



# APPENDICES

## Appendix 1. Letter of Approval



PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMP NEGERI 2 SINGARAJA



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### SURAT KETERANGAN

Nomor : 070/65/SMPN.2/IV/2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Singaraja Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali, menerangkan bahwa:

Nama : Alit Tri Santika Ningsih  
NIM : 1812021076  
Fakultas : Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Pendidikan Ganesha Singaraja  
Jenjang : S1  
Tahun Akademik : 2021/2022

Memang benar atas nama di atas telah melakukan Penelitian dan Pengambilan Data untuk keperluan Skripsi di SMP Negeri 2 Singaraja. Pada tgl, bulan, tahun 24 Januari sampai dengan 30 Januari 2022 dengan judul "AN ANALYSIS OF STUDENTS' LEARNING APPROACH IN THE EFL ONLINE LEARNING CONTEXT OF SMP NEGERI 2 SINGARAJA"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Singaraja, 12 April 2022

Kepala SMP Negeri 2 Singaraja



Purnavasa, S.Pd,MM  
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## Appendix 2. The Result of the Questionnaire Validity

No	Item of statements	R counted	R table	Sig.	Criteria
1.	S1	0.525	0.349	0.002	Valid
2.	S2	0.558	0.349	0.001	Valid
3.	S3	0.702	0.349	0.000	Valid
4.	S4	0.469	0.349	0.007	Valid
5.	S5	0.578	0.349	0.001	Valid
6.	S6	0.272	0.349	0.133	Invalid
7.	S7	0.398	0.349	0.024	Valid
8.	S8	0.470	0.349	0.007	Valid
9.	S9	0.492	0.349	0.004	Valid
10.	S10	0.688	0.349	0.000	Valid
11.	S11	0.673	0.349	0.000	Valid
12.	S12	0.341	0.349	0.056	Invalid
13.	S13	0.610	0.349	0.000	Valid
14.	S14	0.663	0.349	0.000	Valid
15.	S15	0.488	0.349	0.005	Valid
16.	S16	0.560	0.349	0.001	Valid
17.	S17	0.400	0.349	0.023	Valid
18.	S18	0.489	0.349	0.005	Valid
19.	S19	0.346	0.349	0.052	Invalid
20.	S20	0.427	0.349	0.015	Valid



#### Appendix 4. Expert Judgement Sheet of Questionnaire

### EXPERT JUDGEMENT SHEET

Instrument: Questionnaire Sheet

Judge: Made Hery Santosa, 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.	✓		

## 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.	✓		

**Appendix 5. The Statements of the Modified R-SPQ-2F Questionnaire**

No.	Statements	Statements Translated in Indonesian	Response				
			1	2	3	4	5
1	I feel that learning English online gives me a deep sense of personal satisfaction.	Saya merasa bahwa belajar bahasa Inggris secara daring memberi saya rasa puas yang mendalam.					
2	In learning English online, I feel I have to study many sources to understand a topic so that I can draw my conclusions for personal satisfaction.	Dalam belajar bahasa Inggris secara daring, Saya merasa harus mempelajari banyak sumber untuk memahami suatu topik sehingga saya dapat membuat kesimpulan atas pemahaman sendiri untuk kepuasan pribadi.					
3	In learning English	Dalam belajar bahasa					

	<p>online, my goal is to graduate with the least amount of study effort possible.</p>	<p>Inggris secara daring, tujuan saya adalah untuk lulus dengan melakukan usaha belajar seminimal mungkin.</p>					
4	<p>In learning English online, I study only in class.</p>	<p>Dalam belajar bahasa Inggris secara daring, Saya belajar dengan sungguh-sungguh hanya di kelas.</p>					
5	<p>In learning English online, I find all the topics in class can be very interesting once I learn them.</p>	<p>Dalam belajar bahasa Inggris secara daring, saya merasa semua topik di kelas bisa sangat menarik begitu saya mempelajarinya.</p>					
6	<p>I think that in learning English online, new topics can be very interesting and I would like to get more information</p>	<p>Menurut saya dalam belajar bahasa Inggris secara daring, topik yang baru bisa sangat menarik untuk dipelajari dan saya ingin mendapatkan</p>					



	about those topics.	lebih banyak informasi tentang topik tersebut.					
7	In my opinion, learning English online is not interesting, so I only study as little as possible.	Menurut saya dalam belajar bahasa Inggris secara daring tidak menarik, sehingga saya hanya belajar seminimal mungkin.					
8	In learning English online, I learn things by rote, repeating them until I memorize them even though I don't understand them.	Dalam belajar bahasa Inggris secara daring, saya mempelajari beberapa hal dengan menghafal, mengulanginya sampai saya hafal meskipun saya tidak memahaminya.					
9	In learning English online, I think a topic can be as interesting as a good novel or film.	Dalam belajar bahasa Inggris secara daring, menurut saya suatu topik bisa semenarik novel atau film yang bagus.					

