



APPENDICES

Appendix 1 Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, HIGIENIS DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 80116
Telepon: (0361) 21541 Fax: (0361) 27561
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Nomor : 3389/UN4R.T.1/DE/2021

2 Desember 2021

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 4 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Luh Putu Shanti Yulianti
NIM	: 1812021238
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: AN ANALYSIS OF STUDENTS' LEARNING APPROACH OF THE 10TH GRADE IN SEKOLAH MENENGAH ATAS NEGERI 1 SINGARAJA IN THE HYFLEX EFL LEARNING CONTEXT

untuk mencari data yang diperlukan pada instansi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

sa n. Dekan,
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Terselamatkan:

1. Dekan PDS Unswaha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan PDS



PEMERINTAH PROVINSI BALI

DINAS PENDIDIKAN KEPENYUJUAN DAN OLAHRAGA

SMA NEGERI 1 SINGARAJA

Jl. Pradawa No. 4 Singaraja, Tolo - (0362) 22144, Fax (0362) 22194
Email: info@amansingaraja.sch.id

SURAT - TUGAS

Nomor: 800/1587/SMAN 1 SGR

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Singaraja:

Nama : Made Sri Astiti, S.Pd., M.Pd.
NIP : 19680824 199702 2 003
Pangkat/Gol : Guru Pembina Tk.I, IV/b

Memberikan tugas kepada:

Nama : Luh Putu Indah Citra Dewi, S.Pd.
NIP : 19770802 200604 2 026
Pangkat/ Golongan : Golongan IV A / Kelas Jabatan 11
Jabatan : GuruMadya

Untuk memfasilitasi dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir Mahasiswa di bawah ini :

Nama : Luh Putu Shanti Yulastiti
NIM : 1812021238
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2021/2022
Judul : AN ANALYSIS OF STUDENTS' LEARNING APPROACH OF THE 10TH GRADE IN SEKOLAH MENENGAH ATAS NEGERI 1 SINGARAJA IN THE HYFLEX EFL LEARNING CONTEXT

Demikian Surat Tugas ini dibuat dengan sebenarnya, atas perhatian dan kerjasamanya di sampaikan terimakasih.

Singaraja, 12 Januari 2022



Made Sri Astiti, S.Pd., M.Pd.

NIP. 19680824 199702 2 003

Appendix 2 Blueprints of Instruments

Title: An Analysis of Students' Learning Approach of the 10th Grade in SMA Negeri 1 Singaraja in the EFL Online Learning Context during Pandemic.

A. Theory of Students Approach to Learning

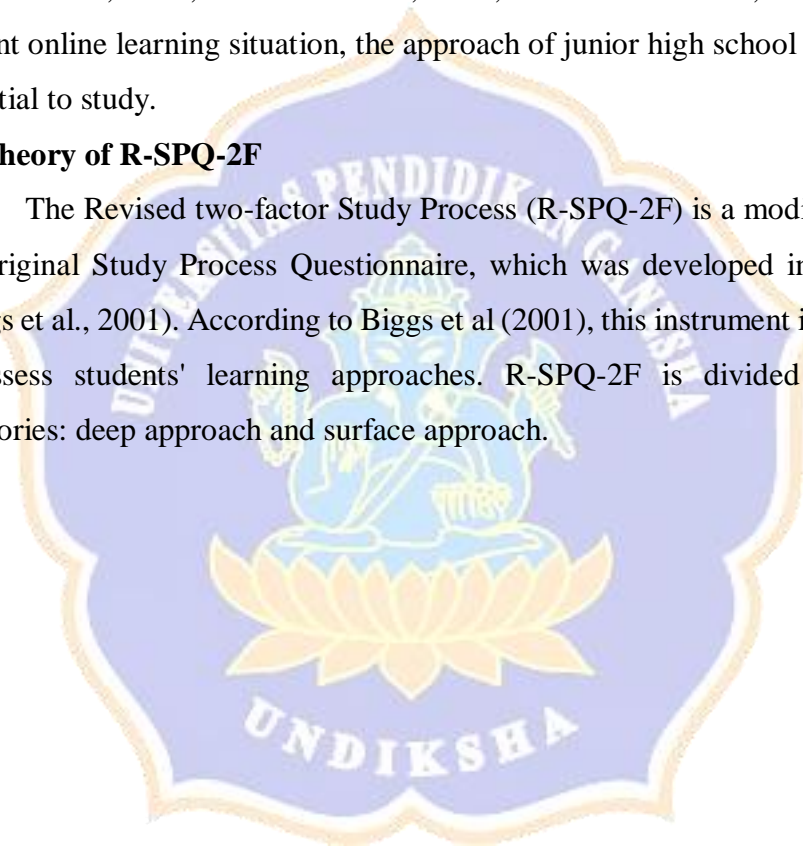
The way students absorb and process learning was researched for the first time in 1976 by Marton and Saljo who found that student learning approaches are grouped into two, namely deep and surface (Marton & Saljo, 1976). Based on Marton and Saljo's seminal work (1976), students are directing their attention in learning to two different things, namely the symbol or text of material and the content or meaning of the material. In 1983, research suggested that the learning approach is a combination of motives in learning and strategies used in learning (Entwistle & Ramsden, 1983). It is found that three approaches are used by students, namely the deep approach, the surface approach, and the strategic approach. Where each of the three studies has a different learning orientation. In the following three consecutive years, namely 1987, 1988, and 1989, similar studies appeared (Biggs, 1988; 1989; 1987) concluded the students' approach is categorized into three, namely the deep approach, the surface approach, and the achieving approach. The deep approach is associated with fulfilling curiosity to reach understanding. In contrast to the surface approach, which is more towards understanding the concrete and literal aspects of a task, it is supported by extrinsic motivation. The achieving approach focuses on systematic planning and time management in achieving high achievement. The approach used in Biggs's research in 1988 was influenced by both personal and situational. In his latest research, Biggs found that the achievement approach has a different relationship so it is no longer used, and only two approaches are defined, namely deep and surface (Biggs et al., 2001).

