conclusion of the data based on the group.
5. The researcher made conclusion from the data finding and theories about the students' attitudes and perspectives towards the use of English textbook "When English Ring A Bell".

**Figure 3.1 Collecting and analysing the data**



### E. Data Analysis Procedures

Data analysis is an effort made by working with data, organize data, sort it out into units which can be managed, synthesize it, look for and find patterns, discover what is important and what is learned, and decide what that can be shared with others. Based on the above definition it can. It was concluded that the initial step of data analysis was collecting existing data, arrange systematically, then present the results of his research to others.

In order to analyse the quantitative data, the writer used some procedures in this study:

1. The researcher collected the questionnaire sheets that have been done by students.
2. The researcher calculated the percentage of students in each answered statement by using formula :

$$p = \frac{f}{n} \times 100\%$$

Where:  $P$  = Percentage

$f$  = The frequency of each answer to the questionnaire

$n$  = Total of Students

100 = Fixed number

3. The researcher calculated the mean of each question point using SPSS program. Ary et al., (2010, p. 108) states that mean is sum all of scores in a distribution divided by the number of cases. In term of a formula it is:

$$\bar{X} = \frac{\sum x}{N}$$

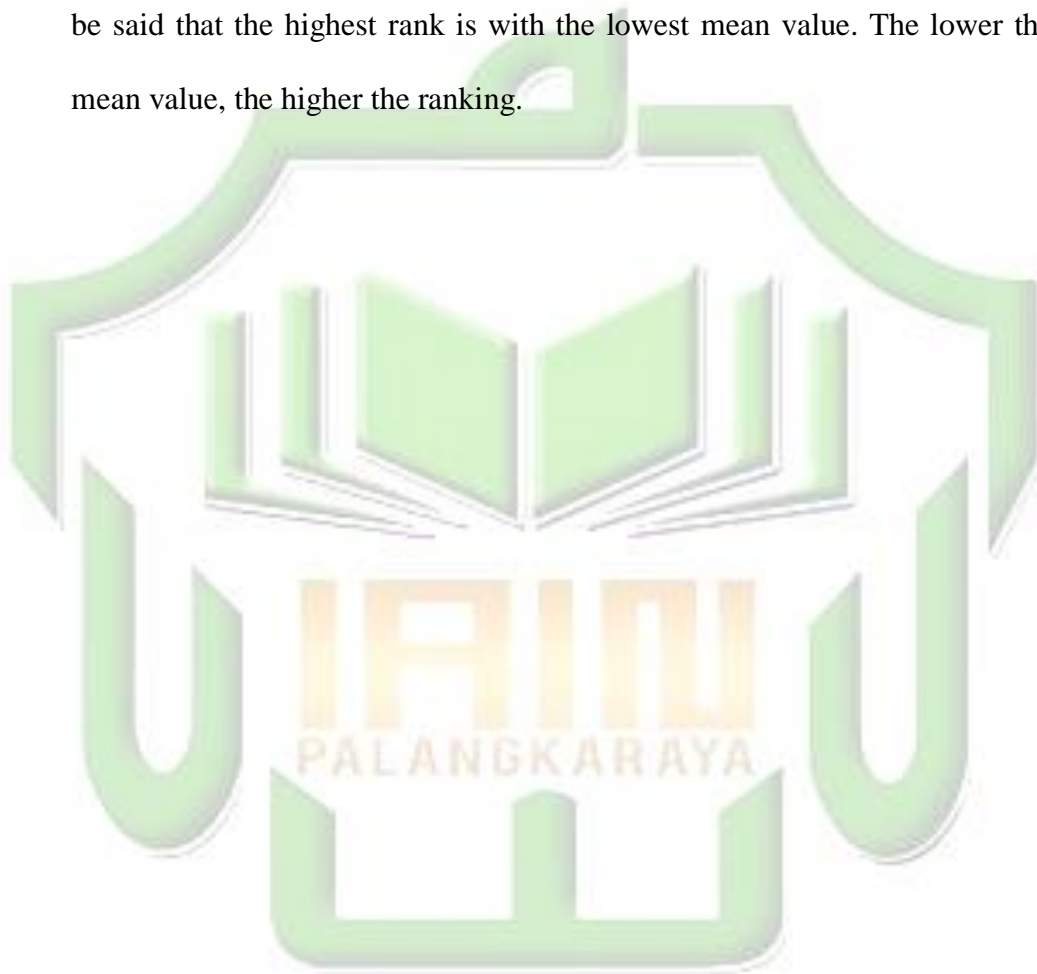
Where:  $\bar{X}$  = Mean value

$\Sigma$  = Sum of

$x$  = raw score

$N$  = Number of case

4. The researcher sorted the ranking of each point chosen by students or it can be said that the highest rank is with the lowest mean value. The lower the mean value, the higher the ranking.





## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The chapter of data presentation, research finding and discussion of the research.

#### **A. Data Presentation**

The data were the result of close-ended questionnaires which are divided into two types, namely online and offline learning. The presented data consisted of responses, mean and rank order.

#### **The result of the questionnaire**

##### **a. Questionnaire sheets by the students**

To collect the research problem data of the research, the researcher used questionnaire. Items for the questionnaire were derived and modified from various sources (Lim 1981; Hutchinson and Waters 1987 and Cunningsworth 1995). All three parts of the questionnaire employed a Likert-type scale format. There were three parts of the questionnaire are divided into five tables with each different discussion. The first area, namely student attitude and perception towards teaching from teacher consists of 7 items. The second area, namely the use of text materials during the COVID-19 outbreak, was divided into four discussions, namely types of core text materials consisting of 3 items, types of supplementary materials consist of 3 items, Students' Use of Core Textbook Materials during COVID-19 Outbreak consists of 7 items and How English Is Taught during COVID-19 Outbreak consist of 9 items. And in the last area, namely Students' opinion of the use of Text Material in teaching consists of 9

items. The questionnaire sheets were shared to seventh grade students of SMPN 1 Dusun Tengah when students carried out offline learning at the school on October, 18 – 2021 and only aimed at the students present at that time. The results of the questionnaires are separated according to the learning system they were done. That is online and offline learning during the COVID-19 outbreak. Online learning are divided into 6 tables, namely in tables 4.1 to 4.6, while offline learning are divided into 6 tables, namely in tables 4.7 to 4.12.

### 1). Online Learning

There are 100 seventh grade students of SMPN 1 Dusun Tengah who carry out online learning.

**Table 4.1 Student attitude and perception towards teaching from teacher**

No	Statements	Rating Categories										Tot
		SA		A		NS		D		SD		
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
1	I must be suitably trained in learning from teacher.	52	52	46	46	2	2	0	0	0	0	100
2	I must be happy in learn.	50	50	46	46	4	4	0	0	0	0	100
3	Helping students pass their exam is a prime concern for teacher in teaching	53	53	45	45	2	2	0	0	0	0	100
4	I have difficulty in	17	17	39	39	32	32	12	12	-	0	100

	learning English											
5	I exhibit behavioral problems (For example: restless when you can't).	15	15	38	38	33	33	10	10	4	4	100
6	I feel positive (happy) toward learning English from teacher.	32	32	50	50	16	16	2	0	0	0	100
7	I don't care about the evaluation of English teaching given by the teacher.	4	4	7	7	25	25	33	33	31	31	100

**Table 4.2 Types of Core Text Materials**

No	Types of Core Text Materials	Scale				Tot
		Yes		No		
		Frq	%	Frq	%	
1	We use book "When English Ring A Bell"	92	92	8	8	100
2	We use past exam papers in learning	13	13	87	87	100
3	We use learning materials according to the syllabus	94	94	6	6	100

**Table 4.3 Types of Supplementary Materials**

No	Supplementary Materials	Rating Categories								Tot
		Al		Som		Sel		N		
		Frq	%	Frq	%	Frq	%	Frq	%	
1	I use learning materials self-developed by the teacher	64	64	29	29	4	4	3	3	100
2	I use past examination paper as learning material	26	26	27	27	12	12	35	35	100
3	I use other alternative in learning (For example: Internet, etc.).	42	42	45	45	6	6	7	7	100

**Table 4.4 Students' Use of Core Textbook Materials during COVID-19 Outbreak.**

No	Activity Conducted	Rating Categories								Tot
		Al		Som		Sel		N		
		Frq	%	Frq	%	Frq	%	Frq	%	
1	I learn of Vocabularies (Read, Memorize and Understand).	64	64	29	29	4	4	3	3	100
2	I practice my reading comprehension on the learning materials used.	67	67	27	27	4	4	2	2	100
3	I practice my functional writing on the learning materials used.	73	73	18	18	6	6	3	3	100
4	I read aloud what I learned from the textbook	43	43	36	36	12	12	9	9	100
5	I practice my listening comprehension through the material presented by the teacher on the learning materials used.	75	75	20	20	3	3	2	2	100

6	I practice writing directed/correct English sentences	69	69	21	21	7	7	3	3	100
7	I practice my oral (speaking) skills in English on the learning materials used.	45	45	39	39	11	11	5	5	100

**Table 4.5 How English is Taught during COVID-19 Outbreak**

No	Teaching Methods and Task	Rating Categories								Tot
		Al		Som		Sel		N		
		Frq	%	Frq	%	Frq	%	Frq	%	
1	We work in pairs in doing assignments from the teacher.	18	18	16	16	6	6	60	60	100
2	We are taught about types/text models	68	68	26	26	4	4	2	2	100
3	We are taught the comprehension skill English lessons.	81	81	14	14	4	4	1	1	100
4	We are taught good study skill	93	93	5	5	1	1	1	1	100
5	We are taught good thinking skills regarding English lessons.	84	84	14	14	1	1	1	1	100
6	We created a discussion group in learning English.	16	16	14	14	8	8	62	62	100
7	We play games from teachers about learning English.	8	8	7	7	8	8	77	77	100
8	We start learning with a good strategy	79	79	18	18	1	1	2	2	100
9	We usually play a role in learning English.	25	25	21	21	12	12	42	42	100

**Table 4.6 Students' Opinion on the Use of Text Materials in Learning during COVID-19 Outbreak**

No	Statements	Rating Categories										Tot
		SA		A		NS		D		SD		
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
1	Other sources allows flexibility in teaching English.	19	19	49	49	25	25	7	7	0	0	100
2	Other sources are more relevant to demands of exams.	50	50	32	32	0	0	14	14	4	4	100
3	Other sources of materials are better.	19	19	24	24	41	41	11	11	5	5	100
4	Activities inappropriate for class.	7	7	9	9	38	38	32	32	14	14	100
5	Guidance in teaching for framework provided in text materials.	58	58	33	33	7	7	0	0	2	2	100
6	Teacher need to change teaching method to suit the use. of text materials.	29	29	32	32	27	27	9	9	3	3	100



7	Text materials are dated.	3	3	6	6	35	35	20	20	36	36	100
8	Text materials do not facilitate teaching.	11	11	11	11	34	34	22	22	22	22	100
9	Text materials do not facilitate learning.	12	12	10	10	42	42	15	15	21	21	100

## 2). Offline Learning

There are 7 seventh grade students of SMPN 1 Dusun Tengah who carry out online learning.