Students' Learning Approaches differ based on the students' motives and strategies. Even in its application to certain subjects. Several factors can also affect student learning approaches so that the learning approach is flexible. It is known that the learning approach plays a role in learning outcomes and

student learning planning (Ahmad & Inayat, 2014). Knowing how students apply their preferred learning approach can help educators to later prepare learning strategies, facilities, and other things that support the learning process so that it can run well and meaningfully. Based on good learning achievement in correlation with the use of the deep approach in several studies, this is also expected to be applied to students, especially junior high school students as the basis for applying critical thinking patterns from an early age in understanding knowledge (Arini & Malik, 2019; Arung, 2016; Beyaztaş & Senemoğlu, 2015; Gasevic et al., 2017; Herrmann et al., 2017; Takase & Yoshida, 2021). In the current online learning situation, the approach of junior high school students is essential to study.

B. Theory of R-SPQ-2F

The Revised two-factor Study Process (R-SPQ-2F) is a modification to the original Study Process Questionnaire, which was developed in the 1970 (Biggs et al., 2001). According to Biggs et al (2001), this instrument is designed to assess students' learning approaches. R-SPQ-2F is divided into two categories: deep approach and surface approach.



C. Blueprint

Types of research instrument: Likert-scale Question

Theory: R-SPQ-2F Biggs et. al. (2001)

Research subject: 10th Grade Students (SMA Negeri 1 Singaraja)

Scoring System:

Deep Approach Score: Σ All Deep Motive scores + all Deep Strategy scores

Surface Approach Score: Σ All Surface Motive scores + all Surface Strategy scores

No	Dimension	Indicators	Items
•	<p><u>Subjects of the questionnaires</u></p> <p>The subjects in this study are the 10th grade students' of SMA Negeri 1 Singaraja in the academic year of 2021/2022. (Approximate numbers of 210 students)</p>	1) Deep Motive Attitude is the perception, and feeling of the perceiver to	1, 5, 9, 13, 17
		2) Deep Strategy	2, 6, 10, 14, 18
	<p>In this study, the questionnaire used the two types of approaches which are divided each into their own motive and strategy asked specifically by each item.</p>		

		3) Surface Motive	3, 7, 11, 15, 19
		4) Surface Strategy	4, 8, 12, 16, 20



D. R-SPQ-2F Survey

QUESTIONNAIRE
STUDENTS' LEARNING APPROACHES IN THE EFL ONLINE
LEARNING CONTEXT DURING PANDEMIC.

- 1 — this item is never or only rarely true of me
- 2 — this item is sometimes true of me
- 3 — this item is true of me about half the time
- 4 — this item is frequently true of me
- 5 — this item is always or almost always true of me

NO	Questions	1	2	3	4	5
1)	I find that at times studying gives me a feeling of deep personal satisfaction.					
2)	I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.					
3)	My aim is to pass the course while doing as little work as possible					
4)	I only study seriously what's given out in class or in the course outlines					
5)	I feel that virtually any topic can be highly interesting once I get into it.					
6)	I find most new topics interesting and often spend extra time trying to obtain more information about them.					
7)	I do not find my course very interesting so I					

	keep my work to the minimum.					
8)	I learn some things by rote, going over and over them until I know them by heart even if I do not understand them.					
9)	I find that studying academic topics can at times be as exciting as a good novel or movie.					
10)	I test myself on important topics until I understand them completely.					
11)	I find I can get by in most assessments by memorizing key sections rather than trying to understand them					
12)	I generally restrict my study to what is specifically set as I think it is unnecessary to do anything extra.					
13)	I work hard at my studies because I find the material interesting.					
14)	I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.					
15)	I find it is not helpful to study topics in depth. It					

	confuses and wastes time, when all you need is a passing acquaintance with topics.					
16)	I believe that lecturers shouldn't expect students to spend significant amounts of time studying material everyone knows won't be examined.					
17)	I come to most classes with questions in mind that I want answering.					
18)	I make a point of looking at most of the suggested readings that go with the lectures.					
19)	I see no point in learning material which is not likely to be in the examination					
20)	I find the best way to pass examinations is to try to remember answers to likely questions.					