**Table 4.7 Student attitude and perception towards teaching from teacher**

No	Statements	Rating Categories										Tot
		SA		A		NS		D		SD		
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
1	I must be suitably trained in learning from teacher	4	57	3	43	0	0	0	0	0	0	7
2	I must be happy in learn	4	57	3	43	0	0	0	0	0	0	7
3	Helping students pass their exam is a prime concern for teacher in teaching	3	43	4	57	0	0	0	0	0	0	7

4	I have difficulty in learning English	3	43	2	29	1	14	1	14	0	0	7
5	I exhibit behavioral problems (For example: restless when you can't).	2	29	2	29	2	29	1	14	0	0	7
6	I feel positive (happy) toward learning English from teacher	1	14	5	71	0	0	1	14	0	0	7
7	I don't care about the evaluation of English teaching given by the teacher.	2	29	0	0	2	29	2	29	1	14	7

**Table 4.8 Types of Core Text Materials**

No	Types of Core Text Materials	Scale				Tot
		Yes (1)		No (2)		
		Frq	%	Frq	%	
1	We use book "When English Ring A Bell"	7	100	0	0	7
2	We use past exam papers in learning	0	0	7	100	7
3	We use learning materials according to the syllabus	5	71	2	29	7

**Table 4.9 Types of Supplementary Materials**

No	Supplementary Materials	Rating Categories								Tot
		Al		Som		Sel		N		
		Frq	%	Frq	%	Frq	%	Frq	%	
1	I use learning materials self-developed by the teacher	3	43	4	57	0	0	0	0	7
2	I use past examination paper as learning material	2	29	0	0	2	29	3	43	7
3	I use other alternative in learning (For example: Internet, etc.).	4	57	1	14	1	14	1	14	7

**Table 4.10 Students' Use of Core Textbook Materials during COVID-19 Outbreak.**

No	Activity Conducted	Rating Categories								Tot
		Al		Som		Sel		N		
		Frq	%	Frq	%	Frq	%	Frq	%	
1	I learn of Vocabularies (Read, Memorize and Understand).	5	71	1	14	1	14	0	0	7
2	I practice my reading comprehension on the learning materials used.	5	71	2	29	0	0	0	0	7
3	I practice my functional writing on the learning materials used.	4	57	1	14	2	29	0	0	7
4	I read aloud what I learned from the textbook	3	43	3	43	0	0	1	14	7
5	I practice my listening comprehension through the material presented by the teacher on the learning materials used.	5	71	1	14	1	14	0	0	7

6	I practice writing directed/correct English sentences	3	43	2	29	2	29	0	0	7
7	I practice my oral (speaking) skills in English on the learning materials used.	2	29	2	29	2	29	1	4	7

**Table 4.11 How English Is Taught during COVID-19 Outbreak**

No	Teaching Methods and Task	Rating Categories								Tot
		Al		Som		Sel		N		
		Frq	%	Frq	%	Frq	%	Frq	%	
1	We work in pairs in doing assignments from the teacher.	1	14	2	29	1	14	3	43	7
2	We are taught about types/text models	7	100	0	0	0	0	0	0	7
3	We are taught the comprehension skill English lessons.	5	71	1	14	0	0	1	14	7
4	We are taught good study skill	6	86	0	0	1	14	0	0	7
5	We are taught good thinking skills regarding English lessons.	6	86	1	14	0	0	0	0	7
6	We created a discussion group in learning English.	1	14	4	57	0	0	2	29	7
7	We play games from teachers about learning English.	3	43	1	14	0	0	3	43	7
8	We start learning with a good strategy	6	86	0	0	1	14	0	0	7
9	We usually play a role in learning English.	2	29	4	57	0	0	1	14	7

**Table 4.12 Students' Opinion on the Use of Text Materials in Learning during COVID-19 Outbreak**

No	Statements	Rating Categories										Tot
		SA		A		NS		D		SD		
		Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
1	Other sources allows flexibility in teaching English	3	43	3	43	1	14	0	0	0	0	7
2	Other sources are more relevant to demands of exams	0	0	5	71	0	0	2	29	0	0	7
3	Other sources of materials are better	1	14	4	57	1	14	1	14	0	0	7
4	Activities inappropriate for class	2	29	2	29	3	43	0	0	0	0	7
5	Guidance in teaching for framework provided in text materials	3	43	3	43	0	0	0	0	1	14	7
6	Teacher need to change teaching method to suit the use of text materials	2	29	3	43	1	14	0	0	1	14	7
7	Text materials are dated	3	43	1	14	3	43	0	0	0	0	7

8	Text materials do not facilitate teaching	2	29	1	14	4	57	0	0	-	0	7
9	Text materials do not facilitate learning	3	43	1	14	3	43	0	0	0	0	7

**b. The Calculation of Percentage of Frequency and Mean**

**1). Online Learning**

The *first table* is about “*Student attitude and perception towards teaching from teacher*”.

**Table 4.13 The Calculation of Mean Statistics**

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
N	Valid	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0
Mean		1.50	1.54	1.49	2.39	2.50	1.88	3.80

Based on the calculation above, the highest mean score is item number 7 and the smallest mean score is item 3.

**Table 4.14 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	52.0	52.0	52.0
	Agree	46	46.0	46.0	98.0
	Not Sure	2	2.0	2.0	100.0
	Total	100	100.0	100.0	



Based on the table 4.14, *“I must be suitably trained in learning from teacher”*. There were 52 students who chose option Strongly Agree (52%). There were 46 students who chose option Agree (46%). There were 2 students who chose option Not Sure (2%).

**Table 4.15 Result of Analysis Survey Item 2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	50	50.0	50.0	50.0
Agree	46	46.0	46.0	96.0
Not Sure	4	4.0	4.0	100.0
Total	100	100.0	100.0	

Based on the table 4.15, *“I must be happy in learn”*. There were 50 students who chose option Strongly Agree (50%). There were 46 students who chose option Agree (46%). There were 4 students who chose option Not Sure (4%).

**Table 4.16 Result of Analysis Survey Item 3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	53	53.0	53.0	53.0
Agree	45	45.0	45.0	98.0
Not Sure	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Based on the table 4.16, *“Helping students pass their exam is a prime concern for teacher in teaching”*. There were 53 students who chose option Strongly Agree (53%). There were 45 students who chose option Agree (45%). There were 2 students who chose option Not Sure (2%).

**Table 4.17 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	17.0	17.0	17.0
	Agree	39	39.0	39.0	56.0
	Not Sure	32	32.0	32.0	88.0
	Disagree	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.17, *“I have difficulty in learning English”*. There were 17 students who chose option Strongly Agree (17%). There were 39 students who chose option Agree (39%). There were 32 students who chose option Not Sure (32%). There were 12 students who chose option Disagree (12%).

**Table 4.18 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	15.0	15.0	15.0
	Agree	38	38.0	38.0	53.0
	Not Sure	33	33.0	33.0	86.0
	Disagree	10	10.0	10.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.18, *“I exhibit behavioral problems (For example: restless when you can't)”*. There were 15 students who chose option Strongly Agree (15%). There were 38 students who chose option Agree (38%). There were 33 students who chose option Not Sure (33%).

There were 10 students who chose option Disagree (10%). There were 4 students who chose option Strongly Disagree (4%).

**Table 4.19 Result of Analysis Survey Item 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	32.0	32.0	32.0
Agree	50	50.0	50.0	82.0
Not Sure	16	16.0	16.0	98.0
Disagree	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Based on the table 4.19, *“I feel positive (happy) toward learning English from teacher”*. There were 32 students who chose option Strongly Agree (32%). There were 50 students who chose option Agree (50%). There were 16 students who chose option Not Sure (16%). There were 2 students who chose option Disagree (2%).

**Table 4.20 Result of Analysis Survey Item 7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	4.0	4.0	4.0
Agree	7	7.0	7.0	11.0
Not Sure	25	25.0	25.0	36.0
Disagree	33	33.0	33.0	69.0
Strongly Disagree	31	31.0	31.0	100.0
Total	100	100.0	100.0	

Based on the table 4.20, *“I don't care about the evaluation of English teaching given by the teacher”*. There were 4 students who chose option Strongly Agree (4%). There were 7 students who chose option Agree (7%). There were 25 students who chose option Not Sure (25%). There were 33 students who chose option Disagree (33%). There were 31 students who chose option Strongly Disagree (31%).

The *Second table* is about *“Types of Core Text Materials”*.

**Table 4.21 The Calculation of Mean**

		Statistics		
		Item.1	Item.2	Item.3
N	Valid	100	100	100
	Missing	0	0	0
Mean		1.08	1.87	1.06

Based on the calculation above, the highest mean score is item number 2 and the smallest mean score is item 3.

**Table 4.22 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	92	92.0	92.0	92.0
	No	8	8.0	8.0	100.0
Total		100	100.0	100.0	

Based on the table 4.22, *“We use book “When English Ring A Bell”*. There were 92 students who chose option Yes (92%). There were 8 students who chose option No (8%).

**Table 4.23 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	13.0	13.0	13.0
	No	87	87.0	87.0	100.0
Total		100	100.0	100.0	

Based on the table 4.23, *“We use past exam papers in learning”*. There were 13 students who chose option Yes (13%). There were 87 students who chose option No (87%).

**Table 4.24 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	94.0	94.0	94.0
	No	6	6.0	6.0	100.0
Total		100	100.0	100.0	

Based on the table 4.24, *“We use learning materials according to the syllabus”*. There were 94 students who chose option Yes (94%). There were 6 students who chose option No (6%).

The *Third table* is about *“Types of Supplementary Materials”*.

**Table 4.25 The Calculation of Mean**

		Item.1	Item.2	Item.3
N	Valid	100	100	100
	Missing	0	0	0
Mean		1.46	2.56	1.78

Based on the calculation above, the highest mean score is item number 2 and the smallest mean score is item 1.

**Table 4.26 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	64	64.0	64.0	64.0
	Sometimes (Average)	29	29.0	29.0	93.0
	Seldom (Low)	4	4.0	4.0	97.0
	Never (Nil)	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.26, *“I use learning materials self-developed by the teacher”*. There were 64 students who chose option Always (64%). There were 29 students who chose option Sometimes (29%). There were 4 students who chose option Seldom (4%). There were 3 students who chose option Never (3%).

**Table 4.27 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	26	26.0	26.0	26.0
	Sometimes (Average)	27	27.0	27.0	53.0
	Seldom (Low)	12	12.0	12.0	65.0
	Never (Nil)	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.27, *“I use past examination paper as learning material”*. There were 26 students who chose option Always (26%). There



were 27 students who chose option Sometimes (27%). There were 12 students who chose option Seldom (12%). There were 35 students who chose option Never (35%).

**Table 4.28 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	42	42.0	42.0	42.0
	Sometimes (Average)	45	45.0	45.0	87.0
	Seldom (Low)	6	6.0	6.0	93.0
	Never (Nil)	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.28, *“I use other alternative in learning (For example: Internet, etc.)”*. There were 42 students who chose option Always (42%). There were 45 students who chose option Sometimes (45%). There were 6 students who chose option Seldom (6%). There were 7 students who chose option Never (7%).