E. Translation of R-SPQ-2F Questionnaire

KUISIONER

**PENDEKATAN BELAJAR SISWA DALAM KONTEKS
PEMBELAJARAN HYFLEX MATA PELAJARAN BAHASA INGGRIS
SEBAGAI BAHASA ASING**

- 1 - butir kuisisioner ini tidak pernah atau sangat jarang berlaku benar
- 2 - butir kuisisioner ini kadang-kadang berlaku
- 3 - butir kuisisioner ini setengahnya berlaku benar
- 4 - butir kuisisioner ini sering berlaku benar
- 5 - butir kuisisioner ini selalu atau hampir selalu berlaku benar

NO	Pertanyaan	1	2	3	4	5
1)	Saya merasa bahwa belajar bahasa Inggris secara daring memberi saya perasaan kepuasan pribadi yang mendalam.					
2)	Dalam belajar bahasa Inggris secara daring, Saya merasa harus mempelajari banyak sumber untuk memahami suatu topik sehingga saya dapat membuat kesimpulan sendiri untuk memperoleh kepuasan pribadi.					
3)	Dalam belajar bahasa Inggris secara daring, tujuan saya adalah untuk lulus dengan melakukan usaha belajar seminimal mungkin.					
4)	Dalam belajar bahasa Inggris secara daring, Saya belajar dengan					

	sungguh-sungguh hanya di kelas.					
5)	Dalam belajar bahasa Inggris secara daring, saya merasa semua topik di kelas bisa sangat menarik begitu saya mempelajarinya.					
6)	Menurut saya dalam belajar bahasa Inggris secara daring, topik yang baru bisa sangat menarik dan saya ingin mendapatkan lebih banyak informasi tentang topik tersebut.					
7)	Menurut saya dalam belajar bahasa Inggris secara daring tidak menarik, sehingga saya hanya belajar seminimal mungkin.					
8)	Dalam belajar bahasa Inggris secara daring, saya mempelajari beberapa hal dengan menghafal, mengulanginya sampai saya hafal meskipun					

	saya tidak memahaminya.					
9)	Dalam belajar bahasa Inggris secara daring, menurut saya suatu topik bisa semenarik novel atau film yang bagus.					
10)	Dalam belajar bahasa Inggris secara daring, saya menguji diri dengan mempelajari topik-topik penting sampai saya memahami sepenuhnya.					
11)	Dalam belajar bahasa Inggris secara daring, saya merasa bisa lulus dalam sebagian besar penilaian belajar dengan menghafal beberapa poin penting dalam pembelajaran daripada mencoba memahaminya.					
12)	Dalam belajar bahasa Inggris secara daring, saya hanya belajar terbatas pada apa yang telah ditetapkan oleh guru saja karena saya pikir tidak perlu belajar diluar materi yang diberikan.					
13)	Dalam belajar bahasa Inggris secara daring, saya belajar dengan giat					

	karena menurut saya materi yang dipelajari menarik.					
14)	Dalam belajar bahasa Inggris secara daring, saya menghabiskan banyak waktu luang saya untuk mencari tahu lebih banyak tentang topik menarik yang telah dibahas di kelas.					
15)	Dalam belajar bahasa Inggris secara daring, menurut saya tidak perlu untuk mempelajari topik secara mendalam. Karena membingungkan dan membuang-buang waktu, ketika yang diperlukan hanyalah lulus batas nilai Kriteria Ketuntasan Minimal (KKM)					
16)	Dalam belajar bahasa Inggris secara daring, saya percaya bahwa guru seharusnya tidak mengharapkan siswa untuk menghabiskan banyak waktu					

	mempelajari materi yang tidak akan diujikan.					
17)	Dalam belajar bahasa Inggris secara daring, saya datang ke kelas dengan pertanyaan yang ingin saya ketahui jawabannya.					
18)	Dalam belajar bahasa Inggris secara daring, saya berusaha untuk mempelajari bacaan yang disarankan.					
19)	Dalam belajar bahasa Inggris secara daring, saya tidak melihat ada gunanya belajar suatu materi pembelajaran daring yang tidak mungkin muncul dalam ujian.					
20)	Dalam belajar bahasa Inggris secara daring, menurut saya cara terbaik untuk lulus ujian adalah mencoba mengingat jawaban-jawaban atas pertanyaan-pertanyaan yang mungkin muncul dalam ujian					