The *Fourth table* is about *“Students’ Use of Core Textbook Materials during COVID-19 Outbreak.”*

**Table 4.29 The Calculation of Mean**

		Statistics						
		Item. 1	Item. 2	Item. 3	Item. 4	Item. 5	Item. 6	Item. 7
N	Valid	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0
Mean		1.46	1.41	1.39	1.87	1.32	1.44	1.76

Based on the calculation above, the highest mean score is item number 4 and the smallest mean score is item 5.

**Table 4.30 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	64	64.0	64.0	64.0
	Sometimes (Average)	29	29.0	29.0	93.0
	Seldom (Low)	4	4.0	4.0	97.0
	Never (Nil)	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.30, *“I learn of Vocabularies (Read, Memorize and Understand)”*. There were 64 students who chose option Always (64%). There were 29 students who chose option Sometimes (29%). There were 4 students who chose option Seldom (4%). There were 3 students who chose option Never (3%).

**Table 4.31 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	67	67.0	67.0	67.0
	Sometimes (Average)	27	27.0	27.0	94.0
	Seldom (Low)	4	4.0	4.0	98.0
	Never (Nil)	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.31, *“I practice my reading comprehension on the learning materials used”*. There were 67 students who chose option

Always (67%). There were 27 students who chose option Sometimes (27%). There were 4 students who chose option Seldom (4%). There were 2 students who chose option Never (2%).

**Table 4.32 Result of Analysis Survey Item 3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (High)	73	73.0	73.0	73.0
Sometimes (Average)	18	18.0	18.0	91.0
Seldom (Low)	6	6.0	6.0	97.0
Never (Nil)	3	3.0	3.0	100.0
Total	100	100.0	100.0	

Based on the table 4.32, *“I practice my functional writing on the learning materials used”*. There were 73 students who chose option Always (73%). There were 18 students who chose option Sometimes (18%). There were 6 students who chose option Seldom (6%). There were 3 students who chose option Never (3%).

**Table 4.33 Result of Analysis Survey Item 4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (High)	43	43.0	43.0	43.0
Sometimes (Average)	36	36.0	36.0	79.0
Seldom (Low)	12	12.0	12.0	91.0
Never (Nil)	9	9.0	9.0	100.0
Total	100	100.0	100.0	

Based on the table 4.32, *“I read aloud what I learned from the textbook”*. There were 43 students who chose option Always (43%). There

were 36 students who chose option Sometimes (36%). There were 12 students who chose option Seldom (12%). There were 9 students who chose option Never (9%).

**Table 4.34 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	75	75.0	75.0	75.0
	Sometimes (Average)	20	20.0	20.0	95.0
	Seldom (Low)	3	3.0	3.0	98.0
	Never (Nil)	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.34, *“I practice my listening comprehension through the material presented by the teacher on the learning materials used”*. There were 75 students who chose option Always (75%). There were 20 students who chose option Sometimes (20%). There were 3 students who chose option Seldom (3%). There were 2 students who chose option Never (2%).

**Table 4.35 Result of Analysis Survey Item 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	69	69.0	69.0	69.0
	Sometimes (Average)	21	21.0	21.0	90.0
	Seldom (Low)	7	7.0	7.0	97.0
	Never (Nil)	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.35, *“I practice writing directed/correct English sentences”*. There were 69 students who chose option Always (69%). There were 21 students who chose option Sometimes (21%). There were 7 students who chose option Seldom (7%). There were 3 students who chose option Never (3%).

**Table 4.36 Result of Analysis Survey Item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	45	45.0	45.0	45.0
	Sometimes (Average)	39	39.0	39.0	84.0
	Seldom (Low)	11	11.0	11.0	95.0
	Never (Nil)	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.36, *“I practice my oral (speaking) skills in English on the learning materials used”*. There were 45 students who chose option Always (45%). There were 39 students who chose option Sometimes (39%). There were 11 students who chose option Seldom (11%). There were 5 students who chose option Never (5%).

The *Fifth table* is about *“How English is taught during COVID-19 Outbreak”*.

**Table 4.37 The Calculation of Mean**

		Statistics								
		Item. 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
N	Valid	100	100	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0	0	0
	Mean	3.08	1.40	1.25	1.10	1.19	3.16	3.54	1.26	2.71

Based on the calculation above, the highest mean score is item number 7 and the smallest mean score is item 4.

**Table 4.38 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	18	18.0	18.0	18.0
	Sometimes (Average)	16	16.0	16.0	34.0
	Seldom (Low)	6	6.0	6.0	40.0
	Never (Nil)	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.38, "*We work in pairs in doing assignments from the teacher*". There were 18 students who chose option Always (18%). There were 16 students who chose option Sometimes (16%). There were 6 students who chose option Seldom (6%). There were 60 students who chose option Never (60%).



**Table 4.39 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	68	68.0	68.0	68.0
	Sometimes (Average)	26	26.0	26.0	94.0
	Seldom (Low)	4	4.0	4.0	98.0
	Never (Nil)	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.39, *“We are taught about types/text models”*.

There were 68 students who chose option Always (68%). There were 26 students who chose option Sometimes (26%). There were 4 students who chose option Seldom (4%). There were 2 students who chose option Never (2%).

**Table 4.40 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	81	81.0	81.0	81.0
	Sometimes (Average)	14	14.0	14.0	95.0
	Seldom (Low)	4	4.0	4.0	99.0
	Never (Nil)	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.40, *“We are taught the comprehension skill English lessons”*. There were 81 students who chose option Always (81%). There were 14 students who chose option Sometimes (14%). There were 4

students who chose option Seldom (4%). There was 1 student who chose option Never (1%).

**Table 4.41 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	93	93.0	93.0	93.0
	Sometimes (Average)	5	5.0	5.0	98.0
	Seldom (Low)	1	1.0	1.0	99.0
	Never (Nil)	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.41, *“We are taught good study skill”*. There were 93 students who chose option Always (93%). There were 5 students who chose option Sometimes (5%). There was 1 student who chose option Seldom (1%). There was 1 student who chose option Never (1%).

**Table 4.42 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	84	84.0	84.0	84.0
	Sometimes (Average)	14	14.0	14.0	98.0
	Seldom (Low)	1	1.0	1.0	99.0
	Never (Nil)	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.42, *“We are taught good thinking skills regarding English lessons”*. There were 84 students who chose option Always (84%). There were 14 students who chose option Sometimes

(14%). There was 1 student who chose option Seldom (1%). There was 1 student who chose option Never (1%).

**Table 4.43 Result of Analysis Survey Item 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (High)	16	16.0	16.0	16.0
Sometimes (Average)	14	14.0	14.0	30.0
Seldom (Low)	8	8.0	8.0	38.0
Never (Nil)	62	62.0	62.0	100.0
Total	100	100.0	100.0	

Based on the table 4.43, *“We created a discussion group in learning English”*. There were 16 students who chose option Always (16%). There were 14 students who chose option Sometimes (14%). There were 8 students who chose option Seldom (8%). There were 62 students who chose option Never (62%).

**Table 4.44 Result of Analysis Survey Item 7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (High)	8	8.0	8.0	8.0
Sometimes (Average)	7	7.0	7.0	15.0
Seldom (Low)	8	8.0	8.0	23.0
Never (Nil)	77	77.0	77.0	100.0
Total	100	100.0	100.0	

Based on the table 4.44, *“We play games from teachers about learning English”*. There were 8 students who chose option Always (8%). There were 7 students who chose option Sometimes (7%). There were 8

students who chose option Seldom (8%). There were 77 students who chose option Never (77%).

**Table 4.45 Result of Analysis Survey Item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	79	79.0	79.0	79.0
	Sometimes (Average)	18	18.0	18.0	97.0
	Seldom (Low)	1	1.0	1.0	98.0
	Never (Nil)	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.45, *“We start learning with a good strategy”*. There were 79 students who chose option Always (79%). There were 18 students who chose option Sometimes (18%). There was 1 student who chose option Seldom (1%). There were 2 students who chose option Never (2%).

**Table 4.46 Result of Analysis Survey Item 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	25	25.0	25.0	25.0
	Sometimes (Average)	21	21.0	21.0	46.0
	Seldom (Low)	12	12.0	12.0	58.0
	Never (Nil)	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.46, *“We usually play a role in learning English”*. There were 25 students who chose option Always (25%). There were 21 students who chose option Sometimes (21%). There were 12 students who chose option Seldom (12%). There were 42 students who chose option Never (42%).

The *Sixth table* is about *“Students’ Opinion on the Use of Text Materials in Learning during COVID-19 Outbreak”*.

**Table 4.47 The Calculation of Mean**

		Statistics								
		Item .1	Item. 2	Item. 3	Item. 4	Item. 5	Item. 6	Item. 7	Item. 8	Item. 9
N	Valid	100	100	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0	0	0
	Mean	2.20	1.90	2.59	3.37	1.55	2.25	3.80	3.33	3.23

Based on the calculation above, the highest mean score is item number 7 and the smallest mean score is item 5.

**Table 4.48 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	19.0	19.0	19.0
	Agree	49	49.0	49.0	68.0
	Not Sure	25	25.0	25.0	93.0
	Disagree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.48, *“Other sources allow flexibility in teaching English”*. There were 19 students who chose option Strongly Agree (19%).

There were 49 students who chose option Agree (49%). There were 25 students who chose option Not Sure (25%). There were 7 students who chose option Disagree (7%).

**Table 4.49 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	50.0	50.0	50.0
	Agree	32	32.0	32.0	82.0
	Disagree	14	14.0	14.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.49, *“Other sources are more relevant to demands of exams”*. There were 50 students who chose option Strongly Agree (50%). There were 32 students who chose option Agree (32%). There were 14 students who chose option Disagree (14%). There were 4 students who chose option Strongly Disagree (4%).

**Table 4.50 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	19.0	19.0	19.0
	Agree	24	24.0	24.0	43.0
	Not Sure	41	41.0	41.0	84.0
	Disagree	11	11.0	11.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	



Based on the table 4.50, *“Other sources of materials are better”*. There were 19 students who chose option Strongly Agree (19%). There were 24 students who chose option Agree (24%). There were 41 students who chose option Not Sure (41%). There were 11 students who chose option Disagree (11%). There were 5 students who chose option Strongly Disagree (5%).

**Table 4.51 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	7.0	7.0	7.0
	Agree	9	9.0	9.0	16.0
	Not Sure	38	38.0	38.0	54.0
	Disagree	32	32.0	32.0	86.0
	Strongly Disagree	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.51, *“Activities inappropriate for class”*. There were 7 students who chose option Strongly Agree (7%). There were 9 students who chose option Agree (9%). There were 38 students who chose option Not Sure (38%). There were 32 students who chose option Disagree (32%). There were 14 students who chose option Strongly Disagree (14%).

**Table 4.52 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	58.0	58.0	58.0
	Agree	33	33.0	33.0	91.0
	Not Sure	7	7.0	7.0	98.0

Strongly Disagree	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Based on the table 4.52, *“Guidance in teaching for framework provided in text materials”*. There were 58 students who chose option Strongly Agree (58%). There were 33 students who chose option Agree (33%). There were 7 students who chose option Not Sure (7%). There were 2 students who chose option Strongly Disagree (2%).

**Table 4.53 Result of Analysis Survey Item 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	29	29.0	29.0	29.0
Agree	32	32.0	32.0	61.0
Not Sure	27	27.0	27.0	88.0
Disagree	9	9.0	9.0	97.0
Strongly Disagree	3	3.0	3.0	100.0
Total	100	100.0	100.0	

Based on the table 4.53, *“Teacher need to change teaching method to suit the use of text materials”*. There were 29 students who chose option Strongly Agree (29%). There were 32 students who chose option Agree (32%). There were 27 students who chose option Not Sure (27%). There were 9 students who chose option Disagree (9%). There were 3 students who chose option Strongly Disagree (3%).

**Table 4.54 Result of Analysis Survey Item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	3.0	3.0	3.0
	Agree	6	6.0	6.0	9.0
	Not Sure	35	35.0	35.0	44.0
	Disagree	20	20.0	20.0	64.0
	Strongly Disagree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.54, *“Text materials are dated”*. There were 3 students who chose option Strongly Agree (3%). There were 6 students who chose option Agree (6%). There were 35 students who chose option Not Sure (35%). There were 20 students who chose option Disagree (20%). There were 36 students who chose option Strongly Disagree (36%).

**Table 4.55 Result of Analysis Survey Item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	11.0	11.0	11.0
	Agree	11	11.0	11.0	22.0
	Not Sure	34	34.0	34.0	56.0
	Disagree	22	22.0	22.0	78.0
	Strongly Disagree	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.55, *“Text materials do not facilitate teaching”*. There were 11 students who chose option Strongly Agree (11%). There were 11 students who chose option Agree (11%). There were 34 students who chose option Not Sure (34%). There were 22 students who chose

option Disagree (22%). There were 22 students who chose option Strongly Disagree (22%).

**Table 4.56 Result of Analysis Survey Item 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	12.0	12.0	12.0
	Agree	10	10.0	10.0	22.0
	Not Sure	42	42.0	42.0	64.0
	Disagree	15	15.0	15.0	79.0
	Strongly Disagree	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Based on the table 4.56, *“Text materials do not facilitate learning”*. There were 12 students who chose option Strongly Agree (12%). There were 10 students who chose option Agree (10%). There were 42 students who chose option Not Sure (42%). There were 15 students who chose option Disagree (15%). There were 21 students who chose option Strongly Disagree (21%).

## 2). Offline Learning

The *first table* is about *“Student attitude and perception towards teaching from teacher”*.

**Table 4.57 The Calculation of Mean**

		Statistics						
		Item.1	Item.2	Item.3	Item.4	Item.5	Item.6	Item.7
N	Valid	7	7	7	7	7	7	7
	Missing	0	0	0	0	0	0	0
Mean		1.43	1.43	1.57	2.00	2.29	2.14	3.00

Based on the calculation above, the highest mean score is item number 7 and the smallest mean score is item 1 and 2.

**Table 4.57 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	57.1	57.1	57.1
	Agree	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.57, "*I must be suitably trained in learning from teacher*". There were 4 students who chose option Strongly Agree (57,1%). There were 3 students who chose option Agree (42,9%).

**Table 4.58 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	57.1	57.1	57.1
	Agree	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.58, "*I must be happy in learn*". There were 4 students who chose option Strongly Agree (57,1%). There were 3 students who chose option Agree (42,9%).

**Table 4.59 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	42.9	42.9
	Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Based on the table 4.59, *“Helping students pass their exam is a prime concern for teacher in teaching”*. There were 3 students who chose option Strongly Agree (42,9%). There were 4 students who chose option Agree (57,1%).

**Table 4.60 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	42.9	42.9
	Agree	2	28.6	28.6	71.4
	Not Sure	1	14.3	14.3	85.7
	Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.60, *“I have difficulty in learning English”*. There were 3 students who chose option Strongly Agree (42,9%). There were 2 students who chose option Agree (28,6%). There was 1 student who chose option Not Sure (14,3%). There was 1 student who chose option Disagree (14,3%).



**Table 4.61 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	28.6	28.6	28.6
	Agree	2	28.6	28.6	57.1
	Not Sure	2	28.6	28.6	85.7
	Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.61, *“I exhibit behavioral problems (For example: restless when you can’t)”*. There were 2 students who chose option Strongly Agree (28,6%). There were 2 students who chose option Agree (28,6%). There were 2 students who chose option Not Sure (28,6%). There was 1 student who chose option Disagree (14,3%).

**Table 4.62 Result of Analysis Survey Item 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	14.3	14.3	14.3
	Agree	5	71.4	71.4	85.7
	Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.62, *“I feel positive (happy) toward learning English from teacher”*. There was 1 student who chose option Strongly Agree (14,3%). There were 5 students who chose option Agree (71,4%). There was 1 student who chose option Disagree (14,3%).

**Table 4.63 Result of Analysis Survey Item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	28.6	28.6	28.6
	Not Sure	2	28.6	28.6	57.1
	Disagree	2	28.6	28.6	85.7
	Strongly Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.63, *“I don't care about the evaluation of English teaching given by the teacher”*. There were 2 students who chose option Strongly Agree (28,6%). There were 2 students who chose option Not Sure (28,6%). There were 2 students who chose option Disagree (28,6%). There was 1 student who chose option Strongly Disagree (14,3%).

The *second table* is about *“Types of Core Text Materials”*.

**Table 4.64 The Calculation of Mean**

		Statistics		
		Item.1	Item.2	Item.3
N	Valid	7	7	7
	Missing	0	0	0
Mean		1.00	2.00	1.29

Based on the calculation above, the highest mean score is item number 2 and the smallest mean score is item 1.

**Table 4.65 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	100.0	100.0	100.0

Based on the table 4.65, “*We use book “When English Ring A Bell”*”. There were 7 students who chose option Yes (100%).

**Table 4.66 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	100.0	100.0	100.0

Based on the table 4.66, “*We use past exam papers in learning*”. There were 7 students who chose option No (100%).

**Table 4.67 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	71.4	71.4	71.4
	No	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Based on the table 4.67, “*We use learning materials according to the syllabus*”. There were 7 students who chose option Yes (71,4%). There were 2 students who chose option No (28,6%).

The *third table* is about “*Types of Supplementary Materials*”.

**Table 4.68 The Calculation of Mean**

		Statistics		
		Item.1	Item.2	Item.3
N	Valid	7	7	7
	Missing	0	0	0
Mean		1.57	2.86	1.86

Based on the calculation above, the highest mean score is item number 2 and the smallest mean score is item 1.

**Table 4.69 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	3	42.9	42.9	42.9
	Sometimes (Average)	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Based on the table 4.69, *“I use learning materials self-developed by the teacher”*. There were 3 students who chose option Always (42,9%). There were 4 students who chose option Sometimes (57,1%).

**Table 4.70 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	2	28.6	28.6	28.6
	Seldom (Low)	2	28.6	28.6	57.1
	Never (Nil)	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.70, *“I use past examination paper as learning material”*. There were 2 students who chose option Always (28,6%). There were 2 students who chose option Seldom (28,6%). There were 3 students who chose option Never (42,9%)

**Table 4.71 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	4	57.1	57.1	57.1

Sometimes (Average)	1	14.3	14.3	71.4
Seldom (Low)	1	14.3	14.3	85.7
Never (Nil)	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Based on the table 4.71, *“I use other alternative in learning (For example: Internet, etc.)”*. There were 4 students who chose option Always (57,1%). There was 1 student who chose option Sometimes (14,3%). There was 1 student who chose option Seldom (14,3%). There was 1 student who chose option Never (14,3%).

The *fourth table* is about *“Students’ Use of Core Textbook Materials during COVID-19 Outbreak”*.

**Table 4.72 The Calculation of Mean**

		Statistics						
		Item.1	Item.2	Item.3	Item.4	Item.5	Item.6	Item.7
N	Valid	7	7	7	7	7	7	7
	Missing	0	0	0	0	0	0	0
Mean		1.43	1.29	1.71	1.86	1.43	1.86	2.29

Based on the calculation above, the highest mean score is item number 7 and the smallest mean score is item 2.

**Table 4.73 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	5	71.4	71.4	71.4
	Sometimes (Average)	1	14.3	14.3	85.7
	Seldom (Low)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.73, *“I learn of Vocabularies (Read, Memorize and Understand)”*. There were 5 students who chose option Always (71,4%). There was 1 student who chose option Sometimes (14,3%). There was 1 student who chose option Seldom (14,3%).

**Table 4.74 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	5	71.4	71.4	71.4
	Sometimes (Average)	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Based on the table 4.74, *“I practice my reading comprehension on the learning materials used”*. There were 5 students who chose option Always (71,4%). There were 2 students who chose option Sometimes (28,6%).

**Table 4.75 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	4	57.1	57.1	57.1
	Sometimes (Average)	1	14.3	14.3	71.4
	Seldom (Low)	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Based on the table 4.75, *“I practice my functional writing on the learning materials used”*. There were 4 students who chose option Always



(57,1%). There was 1 student who chose option Sometimes (14,3%). There were 2 students who chose option Seldom (28,6%).

**Table 4.76 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	3	42.9	42.9	42.9
	Sometimes (Average)	3	42.9	42.9	85.7
	Never (Nil)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.76, "*I read aloud what I learned from the textbook*". There were 3 students who chose option Always (42,9%). There were 3 students who chose option Sometimes (42,9%). There was 1 student who chose option Never (14,3%).

**Table 4.77 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	5	71.4	71.4	71.4
	Sometimes (Average)	1	14.3	14.3	85.7
	Seldom (Low)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.77, "*I practice my listening comprehension through the material presented by the teacher on the learning materials used*". There were 5 students who chose option Always (71,4%). There was

1 student who chose option Sometimes (14,3%). There was 1 student who chose option Seldom (14,3%).

**Table 4.78 Result of Analysis Survey Item 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	3	42.9	42.9	42.9
	Sometimes (Average)	2	28.6	28.6	71.4
	Seldom (Low)	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Based on the table 4.78, "*I practice writing directed/correct English sentences*". There were 3 students who chose option Always (42,9%). There were 2 students who chose option Sometimes (28,6%). There were 2 students who chose option Seldom (28,6%).

**Table 4.79 Result of Analysis Survey Item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	2	28.6	28.6	28.6
	Sometimes (Average)	2	28.6	28.6	57.1
	Seldom (Low)	2	28.6	28.6	85.7
	Never (Nil)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.79, "*I practice my oral (speaking) skills in English on the learning materials used*". There were 2 students who chose option Always (28,6%). There were 2 students who chose option

Sometimes (28,6%). There were 2 students who chose option Seldom (28,6%). There was 1 student who chose option Never (14,3%)

The *fifth table* is about “*How English is taught during COVID-19 Outbreak*”.