F. Interview Guide

Interview Guide Blueprint

No	Dimension	Indicators	Items
1.	<p><u>Subjects of the interview</u></p> <p>The subjects in this study are the 10th grade students' of SMA Negeri 1 Singaraja in the academic year of 2021/2022. (Approximate numbers of 7, one from each class)</p> <p>In this study, the researcher used two factors of presage in the "3P" model of teaching and learning that may affect the students' learning approaches.</p>	<p>1. Teaching Context</p> <p>Teaching context includes the learning objectives, types of assessment, teachers' teaching style, and institutional procedures.</p>	<p>1) How is the online English class learning system during the pandemic? (Applications, assignments, teaching and learning systems, discussion systems, assessment systems, media used during teaching, delivery of learning objectives)</p> <p>2) In online learning English material, can the material you learn be applied in everyday life?</p>

		<p>2. Student Factors Student factors include students' prior knowledge, personal ability, and their preferred approaches to learning.</p>	<p>3) In learning English online, do you feel interested and curious about the topics discussed?</p> <p>4) When you encounter difficulties in learning English online, do you feel challenged or tend to give up?</p> <p>5) How are your learning efforts while taking online English classes? (Preparation of materials, questions, tutoring, studying with friends, doing assignments, looking for other sources, being active in class, taking notes)</p> <p>6) In learning English online, what are the targets and benchmarks for success that must be achieved? (can communicate fluently with</p>
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			foreigners, get a score above 90, praise, good grades, win competitions, represent a competition)
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G. Translation of the Interview Guide

NO	ITEM
1.	Bagaimana sistem pembelajaran kelas bahasa Inggris daring selama masa pandemi? (aplikasi, tugas, sistem belajar-mengajar, sistem diskusi, sistem penilaian, media yang digunakan selama mengajar, penyampaian <i>learning objectives</i>)
2.	Dalam pembelajaran daring materi bahasa Inggris, apakah materi yang kalian pelajari dapat diterapkan di kehidupan sehari-hari?
3.	Dalam pembelajaran bahasa Inggris secara daring apakah kalian merasa tertarik dan memiliki rasa ingin tahu lebih lanjut akan topik yang dibahas?
4.	Ketika menemukan kesulitan dalam pembelajaran bahasa Inggris secara daring apakah kalian merasa tertantang atau cenderung menyerah?
5.	Bagaimana usaha belajar kalian selama mengikuti kelas bahasa Inggris secara daring? (persiapan materi, pertanyaan, les, belajar bersama teman, pengerjaan tugas, mencari sumber-sumber lain, keaktifan di kelas, mencatat materi)
6.	Dalam pembelajaran bahasa Inggris secara daring bagaimana target dan tolak ukur keberhasilan yang harus dicapai? (bisa berkomunikasi lancar dengan orang asing, mendapat nilai diatas 90, pujian, nilai yang bagus, menang lomba, mewakili suatu perlombaan)

H. Reference

Biggs, J., Kember, D., & Leung, D. Y. P. (2001). The Revised Two Factor Study Process Questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*, 7(1), 133–149.



Appendix 3 Expert Judgement Sheet of Instruments

EXPERT JUDGEMENT SHEET

Instrument: Blueprint for questionnaire

Judge: Made Hery Santosa, S.Pd, M.Pd., Ph.D

NO	Expert response		Suggestion
	Relevant	Irrelevant	
1.	✓		Please see the above feedback.
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		

17	✓		
18	✓		
19	✓		
20	✓		

Singaraja, 21
December 2021

Judge



Telah ditandatangani secara elektronik
Made Hery Santosa, S.Pd, M.Pd., Ph.D.
 NIP : 197910232003121001
 Email : mhsantosa@undiksha.ac.id

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik BSI E-BSSN. Verifikasi dokumen bisa dilakukan melalui <https://agenda.undiksha.ac.id/verifikasiTTE>

Made Hery Santosa, S.Pd,
M.Pd., Ph.D

EXPERT JUDGEMENT SHEET

Instrument: Questionnaire sheet

Judge: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

NO	Expert response		Suggestion
	Relevant	Irrelevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		

18.	✓		
19.	✓		
20.	✓		

Singaraja, 21
Desember 2021

Judge



I Putu Ngurah Wage Myartawan,
S.Pd., M.Pd.



EXPERT JUDGEMENT SHEET

Instrument: Blueprint Interview guide

Judge: Made Hery Santosa, S.Pd, M.Pd., Ph.D

NO	Expert response		Suggestion
	Relevant	Irrelevant	
1.	✓		Ini arahnya pada manajemen pembelajaran atau penggunaan aplikasi atau bagaimana? Agar nanti ketika wawancara bisa dijelaskan dan memudahkan responden.
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		

Singaraja, 21
December 2021

Judge



Made Hery Santosa, S.Pd,
M.Pd., Ph.