**Table 4.80 The Calculation of Mean**

		Statistics								
		Item. 1	Item. 2	Item. 3	Item. 4	Item. 5	Item. 6	Item. 7	Item. 8	Item. 9
N	Valid	7	7	7	7	7	7	7	7	7
	Missing	0	0	0	0	0	0	0	0	0
	Mean	2.86	1.00	1.57	1.29	1.14	2.43	2.43	1.29	2.00

Based on the calculation above, the highest mean score is item number 1 and the smallest mean score is item 2.

**Table 4.81 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	1	14.3	14.3	14.3
	Sometimes (Average)	2	28.6	28.6	42.9
	Seldom (Low)	1	14.3	14.3	57.1
	Never (Nil)	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.81, “*We work in pairs in doing assignments from the teacher*”. There was 1 student who chose option Always (14,3%). There were 2 students who chose option Sometimes (28,6%). There was 1

student who chose option Seldom (14,3%). There were 3 students who chose option Never (42,9%)

**Table 4.82 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	7	100.0	100.0	100.0

Based on the table 4.82, *“We are taught about types/text models”*. There were 7 students who chose option Always (100%).

**Table 4.83 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	5	71.4	71.4	71.4
	Sometimes (Average)	1	14.3	14.3	85.7
	Never (Nil)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.83, *“We are taught the comprehension skill English lessons”*. There were 5 students who chose option Always (71,4%). There was 1 student who chose option Sometimes (14,3%). There was 1 student who chose option Never (14,3%).

**Table 4.84 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	6	85.7	85.7	85.7
	Seldom (Low)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.84, *“We are taught good study skill”*. There were 6 students who chose option Always (85,7%). There was 1 student who chose option Seldom (14,3%)

**Table 4.85 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	6	85.7	85.7	85.7
	Sometimes (Average)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.85, *“We are taught good thinking skills regarding English lessons”*. There were 6 students who chose option Always (86,7%). There was 1 student who chose option Sometimes (14,3%).

**Table 4.86 Result of Analysis Survey Item 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	1	14.3	14.3	14.3
	Sometimes (Average)	4	57.1	57.1	71.4
	Never (Nil)	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Based on the table 4.86, *“We created a discussion group in learning English”*. There was 1 student who chose option Always (14,3%). There were 4 students who chose option Sometimes (57,1%). There were 2 students who chose option Never (28,6%).

**Table 4.87 Result of Analysis Survey Item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	3	42.9	42.9	42.9
	Sometimes (Average)	1	14.3	14.3	57.1
	Never (Nil)	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.87, *“We play games from teachers about learning English”*. There were 3 students who chose option Always (42,9%). There was 1 student who chose option Sometimes (14,3%). There were 3 students who chose option Never (42,9%).

**Table 4.88 Result of Analysis Survey Item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	6	85.7	85.7	85.7
	Seldom (Low)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.88, *“We start learning with a good strategy”*. There were 6 students who chose option Always (85,7%). There was 1 student who chose option Seldom (14,3%).



**Table 4.89 Result of Analysis Survey Item 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (High)	2	28.6	28.6	28.6
	Sometimes (Average)	4	57.1	57.1	85.7
	Never (Nil)	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.89, *“We usually play a role in learning English”*. There were 2 students who chose option Always (28,6%). There were 4 students who chose option Seldom (57,1%). There was 1 student who chose option Never (14,3%).

The *sixth table* is about *“Students’ Opinion on the Use of Text Materials in Learning during COVID-19 Outbreak”*.

**Table 4.90 The Calculation of Mean****Statistics**

		Item. 1	Item .2	Item .3	Item. 4	Item. 5	Item. 6	Item. 7	Item. 8	Item. 9
N	Valid	7	7	7	7	7	7	7	7	7
	Missing	0	0	0	0	0	0	0	0	0
Mean		1.71	2.57	2.29	2.14	2.00	2.29	2.00	2.29	2.00

Based on the calculation above, the highest mean score is item number 2 and the smallest mean score is item 1.

**Table 4.91 Result of Analysis Survey Item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	42.9	42.9
	Agree	3	42.9	42.9	85.7
	Not Sure	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.91, ***“Other sources allows flexibility in teaching English”***. There were 3 students who chose option Strongly Agree (42,9%). There were 3 students who chose option Agree (42,9%). There was 1 student who chose option Not Sure (14,3%).

**Table 4.92 Result of Analysis Survey Item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	71.4	71.4	71.4
	Disagree	2	28.6	28.6	100.0
Total		7	100.0	100.0	

Based on the table 4.92, ***“Other sources are more relevant to demands of exams”***. There were 5 students who chose option Agree (71,4%). There were 2 students who chose option Disagree (28,6%).

**Table 4.93 Result of Analysis Survey Item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	14.3	14.3	14.3
	Agree	4	57.1	57.1	71.4
	Not Sure	1	14.3	14.3	85.7
	Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.93, ***“Other sources of materials are better”***.

There was 1 student who chose option Strongly Agree (14,3%). There were 4 students who chose option Agree (57,1%). There was 1 student who chose option Not Sure (14,3%). There was 1 student who chose option Disagree (14,3%).

**Table 4.94 Result of Analysis Survey Item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	28.6	28.6	28.6
	Agree	2	28.6	28.6	57.1
	Not Sure	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.94, ***“Activities inappropriate for class”***. There were 2 students who chose option Strongly Agree (28,6%). There were 2 students who chose option Agree (28,6%). There were 3 students who chose option Not Sure (42,9%).

**Table 4.95 Result of Analysis Survey Item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	42.9	42.9
	Agree	3	42.9	42.9	85.7
	Strongly Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.95, *“Guidance in teaching for framework provided in text materials”*. There were 3 students who chose option Strongly Agree (42,9%). There were 3 students who chose option Agree (42,9%). There was 1 student who chose option Strongly Disagree (14,3%).

**Table 4.96 Result of Analysis Survey Item 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	28.6	28.6	28.6
	Agree	3	42.9	42.9	71.4
	Not Sure	1	14.3	14.3	85.7
	Strongly Disagree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Based on the table 4.96, *“Teacher need to change teaching method to suit the use of text materials”*. There were 2 students who chose option Strongly Agree (28,6%). There were 3 students who chose option Agree (42,9%). There was 1 student who chose option Not Sure (14,3%). There was 1 student who chose option Strongly Disagree (14,3%).

**Table 4.97 Result of Analysis Survey Item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	42.9	42.9
	Agree	1	14.3	14.3	57.1
	Not Sure	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Based on the table 4.97, *“Text materials are dated”*. There were 3 students who chose option Strongly Agree (42,9%). There was 1 student who chose option Agree (14,3%). There were 3 students who chose option Not Sure (42,9%).

**Table 4.98 Result of Analysis Survey Item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	28.6	28.6	28.6
	Agree	1	14.3	14.3	42.9
	Not Sure	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Based on the table 4.98, *“Text materials do not facilitate teaching”*. There were 2 students who chose option Strongly Agree (28,6%). There was 1 student who chose option Agree (14,3%). There were 4 students who chose option Not Sure (57,1%).



a). **Online Learning**

There are 100 seventh grade students of SMPN 1 Dusun Tengah who carry out online learning that have answered the questionnaires.

1. **Students' Attitudes towards the Use of Textbook “When English Ring A Bell”**

From the questionnaire about students' attitudes towards the use of textbooks “When English Ring A Bell’ divided into students' attitudes and perceptions, the researcher found as follow on the table:

**Table 4.100 Students' Attitudes**

Item	Rating Categories										Mn	RO
	SA		A		NS		D		SD			
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
3	53	53	45	45	2	2	0	0	0	0	1,49	1
1	52	52	46	46	2	2	0	0	0	0	1,5	2
2	50	50	46	46	4	4	0	0	0	0	1,54	3
6	32	32	50	50	16	16	2	0	0	0	1,88	4
4	17	17	39	39	32	32	12	12	0	0	2,39	5
5	15	15	38	38	33	33	10	10	4	4	2,5	6
7	4	4	7	7	25	25	33	33	31	31	3,8	7

By sorting the mean numbers from the smallest to the largest, the result of table 4.100 showed that the statement *"Helping students pass their exam is a prime concern for teacher in teaching"* (Item 3, mean = 1,49) as the first rank order with a frequency of 53 students chose option strongly agree. Thus it can be concluded that the teacher is very influential in the student learning process, especially for student graduation in carrying out



the exam. Then followed by the statement "*I must be suitably trained in learning from teacher*" (Item 1, mean = 1.5) as the second rank with a frequency of 52 students. It shows students really need teachers to train/educate them properly in the learning process. Furthermore, the statement "*I must be happy in learn*" is in third place with a frequency of 50 students (Item 2, mean = 1.54). It is the task of the teacher in making the teaching and learning process fun so that students also feel happy in learning.

Then statements 4, 5 and 6 shows that students chose the option to agree more. The statement "*I feel positive (happy) toward learning English from teacher*" ranks fourth with a frequency of 50 people (Item 6, mean = 1.88). This shows that feeling positive for example happy, comfortable and so on in learning. Then followed by the statement "*I have difficulty in learning English*" as the fifth rank with a frequency of 39 (Item 4, mean = 2.39). This shows that the role of educators to parents is very large in helping students overcome difficulties in learning, especially English. Next is the statement "*I exhibit behavioral problems (For example: restless when you can't)*" as the sixth rank with a frequency of 38 people (Item 5, mean = 2.5). An example of this is anxiety when you can't understand a lesson, so it's also a task for educators and parents to deal with it.

The last statement "*I don't care about the evaluation of English teaching given by the teacher*" as the seventh rank with a frequency of disagree as many as 33 students who chosen (Item 7, mean = 3.8). That's

because the statement is negative so they don't agree with it. It also shows that they care about the evaluation of the teacher for a better teaching and learning process.

## 2. Students' perspectives towards the use of textbook materials.

From the questionnaire about students' perspectives towards the use of textbook materials divided into core text and supplementary materials, the researcher found as follow on the table:

### a. Types of Core Text Materials

Students' beliefs in the use of core text materials, the researcher found as follow on the table:

**Table 4.101 Core Text Materials**

Item	Scale				Mean Frequency of Text Material Use	Rank Order
	Yes		No			
	Frq	%	Frq	%		
3	94	94	6	6	1,06	1
1	92	92	8	8	1,08	2

Based on table 4.101 that items 1 and 3 are closely related. The findings show that the statement "*We use learning materials according to the syllabus*" is ranked first with a frequency of 94 people answering Yes (Item 3, mean = 1.06). Because students really understand that the material in the textbook is really according to the syllabus they use at the school. Then the statement "*We use the book When English Ring A Bell*" as the second rank with a frequency of 92 people answered Yes (Item 1, mean =

1.08). This shows that students actually use the textbook in the online learning process.

**b. Types of Supplementary Materials**

Students' beliefs in supplementary/supporting materials for the main book "When English Ring A Bell", the researcher found as follow on the table:

**Table 4.102 Supplementary Materials**

Item	Rating Categories								Mn	RO
	Al		Som		Sel		N			
	Frq	%	Frq	%	Frq	%	Frq	%		
1	64	64	29	29	4	4	3	3	1,46	1
3	42	42	45	45	6	6	7	7	1,78	2
2	26	26	27	27	12	13	35	35	2,56	3

Based on table 4.102, the findings show that the statement "*I use learning materials self-developed by the teacher*" as a first rank with a frequency of 64 students who chose option Always (Item 1, mean = 1.46). This can be proven through the learning module that has been made by the teacher as a supporter of the main book. Then the statement "*I use other alternative in learning (For example: Internet, etc.)*" as the second rank with a frequency of 45 students choose sometimes (Item 3, mean = 1.78). This means that sometimes it is the same as the average, so that on average many students use other alternatives to support their learning process, such as the internet. Then the last statement is "*I use past examination paper as*

*learning material*" as the third/last rank with a frequency of 35 students choosing Never (Item 2, mean = 2.56). It can be concluded that most of the students dominantly do not use the examination paper to support their learning process even though other students have different options.

### 3. Students' Perspectives towards the Use of Core Text Materials during COVID-19 Outbreak.

Students' perspectives towards the use of core text materials during COVID-19 Outbreak, the researcher found as follow on the table:

**Table 4.103 Students' Use of Core Textbook Materials**

Item	Rating Categories								Mn	RO
	Always		Sometimes		Seldom		Never			
	Frq	%	Frq	%	Frq	%	Frq	%		
5	75	75	20	20	3	3	2	2	1,32	1
3	73	73	18	18	6	6	3	3	1,39	2
2	67	67	27	27	4	4	2	2	1,41	3
6	69	69	21	21	7	7	3	3	1,44	4
1	64	64	29	29	4	4	3	3	1,46	5
7	45	45	39	39	11	11	5	5	1,76	6
4	43	43	36	36	12	12	9	9	1,87	7

Based on table 4.103 that all statements have the option Always the most dominant compared to other options. It's just that in items 4 and 7 less than 50% of students choose the Always option. This is shown in the statement "*I practice my listening comprehension through the material presented by the teacher on the learning materials used*" as the first rank

with a frequency of 75 students (Item 5, mean = 1.32). That means students really listen to directions from teachers or others in learning English even though they are online. Then the statement "*I practice my functional writing on the learning materials used*" is ranked second with a frequency of 73 students (Item 3, mean = 1.39). This concludes that students really practice their writing skills on the task material given/delivered by the teacher online. Then the statement "*I practice my reading comprehension on the learning materials used*" is ranked third with a frequency of 67 students (Item 2, mean = 1.41). This concludes that students actually read the textbooks used or other materials as support in learning. Furthermore, the statement "*I practice writing directed/correct English sentences*" is ranked fourth with a frequency of 69 students (Item 6, mean = 1.44). It concludes that students do not just write but they also learn how to write English words/sentences correctly on the tasks given by the teacher. Then the statement "*I learn of Vocabularies (Read, Memorize and Understand)*" as the fifth rank with a frequency of 64 students (Item 1, mean = 1.46). It is concluded that students understand that learning vocabulary is a very important element in mastering English.

The statements 4 and 7 can be seen from the frequency of the number of students who choose option Always less than 50 people or less than 50% of the total number of students who do online learning. This can be shown in the statement "*I practice my oral (speaking) skills in English on the learning materials used*" as the sixth rank with a frequency of 45 people

(Item 7, mean = 1.76). Although not up to 50% of students choose Always in the speaking practice, it is more dominantly done by students in the process of learning English compared to other options. Then the last statement "*I read aloud what I learned from the textbook*" as the last or seventh rank order with a frequency of 43 students (Item 4, mean = 1.87). This is done by students according to their wishes so that they can understand English easily.

#### 4. Students' perception towards teaching from teacher of using English Textbook "When English Ring A Bell".

Student's perception towards teaching from teacher of using Textbook "When English Ring A Bell" in Learning during the COVID-19 Outbreak divided into how English is taught and Students' Opinion on the Suitability of using Textbook "When English Ring a Bell".

##### a. How English is taught during COVID-19 Outbreak

Students' perception in how English is taught by using English Textbook, the researcher found as follow on the table:

**Table 4.104 How English is taught during COVID-19 Outbreak**

Item	Rating Categories								Mn	RO
	Always		Sometimes		Seldom		Never			
	Frq	%	Frq	%	Frq	%	Frq	%		
4	93	93	5	5	1	1	1	1	1,1	1
5	84	84	14	14	1	1	1	1	1,19	2
3	81	81	14	14	4	4	1	1	1,25	3
8	79	79	18	18	1	1	2	2	1,26	4



2	68	68	26	26	4	4	2	2	1,4	5
9	25	25	21	21	12	12	42	42	2,71	6
1	18	18	16	16	6	6	60	60	3,08	7
6	16	16	14	14	8	8	62	62	3,16	8
7	8	8	7	7	8	8	77	77	3,54	9

Based on table 4.104 the findings show that items 2,3,4,5 and 8 have a high frequency in the Always option. This can be seen in the statement "*We are taught good study skills*" as the first rank with a frequency of 93 students (Item 4, mean = 1.1). It can be concluded that the teacher really pays attention to the student learning process well. Then the statement "*We are taught good thinking skills regarding English lessons*" is ranked second with a frequency of 84 students (Item 5, mean = 1.19). It means that the teacher really pays attention to students' learning methods, especially good ways of thinking in understanding English learning. Next is the statement "*We are taught the comprehension skill English lessons*" as the third rank with a frequency of 81 students (Item 3, mean = 1.25). It can be concluded that the teacher has a good method so that students can easily understand English lessons. Then the statement "*We start learning with a good strategy*" as the fourth rank with a frequency of 79 students (Item 8, mean = 1.26). It means that teachers and students understand a good learning strategy in the process of learning English. Furthermore, the statement "*We are taught about types/text models*" is ranked fifth with a frequency of 68 students (Item 2, mean = 1.4). It can be concluded that the teacher



introduces students to the types of texts or other materials related to the textbooks used.

The statements in items 1, 6, 7 and 9 are statements with high frequency in the Never option. These findings can be shown in the statement "*We usually play a role in learning English*" as the sixth rank with a frequency of 42 students (Item 9, mean = 2.71). It means that students feel they have never played a role in the process of learning English during the COVID-19 outbreak. Then followed by the question "*We work in pairs in doing assignments from the teacher*" as the seventh rank with a frequency of 60 students (Item 1, mean = 3.08). This is related to social distancing that must be implemented during the COVID-19 outbreak, so teachers prefer students to work on assignments individually, although some students can still work together on assignments only online. Furthermore, the statement "*We created a discussion group in learning English*" is ranked eighth with a frequency of 62 students (Item 6, mean 3.16). This is the same as the previous statement where the teacher prioritizes students to study individually rather than in groups. Then the statement "*We play games from teachers about learning English*" is the last or ninth rank with a frequency of 77 students (Item 7, mean = 3.54). This is also in line with the two previous statements because they are related to the COVID-19 outbreak which always applies distance learning so it is not possible for teachers to give games to students in learning English.

**b. Suitability of Using Textbook in Teaching from Teacher**

Student's perception on the Suitability of using textbook in teaching from teacher, the researcher found as follow on the table:

**Table 4.105 Suitability of Using Textbook**

Item	Rating Categories										Mn	RO
	SA		A		NS		D		SD			
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
5	58	58	33	33	7	7	0	0	2	2	1,55	1
2	50	50	32	32	0	0	14	14	4	4	1,9	2
1	19	19	49	49	25	25	7	7	0	0	2,2	3
6	29	29	32	32	27	27	9	9	3	3	2,25	4
3	19	19	24	24	41	41	11	11	5	5	2,59	5
9	12	12	10	10	42	42	15	15	21	21	3,23	6
8	11	11	11	11	34	34	22	22	22	22	3,33	7
4	7	7	9	9	38	38	32	32	14	14	3,37	8
7	3	3	6	6	35	35	20	20	36	36	3,8	9

Based on table 4.105, the findings show that the statements in items 2 and 5 have a high frequency of strongly agree options. This can be seen in the statement "*Guidance in teaching for framework provided in text materials*" as the first rank order with a frequency of 58 students (Item 5, mean = 1.55). It means that the books used are very good in supporting students' English learning. Then the statement "*Other sources are more relevant to demands of exams*" as the second rank with a frequency of 50

students (Item 2, mean = 1.9). It can be concluded that during the COVID-19 outbreak, students really need other alternatives to support a good English learning process.

The statements in items 1 and 6 shows that the Agree option has a high frequency. This can be seen in the statement "*Other sources allow flexibility in teaching English*" as the third rank with a frequency of 49 students (Item 1, mean = 2.2). That means that apart from textbooks, other alternatives can help them understand the lesson well. Then the statement "*Teacher needs to change teaching method to suit the use of text materials*" as the fourth rank with a frequency of 32 students (Item 6, mean = 2.25). It can be concluded that students want teachers to change learning methods to better use textbooks.

The statements on items 3, 4, 8 and 9 shows that the Not Sure option has a high frequency. This can be seen in the statement "*Other sources of materials are better*" as the fifth rank with a frequency of 41 people (Item 3, mean = 2.59). It means that students perceive other sources as neither better nor worse than textbooks, but they still need them. Then the statement "*Text materials do not facilitate learning*" as the sixth rank with a frequency of 42 students (Item 9, mean = 3.23). It can be concluded that the textbook they use is good enough that they are not sure that it does not facilitate learning. Furthermore, the statement "*Text materials do not facilitate teaching*" was ranked seventh with a frequency of 34 students (Item 8, mean 3.33). It means that the textbook they use is good enough that

they are not sure that it does not facilitate the teacher's teaching. Furthermore, the statement "*Activities inappropriate for class*" is ranked eighth with a frequency of 38 students (Item 4, mean = 3.37). It can be concluded that students are not sure that the textbook is inappropriate for their class.

The statement on item 7 is a statement with a high frequency in the strongly disagree option. The content of the statement is "*Text materials are dated*" as the last or ninth rank with a frequency of 36 students (Item 7, mean = 3.8). It can be concluded that the textbooks used can still be used today and are useful in supporting the students' English learning process.

#### b). **Offline Learning**

There are 7 seventh grade students of SMPN 1 Dusun Tengah who carry out offline learning that have answered the questionnaires.