EXPERT JUDGEMENT SHEET

Instrument: Blueprint Interview guide

Judge: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

NO	Expert response		Suggestion
	Relevant	Irrelevant	
1.	✓		<p>Pilih komponen konteks yg menurut teori berhubungan dg learning approach. Dan kalau bisa ada pertanyaan berikutnya yg mencoba menanyakan hal tsb.</p> <p>Atau tanyakan apa mereka merasa LA mereka ada kaitan dengan masing-masing komponen konteks ini.</p>
2.	✓		<p>Baiknya pertanyaan 2 dst. langsung fokus dan spesifik menanyakan apa faktor2 yg mendukung dan menghambat mereka melakukan LA mereka (sesuai hasil RQ#1). Boleh sebelum yg spesifik ini ditanyakaj secara umum dulu,</p> <p>"Apakah ada faktor-faktor yg menurut Adik memfasilitasi mengapa LA Adik seperti itu?" Baru lanjutkan dengan yg lebih spesifik dan yg berkaitan dengan komponen konteks sebagaimana di #1.</p> <p>"Apakah ada faktor-faktor yg menurut Adik menghambat Adik melakukan LA seperti itu?" Baru lanjutkan dengan yg lebih spesifik dan yg berkaitan dengan komponen konteks sebagaimana di #1.</p>
3.	✓		Idem
4.	✓		Idem
5.	✓		Idem

6.	✓		Idem
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Singaraja, 8 February
2022

Judge



I Putu Ngurah Wage Myartawan,
S.Pd., M.Pd.



Appendix 4 Questionnaire in the Form of Google Form



SURVEI PENDEKATAN BELAJAR SISWA DI KONTEKS PEMBELAJARAN DARING

Yth. siswa/siswi di SMA Negeri 1 Singaraja,
Menurut Biggs dkk (2001), siswa yang berhasil dengan baik dalam belajar memiliki beberapa karakteristik berikut. Sejauh mana karakteristik-karakteristik ini benar? Silakan centang kolom respon dari butir-butir kuesioner berikut ini dengan menggunakan indikator sebagai berikut.

Berikut merupakan penjelasan angka mengenai pilihan jawaban:

- 1 - butir kuesioner ini tidak pernah atau sangat jarang berlaku benar
- 2 - butir kuesioner ini kadang-kadang berlaku
- 3 - butir kuesioner ini setengahnya berlaku benar
- 4 - butir kuesioner ini sering berlaku benar
- 5 - butir kuesioner ini selalu atau hampir selalu berlaku benar

Silakan pilih skala yang paling tepat menandakan anda untuk setiap pernyataan. Disarankan agar anda menjawab sesuai dengan respon pertama kali yang anda pikirkan. Jangan menghabiskan terlalu banyak waktu pada butir tertentu. Jangan khawatir akan keharusan menghasilkan gambaran yang baik dari diri anda. Mohon untuk menjawab setiap pernyataan.

Jangan khawatir untuk menjawab sejujur-jujurnya, Karena jawaban anda bersifat RAHASIA.

Sekian untuk penjelasan kuesioner ini, Terima kasih atas kerja sama anda.

TTO

Luh Putu Shanti Yuliasanti

 shanti@undiksha.ac.id (not shared) [Switch account](#)



* Required

Saya merasa bahwa belajar bahasa Inggris secara daring memberi saya perasaan kepuasan pribadi yang mendalam. *

1 2 3 4 5

butir kuesioner ini tidak pernah atau sangat jarang berlaku benar

butir kuesioner ini selalu atau hampir selalu berlaku benar

Appendix 5 Result of The Questionnaire

P 01	P 02	P 03	P 04	P 05	P 06	P 07	P 08	P 09	P 11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 20
5	4	2	5	4	5	2	1	3	1	3	4	3	3	3	2	4	1
3	4	2	4	3	3	3	5	3	4	3	4	2	2	4	4	5	5
4	4	5	4	4	4	2	4	4	4	2	5	4	2	3	4	4	4
2	3	3	4	3	3	3	3	4	3	3	3	3	2	3	3	3	3
4	5	4	3	3	4	3	2	3	2	3	4	3	2	4	3	4	4
3	2	2	3	3	3	3	3	3	3	2	3	3	2	3	2	3	2
2	2	4	3	2	3	2	3	2	2	2	3	3	2	2	2	3	3
3	5	2	4	5	4	4	5	3	5	2	5	4	2	3	3	4	4
2	5	4	5	3	4	5	4	2	2	3	5	4	3	5	3	3	2
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2	4	3	3	2	2	3	3	3	2	3	2	3	1	3	3	3	1
4	5	3	2	4	5	2	2	4	3	3	4	3	2	3	2	4	5
4	4	4	2	4	4	4	1	5	4	2	4	3	2	2	4	3	4
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1	2	3	3	2	3	4	3	3	2	5	3	2	3	3	2	3	5
3	4	5	4	5	5	4	1	4	1	4	4	2	2	3	2	4	3
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Appendix 6 Transcription of The Interview

Questions	Respondents (M/F)	Comments
<p>Bagaimana sistem pembelajaran kelas bahasa Inggris daring selama masa pandemi?</p>	<p>Student 1 (Female)</p>	<p>“The system is usually we are given PPT in the Google Classroom and then we will hold a zoom meeting and we will be given assignments” ..” we have to join the zoom because we are absented that way” ...</p> <p>“The assignment is usually making dialogues; the dialogue is recorded”</p> <p>“Some discussion sessions are using the PPT as the material” ... “we usually use the raised hand ...” because most of us usually want to answer the questions”</p> <p>“If there are some troubles with the connection, we just usually confirm it to the teacher” ... “So, we use PPT, Google Classroom, Google Meet, and sometimes WhatsApp if the teacher is unable to attend the class, the teacher will give some assignments or just discuss the material at WhatsApp” ...</p>
	<p>Student 2 (Male)</p>	<p>“We usually use WhatsApp, teachers usually give greeting from WhatsApp, and give google meet link” ... “we also use Google Classroom” ... “we usually at the google meet, there is some mistakes in the sentences we would discuss or sometimes we will analyse the sentences and find out what’s wrong with it” “For group discussions we do it in zoom, we will enter breakout room.... It definitely feels weird to discuss in online meeting, I prefer face-to-face</p>

		discussion but the teacher is fun so we just enjoy it”
Student (Male)	3	“When in Online we usually given PPT and we will have questions and answer” “We usually meet and then there is an assignment in the Google Classroom” “the assignments usually are to make conversations, make sentences” ... “then we would give it using word doc or pdf” “we can also manually handwrite it”
Student (Male)	4	-
Student (Female) aye	5	“The app we usually use is Google classroom, YouTube, WhatsApp group, Telegram, TikTok, PPT, and Zoom application is used for discussing the lesson.” “usually the person that already understand don’t raise their hand, So, who doesn’t understand is the one who are active since teachers usually ask whether or not we have understood” “I don’t raise my hand if I already understand the material” “If it’s a question about the material, I will raise my hand if I’m sure with the answer, if I don’t then I won’t raise my hand, I’m afraid that I will get the answers wrong” ... “even if the teacher wasn’t really angry even if we were wrong” “The assignment is usually in the form of writing essays or dialogues” “sometimes there are reading and the teacher asks who wants to volunteer to read”
Student (Female) diva	6	“I feel that in the class group it’s not quite enough because I want to practice speaking more” “I

		raise my hand in order to have the chance to practice but I still feel it's not enough"
	Student 7 (Male) derel	"The learning process is through video YouTube, TikTok" ... "I rarely raise my hand when there's discussion, more exactly not courageous enough to speak up" "I don't want to raise my hand too because I feel lazy" "even though the task is monotonous, I feel I'm okay since the topic is general and we can be as creative as we like to"
	Student 8 (Male)reza	We usually have a Zoom meeting, there's also reading, listening, and some question and answer about the material for today. If there is someone who wants to answer they may raise their hand with the zoom feature." There is also a discussion session in WhatsApp, we are usually going in pairs and talk with private chat" "I usually turn my mic off" "I felt doubt with myself so I feel lazy to raise my hand"
Dalam pembelajaran daring materi Bahasa Inggris, apakah materi yang kalian pelajari dapat diterapkan di kehidupan sehari-hari?	Student 1 (Female)	"For me it's not really applicable. Because usually we are asked to create a dialogue and then there's a group assignment which is also making a dialogue" "I think this will be useful in the future but for daily life I don't really use English so I don't think it's quite applicable" ... "I don't think I can speak fluently if there's a foreigner come to speak with me" ... "I understand the material but I don't think I could implement the material practically" "The dialogue is pre-typed, so it is a bit awkward if I have to practice it directly" ...

Student (Male)	2	“For me I think I can for the basic conversation” ... “yes I believe because lack of exercise and confident, so when we tried to speak, we feel anxious” “For the practice of speaking is sometimes she would point names but mostly we have ‘raise hand’ feature because a lot of us wanted to answer”
Student (Male)	3	“I think I don’t think I can fully apply this in real life, I still stutter while speaking” ... “it is a bit hard to practice speaking while in zoom because usually there are dominant people who active in the class” ...
Student (Male)	4	-
Student (Female)	5	“I think I can, because I used to have a conversation with my friend in English”
Student (Female)	6	“I couldn’t really imagine how, where, and when to apply the language, well if there is a foreigner come, I still could use basic conversation” ... “For me personally, I understand the theory better than the practice especially in the online learning the dialogue is typed so we are not actually practicing it”
Student (Male)	7	“I could because my cousin is using English and most of things nowadays is using English, I also talk with my friends in my course in English because the course is obligating us to do so”.
Student (Male)	8	“I think I could apply English in real life because I often speak English with a friend in a different school, we often chat using English because he is smart in English”