#### 1. **Students' Attitudes towards the Use of Textbook “When English Ring A Bell”**

From the questionnaire about students' attitudes towards the use of textbooks “When English Ring A Bell’ divided into students' attitudes and perceptions, the researcher found as follow on the table

**Table 4.106 Students' Attitudes**

Item	Rating Categories										Mn	RO
	SA		A		NS		D		SD			
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
1	4	57	3	43	0	0	0	0	0	0	1,43	1

2	4	57	3	43	0	0	0	0	0	0	1,43	2
3	3	43	4	57	0	0	0	0	0	0	1,57	3
4	3	43	2	29	1	14	1	14	0	0	2	4
6	1	14	5	71	0	0	1	14	0	0	2,14	5
5	2	29	2	29	2	29	1	14	0	0	2,29	6
7	2	29	0	0	2	29	2	29	1	14	3	7

By sorting the mean numbers from the smallest to the largest, the result of table 4.106 showed that the statement "*I must be suitably trained in learning from teacher*" as the first rank with a frequency of 4 students (Item 1, mean = 1,43) and in the statement "*I must be happy in learn*" as the second rank with a frequency of 4 students (Item 2, mean = 1.43). The two statements have the same frequency, mean and same options (Strongly Agree and Agree), so that it can be concluded that for students both statements must be made when learning English. Then the statement "*Helping students pass their exam is a prime concern for teacher in teaching*" as the third rank with a frequency of 3 students (Item 3, mean = 1.57) and "*I have difficulty in learning English*" as the fourth rank with frequency of 3 students (Item 4, mean = 2). The two statements have the same frequency but different means because the two statements are only the same in the strongly agree option and different in the selection of the other options. So it can be concluded that in Item 3, it shows that teachers are needed first in facing the exam because students are very difficult to understand English lessons, according to item 4.

The statement in item 6 shows that the high frequency of the Agree option. This can be proven by the statement *"I feel positive (happy) toward learning English from teacher"* ranks fifth with a frequency of 5 people (Item 6, mean = 2.14). This shows that feeling positive for example happy, comfortable and so on in learning. Then the statement on item 5 shows that the frequency is the same in the strongly agree, agree, not sure option, namely with the contents of the statement *"I exhibit behavioral problems (For example: restless when you can't)"* as the sixth rank with a frequency of 2 people each students (Item 5, mean = 2.29). This shows that students sometimes show behavioral problems towards English subject matter that they do not understand even though some are not sure about it. Then 3 options with the same frequency also occur in item 7, but different options, namely Strongly agree, not sure and disagree. The side of the statement is *"I don't care about the evaluation of English teaching given by the teacher"* as the seventh rank with a frequency of 2 students each (Item 7, mean 3). It means that 2 students strongly agree that there is no need for an evaluation of English learning, 2 students are not sure or care about the evaluation of English learning and 2 other students care about the evaluation of good English learning from the teacher.

## **2. Students' perspectives towards the use of textbook materials.**

From the questionnaire about students' perspectives towards the use of textbook materials divided into core text and supplementary materials, the researcher found as follow on the table:



**a. Types of Core Text Materials**

Students' beliefs in the use of types of core text materials, the researcher found as follow on the table:

**Table 4.107 Core Text Materials**

Item	Scale				Mean Frequency of Text Material Use	Rank Order
	Yes		No			
	Frq	%	Frq	%		
1	7	100	0	0	1	1
3	5	71	2	29	1,29	2

Based on table 4.107 that items 1 and 3 are closely related. The findings show that the statement "*We use the book When English Ring A Bell*" as the first rank with a frequency of 7 students answered Yes (Item 1, mean = 1). This shows that students actually use the textbook in the offline learning process. Then the statement "*We use learning materials according to the syllabus*" is second rank with a frequency of 5 students answering Yes (Item 3, mean = 1.29). Because students really understand that the material in the textbook is really according to the syllabus they use at the school.

**b. The use of Supplementary Material.**

Students' beliefs in supplementary/supporting materials for the main book "*When English Ring A Bell*", the researcher found as follow on the table:



**Table 4.108 Supplementary Materials**

Item	Rating Categories								Mn	RO
	Al		Som		Sel		N			
	Frq	%	Frq	%	Frq	%	Frq	%		
1	3	43	4	57	0	0	0	0	1,57	1
3	4	57	1	14	1	14	1	14	1,86	2
2	2	29	0	0	2	29	3	43	2,86	3

Based on table 4.108, the findings show that the statement "*I use learning materials self-developed by the teacher*" ranks first with a frequency of 3 students choosing the Always option and 4 students choosing the Sometimes option (Item 1, mean = 1.57). It can be concluded that the teacher really pays attention to students by making materials as supporting materials in the teaching and learning process. Then the statement "*I use other alternative in learning (For example: Internet, etc.)*" as the second rank with a frequency of 4 students choose Always option (Item 3, mean = 1.86). This means that sometimes it is the same as the average, so that on average many students use other alternatives to support their learning process, such as the internet, their parents and etc. Then the last statement is "*I use past examination paper as learning material*" as the third/last rank with a frequency of 3 students choosing Never (Item 2, mean = 2.86). It can be concluded that most of the students dominantly do not use the examination paper to support their learning process even though other students have different options.

### 3. Students' Perspectives towards the Use of Core Text Materials during COVID-19 Outbreak.

Students' perspectives towards the use of core text materials during COVID-19 Outbreak, the researcher found as follow on the table:

**Table 4.109 Students' Use of Core Textbook Materials**

Item	Rating Categories								Mn	RO
	Always		Sometime s		Seldom		Never			
	Frq	%	Frq	%	Frq	%	Frq	%		
1	5	71	1	14	1	14	0	0	1,43	3
2	5	71	2	29	0	0	0	0	1,29	1
3	4	57	1	14	2	29	0	0	1,71	4
4	3	43	3	43	0	0	1	14	1,86	5
5	5	71	1	14	1	14	0	0	1,43	2
6	3	43	2	29	2	29	0	0	1,86	6
7	2	29	2	29	2	29	1	4	2,29	7

Based on table 4.109, the findings show that the statements in items 1, 2, and 5 have the same number of frequencies in the Always option. This can be seen in the statement "*I practice my reading comprehension on the learning materials used*" is ranked first with a frequency of 5 students (Item 2, mean = 1.29). This concludes that students actually read the textbooks used or other materials as support in learning. Then the statement "*I practice my listening comprehension through the material presented by the*

*teacher on the learning materials used*" as the second rank with a frequency of 5 students (Item 5, mean = 1,43) and the statement *"I learn of Vocabularies (Read, Memorize and Understand)"* as the third rank with a frequency of 5 students (Item 1, mean = 1.43). Both have the same frequency so it can be concluded that students practice their listening skills and also learn vocabulary on the material given by the teacher. Next is the statement *"I practice my functional writing on the learning materials used"* as the fourth rank with a frequency of 4 students choosing the Always option (Item 3, mean = 1.71). It means that students also practice their English sentence writing skills well. Then the statement *"I read aloud what I learned from the textbook"* is ranked fifth with a frequency of 3 choosing Always and 3 choosing Sometimes (Item 4, mean = 1.86). It means that the dominant students read aloud the material they learn in English textbooks. Next is the statement *"I practice writing directed/correct English sentences"* as the sixth rank with a frequency of 3 students choosing Always (Item 6, mean = 1.86). It means that students do not just write, but practice writing English sentences correctly. Finally, the statement *"I practice my oral (speaking) skills in English on the learning materials used"* ranks seventh with a frequency of 2 students choosing Always, 2 sometimes and 2 seldom. That means they still practice different English speaking skills even though the implementation options are different.

**4. Students' perception towards teaching from teacher of using English Textbook "When English Ring A Bell".**

Student's perception towards teaching from teacher of using Textbook "When English Ring A Bell" in Learning during the COVID-19 Outbreak divided into how English is taught and Students' Opinion on the Suitability of using Textbook "When English Ring a Bell".

**a. How English is taught during COVID-19 Outbreak**

Students' perceptions in how English is taught by using English Textbook, the researcher found as follow on the table:

**Table 4.110 How English is Taught during COVID-19 Outbreak**

Item	Rating Categories								Mn	RO
	Always		Sometimes		Seldom		Never			
	Frq	%	Frq	%	Frq	%	Frq	%		
1	1	14	2	29	1	14	3	43	2,86	9
2	7	100	0	0	0	0	0	0	1	1
3	5	71	1	14	0	0	1	14	1,57	5
4	6	86	0	0	1	14	0	0	1,29	4
5	6	86	1	14	0	0	0	0	1,14	2
6	1	14	4	57	0	0	2	29	2,43	8
7	3	43	1	14	0	0	3	43	2,43	7
8	6	86	0	0	1	14	0	0	1,29	3
9	2	29	4	57	0	0	1	14	2	6

Based on the table 4.110, the findings show that the statements on items 2, 3, 4, 5 and 8 have a high frequency in the Always option. This can be seen in the statement "*We are taught about types/text models*" as the first

rank with a frequency of 7 students (Item 2, mean = 1). It means that the teacher really teaches students about the types of text models in learning English. Then the statement "*We are taught good thinking skills regarding English lessons*" as the second rank with a frequency of 6 students (Item 5, mean = 1.14). It means that the teacher has a good method of thinking so that students can understand English lessons. Next is the statement "*We start learning with a good strategy*" as the third rank with a frequency of 6 students (Item 8, mean 1.29). It means that the teacher really goes through learning with a good strategy for students. Then the statement "*We are taught good study skills*" is ranked fourth with a frequency of 6 students (Item 4, mean 1.29). It means that the teacher really provides a good learning strategy for students. Next is the statement "*We are taught the comprehension skill English lessons*" as the fifth rank with a frequency of 5 students (Item 3, mean = 1.57). It means that teachers are very concerned about students' understanding and obstacles in learning English through the text books provided.

The statement on item 9 shows that the frequency is high in the sometimes option. This can be proven in the statement "*We usually play a role in learning English*" as the sixth rank with a frequency of 4 students (Item 9, mean = 2). It means that the average student plays a role in the use of English textbooks). Then the statement "*We play games from teachers about learning English*" is ranked seventh with a frequency of 3 always and 3 never (Item 7, mean = 2.43). It means that games are not the way that

some students learn English. Next is the statement "*We created a discussion group in learning English*" as the eighth rank with a frequency of 2 students choosing never (Item 6, mean = 2.43). This means that students do not have group discussions in learning because of the COVID-19 outbreak, which requires social distancing. Then the last statement is "*We work in pairs in doing assignments from the teacher*" as the ninth rank order with a frequency of 3 students choosing never (Item 1, mean = 2.86). That means that this statement is the same as the rank 8 statement because it is constrained by the COVID-19 outbreak.

#### **b. Suitability of Using Textbook in Teaching from Teacher**

Student's perceptions on the Suitability of using Textbook teaching from teacher during the COVID-19 Outbreak, the researcher found as follow on the table:

**Table 4.111 Suitability of Using Textbook**

Item	Rating Categories										Mn	RO
	SA		A		NS		D		SD			
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
1	3	43	3	43	1	14	0	0	0	0	1,71	1
2	0	0	5	71	0	0	2	29	0	0	2,57	9
3	1	14	4	57	1	14	1	14	0	0	2,29	6
4	2	29	2	29	3	43	0	0	0	0	2,14	5
5	3	43	3	43	0	0	0	0	1	14	2	2
6	2	29	3	43	1	14	0	0	1	14	2,29	7
7	3	43	1	14	3	43	0	0	0	0	2	3



8	2	29	1	14	4	57	0	0	-	0	2,29	8
9	3	43	1	14	3	43	0	0	0	0	2	4

Based on table 4.111, the findings show that the statements in 1, 5, 7, and 9 have a fairly high frequency in the Strongly Agree option. This can be seen in the statement "*Other sources allows flexibility in teaching English*" as the first order with a frequency of 3 students choosing Always and 3 Sometimes (Item 1, mean 1.71). It was concluded that students chose other sources to support their English learning apart from textbooks. Then the statement "*Guidance in teaching for framework provided in text materials*" is ranked second with a frequency of 3 Always and 3 Sometimes (Item 5, mean = 2). It means that the English textbook is easy to use because there are guidelines. Furthermore, the statement "*Text materials are dated*" as the third order with a frequency of 3 students choose Always (Item 7, mean 2). It means that students need books or other materials to support learning English. Then the statement "*Text materials do not facilitate learning*" as the fourth rank with a frequency of 3 students choose Always (Item 9, mean = 2). That means the same as the statement in the third rank.

The statement in item 4 shows that the frequency is high in the not sure option. This can be seen in the statement "*Activities inappropriate for class*" as the fifth rank with a frequency of 3 students (Item 4, mean = 2.14). It can be concluded that students are not so sure of the textbooks used whether in accordance with class activities or not because they carry out



learning at home. Then the statement "*Other sources of materials are better*" as the sixth rank with a frequency of 4 choosing agree (Item 3, mean = 2.29). It means that students need other alternatives to support better English learning. Furthermore, the statement "*Teacher needs to change teaching method to suit the use of text materials*" is ranked seventh with a frequency of 3 people choosing Agree (Item 6, mean = 2.29). It means that they want teachers to change their English learning methods, especially offline learning during the COVID-19 outbreak. Then the statement "*Text materials do not facilitate teaching*" as the eighth rank order with a frequency of 4 chose not sure (Item 8, mean = 2.29). It means that students are not sure that the books used can facilitate teaching well or not. Furthermore, the last statement, namely "*Other sources are more relevant to demands of exams*" is ranked ninth with a frequency of 5 Agree and 2 Disagree. It can be concluded that some students choose other alternatives in learning English to face the exam but some others only use textbooks.

### **C. Discussion**

The analysis of the findings was obtained from seventh-grade students of SMP 1 Dusun Tengah. 100 students carry out online learning and 7 students carry out offline learning.

The main findings of the two learning systems can be summarized as follows:

1. Students generally have a positive attitude towards teaching from the teacher. This can be seen from the students' responses regarding their attitudes in learning English;
2. Students depend on a number of additional sources besides textbooks for teaching, such as self-developed material by the teacher.
3. Students use various techniques and activities in learning either according to the teacher's direction or not;
4. Students dominantly consider alternatives other than textbooks to be very helpful in facilitating English learning.

These findings were analysed further in relation to Burns' (1992) contextual influence level model. The author adapts the analytical model used by Lee (2007) who uses the Burns model and divides the contextual level into 3 levels, namely institutional level, class level and instructional level.

a). The Institutional Level

According to Lee (2007), Institutional focus on Institutional programming conventions, decentralized learner-centred curriculum. According to me, the institutional level refers to the educational setting, including the academic requirement and curriculum and also teaching practices. The Institutional level in this research is An Examination-oriented system.

At the institutional level, it was found that teachers are highly regulated by the demands of English exams for both online and offline learning. The seventh grade English teacher remains responsible for meeting the expected pass rate. However, the use of prescribed English textbooks in schools becomes

questionable, if they do not comply with the examination requirements. his question has been answered in this research. Based on responses from students who carry out online and offline learning, students prioritize learning using English textbooks given by the teacher because for them it is in accordance with the syllabus they are currently using with a frequency of 92% of options agree to choose material based on the syllabus 94% choose a book text and for students who carry out online learning, while students who carry out offline learning are 100% choosing to use textbooks and 71% choosing to use material based on the syllabus. It can be concluded that the two are related. Students do not use the previous exam paper as the core text. Therefore, teachers make their own learning modules for students to more easily understand learning materials that are in accordance with the demands of the exam. This finding shows that teachers actually make use of textbooks and other learning modules to support the learning process so as to improve students' ability to do exams and help them achieve a better pass rate in their class.

b). The Classroom Level

According to Lee (200) the classroom level focuses on learning and language. But based on the research, the classroom level focus on learning, teaching and language.

1). *Perceptions and Attitudes towards teaching from teachers*

Online and offline learning have not much different perceptions from students about their attitudes towards teaching from teachers. If in online learning the highest frequency with the option strongly agree is found in the statement

*"Helping students pass their exam is a prime concern for teacher in teaching"* with a frequency of 53%. While in offline learning, the highest frequency with the option strongly agree is on the statement "I must be suitably trained in learning from teacher" with a frequency of 57%. That means that they really need a teacher in their learning process, especially in the use of the textbooks used.

In addition, the highest frequency of agreeable options in online and offline learning is the same in the statement *"I feel positive (happy) toward learning English from teacher"* with a frequency of 50% for students who carry out online learning and a frequency of 71% for students who carry out offline learning. It means that even though they have difficulties but they are still positive or happy about learning English.

Finally, the statement *"I don't care about the evaluation of English teaching given by the teacher"* has a good response for students who carry out learning both online and offline. Online learning has a frequency of 33% choosing to disagree and that is the highest frequency compared to other options, while offline learning has a frequency of 29% in strongly agree, not sure and disagree. That means students still have concern and need an evaluation from the teacher on the teaching given through the textbooks used. Thus, if it is concluded from their options, their responses also imply that their attitudes and perceptions towards teacher teaching depend on the conditions of the teacher teaching. This indicates that the class will also be more positive because it has students with better learning abilities and fewer behavioural problems. Therefore, teachers will

be more willing to teach higher-level learning strategies to better students and students will be happy to accept and implement them.

2). *View of Student Roles in Class/Learning in progress.*

The role of teachers that decision-making is influenced by the profile and characteristics of their students, it can also be concluded that teachers approach their teaching according to their perception of role relationships in the classroom. It is different with the role of students. According to the findings, there is no doubt that most students see themselves as responsible for receiving good lessons from teachers according to their needs. Students will carry out according to what the teacher ordered even though the process of implementing it is different. It can be seen from the activities they have done to understand the learning from the teacher. Students believe that relating to and understanding positive learning and behaviour is very important for building good teacher relationships which in turn will help to motivate their learning well. Therefore students will feel a role to act as recipients of motivation who seek to increase their confidence and interest in learning when it suits their needs.

3). *View of Language learning.*

Students' beliefs about the various methods their teachers take in language learning can be of great help to them. This can be seen in the Always option with the highest frequency in statements about good study skills, good thinking skills, comprehension skills, good strategy and types of model texts. It happens in online and offline learning. So it can be concluded that, although learning cannot be

done face-to-face, the teacher pays great attention to students to understand learning.

In addition, there is a high frequency of seldom and Never options which contain statements about role play, pair work, discussion and game play. It means that students realize that during the COVID-19 outbreak, they don't have to do that and work on assignments from teachers can be done independently. Their belief in this method is what keeps them healthy and able to study well despite distance learning.

#### 4). *Perception of Utilization of other Alternatives in Learning*

Statements about self-develop materials have become very supportive material for students who carry out online and offline learning. It can be seen that the Always and Sometimes options have a high frequency in these options and are ranked 1st in the supporting material. It shows that the module made by the teacher is very helpful for students in understanding the lessons contained in the textbook.

On the other hand, other alternatives used by students who carry out online and offline learning are through the internet and past examination papers. Although students who carry out learning online and have social media, they rely more on modules made from teachers and past examinations are used only for those who have them.



c). Instructional Level.

According to Lee (2007), Instructional level focuses on classroom management, tasks, resources and text. In this result, the Instructional level is Students' use of textbook.

The two previous contextual levels finally interact to influence students in the use of textbooks at the instructional level. The findings show that students undertaking online or offline learning have realized that language textbooks contain pedagogically useful material designed to help them adopt a broader orientation to language learning and use. The use of textbooks has become the main focus for teachers and students in carrying out learning. However, if only textbooks will not produce tangible results, the teacher makes modules to support learning. Student responses were very positive towards the given module. They like the modules designed by the teacher because they can easily understand the English lessons through the modules.

However, their opinion on the use of textbooks for future learning is an evaluation material for teachers. Because based on the survey implies that students' pedagogical beliefs about the use of textbooks have competed with institutional factors and textbook classes. This can be seen in the survey results in tables 4.105 and 4.111 showing that the options strongly agree and agree with the statement that other alternatives are more relevant/flexible and have a high frequency. It can be concluded that although textbooks are the main books for students in doing assignments from the teacher, they prefer to use other



alternatives in learning. But even so they still admit that the main text book really facilitates them in learning and teaching.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this section, the writer would like to give conclusion and suggestion about the result of the study. The conclusion of the study was the answer of Problem of the study as stated in chapter I which the finding was based on the result of data analysis. The Suggestion are expected to make better improvement and motivation for students, teacher and writer related with the beliefs of the use of English Textbook in English teaching and learning.

#### A. Conclusion

The findings regarding the beliefs of seventh grade students of SMPN 1 Dusun Tengah towards the use of textbooks during the COVID-19 outbreak have shown that textbooks are the main learning media for students in carrying out the English learning process. In addition, the addition of modules that were made by the teacher as a material for the end of the textbook received a very positive response for students because it could help understand the lesson. They really make use of the textbooks and modules given. This can be seen from the way they use it through the tasks given by the teacher.

On the other hand, the behaviour of students in implementing and understanding the lesson becomes a very big responsibility of the teacher. Learning methods from teachers need to be improved because based on responses from students that they still have many difficulties and show behavioural problems in understanding learning, for example they are nervous when they cannot complete the tasks given by the teacher. In fact, some of them are more

focused on other sources than direct explanations from the textbooks used. For them additional modules are also not sufficient materials to support the learning process. Students who carry out online learning dominantly respond that they are better off using other sources than just books and modules such as the internet, while for students who carry out offline learning, they can complete assignments from the teacher as well because there are other sources that help but not from Internet.

## **B. Suggestion**

After knowing the findings about students' beliefs about the use of English textbooks during the COVID-19 outbreak, the researcher provides some suggestions for English teachers and future researchers as follows:

### **1. Teacher**

Based on these findings, it is recommended for English teachers to maximize the use of the "When English Ring A Bell" textbook, both in terms of learning methods, other supporting materials and the way the teacher responds to students because many students still have difficulty understanding the material given through textbooks, so that students think other alternatives are better than learning through textbooks. Teachers should provide feedback to students who have not been able to understand the material in textbooks well, such as learning evaluations or questions and answers and evaluating better learning methods in utilizing textbooks.

## **2. Students**

Based on these findings, textbooks are still the main teaching materials for students and learning modules from teachers are as support. However, there are still many students who have difficulty showing behavioural problems when they do not understand the lesson. For this reason, students are expected to ask the teacher about material that cannot be understood. Students can also provide alternative methods that can be used in the learning process if it is needed to make it easier to understand the material in the textbook.

## **3. Researcher**

For further researchers who are interested in the same topic, future researchers can conduct similar research with a different focus. For example, using instruments, researchers can add other instruments to add data that is better and less accurate, making it easier for readers to understand the research data produced.

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