<p>Dalam pembelajaran Bahasa Inggris secara daring, apakah kalian merasa tertarik dan memiliki rasa ingin tahu lebih lanjut akan topik yang dibahas?</p>	<p>Student 1 (Female)</p>	<p>1 “For me personally I don’t really feel interested in English” ... “I think in online learning I felt the tasks are monotonous” ...</p>
	<p>Student 2 (Male)</p>	<p>2 “I feel interested in English because I understand the material” ... “I think English is useful because maybe someday I got the chance to study abroad, English is like the basic language or international language” ... “the teacher is also fun, and we are not being intimidated, for example if there are students who got wrong answers we are not being blamed and being praised because we have the courage to try and then she would correct the mistakes” ...”Yes, we usually being active as we are known as the ‘superior class”</p>
	<p>Student 3 (Male)</p>	<p>3 “I’m active during online English class compared to other lesson because I understand the topic” ... “I’m interested because English is useful in our real life...” especially in the globalization era, everything in the internet uses English so it will be beneficial if we can master English” ... “most resources are written in English so that’s why I believe we need to learn English” ... “the teacher is being interactive so it makes us feel comfortable to speak up... usually when there is someone who is not being active, she would encourage us to just try, don’t be afraid to make mistakes” We also still being noted and appreciated even if our answers are wrong”</p>
	<p>Student 4 (Male)</p>	<p>4 “Well because the globalization era, many people are starting to be able to use English so I think I also have to be able to use English” ... I also think</p>

		it would be for my future career, I believe we have to be able to use English” ...” the English online learning is fun because the teacher was being interactive” ... “I feel the English teacher when online is different than other teacher because usually I feel being intimidated when I wanted to answer, I’m afraid I will answer it wrong”
	Student 5 (Female)	“The lesson is not as interesting compared to my preferred English novel, English movie, or music” ... “I think it would be more interesting if it is incorporated with those things (music, novel, and movie” and not being as monotone”
	Student 6 (Female)	“I don’t think the topic of the lesson is as interesting as music or novel” ... “I only read the book given by the school and I am attending an English course”
	Student 7 (Male)	“I like to listen to music” ... “I don’t think English is as interesting as the music”
	Student 8 (Male)	“The lesson is not as interesting as I want but I already understand most of the material since I am attending an English course”
Ketika menemukan kesulitan dalam pembelajaran Bahasa Inggris secara daring apakah	Students 1 (Female)	“I usually asked my friend and search in google if I found any difficulty... I kind of feel challenged but also feel lazy to do the assignment”
	Student 2 (Male)	“I usually use translate google, or use premium Grammarly” ...” I prefer for the difficulty of the challenge is not too hard because if it’s too hard it will be difficult for me to get good grades and maintain my score... so I prefer it to be normal”

<p>kalian merasa tertantang atau cenderung menyerah?</p>	<p>Student 3 (Male)</p>	<p>3</p> <p>“I would search the internet” ... I feel challenged because I like the subject, if it’s a subject I don’t like I would feel lazy and gave up...” usually the teacher also give us questions first before giving assignments like ‘is there any assignments?’ or ‘do you mind if I gave you assignments’ and we usually don’t mind because there are no exams whenever she asked that...”For the difficulty it is harder in face-to-face because when doing online learning we were taught by internship teachers, in the face-to-face the questions and assignments are very challenging to the point it’s kind of a pressure to us. Sometimes getting a 75 grade is felt so good because that’s the highest score”” I prefer if the learning process is not that challenging, just normal and in the online learning was filling the criteria”</p>
	<p>Student 4 (Male)</p>	<p>4</p> <p>I would usually privately message the teacher if I have any difficulty, I would also search on the internet if I have any difficulty... I feel challenged because I believe English is important to me</p>
	<p>Student 5 (Female)</p>	<p>5</p> <p>“I usually search in the internet whenever it feels hard” “I feel challenged when there’s difficulty”</p>
	<p>Student 6 (Female)</p>	<p>6</p> <p>“I discuss with my friends when there’s difficulty” ... “If both of us don’t know then I just answer using my guts”</p>
	<p>Student 7 (Male)</p>	<p>7</p> <p>-</p>
	<p>Student 8 (Male)</p>	<p>8</p> <p>"If it's difficult to find the verbs so I just search the internet" "but if I can't find it, then just give</p>

		up, so I just answer whatever and just use my feelings"
Bagaimana usaha belajar kalian selama mengikuti kelas Bahasa Inggris secara daring?	Student 1 (Female)	<p>"We may know what are the plans for teaching because we have a guidance book, ... so we just need to open the book and see the chapters" ... "I rarely study or pre-planned the material... But I do pre-researched in mathematics... because I have interest in that subject" ... "I don't really use any other book than what's being provided although some of my friends are doing book, I think they just like to do references... I don't do English course"</p> <p>"In the online learning the teacher usually directly asked the question and then give the opportunity for us to raise hand and answer, but in face-to-face we usually given the time to answer the question first and then we would be given the chance to raise our hands" ... "I prefer the face-to-face... well because in the online the teacher usually asked immediately 'what's the example of simple present tense?' but in to face-to-face we usually asked to answer questions in <i>LKS (Lembar Kerja Siswa</i> or student worksheet) ... "in the online learning we usually have the speaking practice by submitting video... and I think the face-to-face is more intense in the speaking practice rather than online" ... "oh we all have to get a chance to practice the dialogue in front of the class in the face-to-face"</p>
	Student 2 (Male)	<p>"...I usually prepared the lesson before class, I usually search on the internet for example, what is simple past tense, the formula, the examples,</p>

		the differences between other tenses and trying some free quizzes in the internet” ... “I don’t have any other book materials than what’s given by the school and also internet” ...” I go to a course where they also have English included as a package so it’s not exclusively English”
Student (Male)	3	“I usually search it a day before or when I’m free or other assignments are finished” ... I search it just so I get the gist of the material, not very thoroughly” ... I would also read materials in the student worksheet” ...” yes I think It’s enough for the mandatory book given by the school” and also internet don’t go to English course” ...” I do have some pre-existing English books but I don’t really read it”
Student (Male)	4	“I usually finished other assignments first and then I study materials.... “I also don’t go to English course” ... “I feel enough with the current resources I have”
Student (Female) aye	5	"I take English lessons" prepare, read, make a summary "it's hard to find grammar" if you search on the internet, it's hard, just answer as much as you can, something is right and something is wrong, look for the right one, persistence" "I have to be able to"
Student (Female)	6	"I take English lesson course" "prepare a little" "ask a friend" if the friend is confused, give up"
Student (Male)	7	"I took English lesson course" "I didn't prepare it because I already understood the material "Just follow the lesson, even though I already know but don't want to be more levelled up because I've been in the lesson, yes because I get good grades,

		so I feel quite fulfilled and more protected in the lesson”
	Student 8 (Male)	"I don't take lessons" "I don't prepare"
Dalam pembelajaran Bahasa Inggris secara daring bagaimana	Student 1 (Female)	“I’m not too sure... I think for me is just to improve my grade from the previous semester” ... “I myself, are not able to create sentences yet.... I think sometimes at the class it would help a bit” ... “praise sometimes is also my target because it felt nice” ...
target dan tolak ukur keberhasilan yang harus dicapai?	Student 2 (Male)	“Yes so my personal target is to be able to speak English if I have the chance to go abroad”...”I should be able to master four skills of English”...”grades are also one of my target, my personal target is to have 90, but mostly with every other subject” ... so that my final report card will be good from the accumulated grades”...”praises is not my target, I’m one of the passive students, I only raise hands when I’m the only one who hasn’t answered yet, if I get pointed out I can answer it, If I don’t get shout out I will just give it up”
	Student 3 (Male)	“If I speak, I still stutter, so I would like to improve on that... I also would like to understand direct speaking without having to rely on google translate” ... “I don’t use grades as my target of success because I believe grades are teachers’ subjectivity, it will also be pointless If I achieve a high grade through cheating, so grade is not really my priority”

Student (Male)	4	“My personal target is to be able to speak fluently, can do writing, listening directly, and understand direct conversation in English and still on progress to achieve it” ...” I personally want to have an improved grade than previous semester”
Student (Female)	5	I feel English is cool when I watch the movie, and I also learn English because I am thinking this would be useful in the future later” ... “My target would be to be able to speak fluently, and because this is online, I feel it’s hard to achieve and I have to accommodate it outside from class” ... “grade is also my target in English” ... “yes, teacher’s appraisal is one of my targets” ... “I also wanted to be able to improve in debating, because previously I went to a competition and don’t feel I give my best”
Student (Female)	6	“My target is to be able to use English in the work field and later in the university level” ... “My target is to be able to fulfil the objectives for that chapter and answer questions for exams” ... “Grade is my target in English and also teachers’ praise”
Student (Male)	7	“I learn English because I like them and people said I have talent for that, previously I learn English for competitions but now I don’t really have any goal and just go with the flow” ... “Grades and teachers’ praise is not my target”
Student (Male)	8	“Grade is my target in English” ... “appraisal is not really my target”

Appendix 7 Author's Biography

RIWAYAT HIDUP



Luh Putu Shanti Yulastiti lahir di Denpasar pada tanggal 16 Juli 2000. Penulis lahir dari pasangan suami istri Bapak Gede Wirawan dan Luh Putu Suartini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Baktiseraga, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan Pendidikan dasar di SD Negeri 1 Melaya dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 1 Melaya dan lulus pada tahun 2015. Pada tahun 2018 penulis lulus dari SMA Negeri 1 Singaraja dan melanjutkan perkuliahan di program studi Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha. Pada semester awal 2022 penulis telah menyelesaikan skripsi yang berjudul “AN ANALYSIS OF 10TH GRADE STUDENTS’ LEARNING APPROACH IN THE CONTEXT OF EFL ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA”. Selanjutnya pada tahun 2018 sampai dengan penulisan skripsi ini penulis masih resmi terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.