10	In learning English online, I test myself by studying important topics until I fully understand them.	Dalam belajar bahasa Inggris secara daring, saya menguji diri dengan mempelajari topik-topik penting sampai saya memahami sepenuhnya.					
11	In learning English online, I feel I can pass most study assessments by memorizing some of the key points in the study rather than trying to understand them.	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	In learning English online, I only study limited to what has been set by the teacher because I think there is no need	Dalam belajar bahasa Inggris secara daring, saya hanya belajar terbatas pada apa yang telah ditetapkan oleh guru saja karena saya					

	to study outside the material provided.	pikir tidak perlu belajar diluar materi yang diberikan.					
13	In learning English online, I study hard because I think the material being studied is interesting.	Dalam belajar bahasa Inggris secara daring, saya belajar dengan giat karena menurut saya materi yang dipelajari menarik.					
14	In learning English online, I spend a lot of my free time finding out more about interesting topics that have been discussed in class.	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	In learning English online, I don't think it's necessary to study the topic in depth. Because it is confusing and a waste	Dalam belajar bahasa Inggris secara daring, menurut saya tidak perlu untuk mempelajari topik secara mendalam.					

	of time, when all you need is a passing acquaintance with topics.	Karena membingungkan dan membuang-buang waktu, ketika yang diperlukan hanyalah lulus batas nilai Kriteria Ketuntasan Minimal (KKM)					
16	In learning English online, I believe that teachers should not expect students to spend a lot of time studying material that will not be tested.	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	In learning English online, I come to class with a question I want to know the answer to.	Dalam belajar bahasa Inggris secara daring, saya datang ke kelas dengan pertanyaan yang ingin saya ketahui jawabannya.					

18	In learning English online, I try to study the recommended readings.	Dalam belajar bahasa Inggris secara daring, saya berusaha untuk mempelajari bacaan yang disarankan.					
19	In learning English online, I don't see any point in studying an online learning material that is unlikely to appear on an exam.	Dalam belajar bahasa Inggris secara daring, saya tidak melihat ada gunanya belajar suatu materi pembelajaran daring yang tidak mungkin muncul dalam ujian.					
20	In learning English online, I think the best way to pass the exam is to try to remember the answers to the questions that might appear in the exam.	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					

## Appendix 6. Questionnaire in the form of Google Form

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

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Dalam belajar bahasa Inggris secara daring, tujuan saya adalah untuk lulus dengan melakukan usaha belajar seminimal mungkin.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dalam belajar bahasa Inggris secara daring, Saya belajar dengan sungguh-sungguh hanya di kelas.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dalam belajar bahasa Inggris secara daring, saya merasa semua topik di kelas bisa sangat \*  
menarik begitu saya mempelajarinya.

- 1                      2                      3                      4                      5
- 

⋮

Menurut saya dalam belajar bahasa Inggris secara daring tidak menarik, sehingga saya hanya \*  
belajar seminimal mungkin.

- 1                      2                      3                      4                      5
- 

Dalam belajar bahasa Inggris secara daring, saya mempelajari beberapa hal dengan menghafal, \*  
mengulanginya sampai saya hafal meskipun saya tidak memahaminya.

- 1                      2                      3                      4                      5
- 

Dalam belajar bahasa Inggris secara daring, menurut saya suatu topik bisa semenarik novel \*  
atau film yang bagus.

- 1                      2                      3                      4                      5
- 



Dalam belajar bahasa Inggris secara daring, saya menguji diri dengan mempelajari topik-topik \*  
penting sampai saya memahami sepenuhnya.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Dalam belajar bahasa Inggris secara daring, saya belajar dengan giat karena menurut saya \*  
materi yang dipelajari menarik.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |







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).

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Dalam belajar bahasa Inggris secara daring, saya percaya bahwa guru seharusnya tidak \*  
mengharapkan siswa untuk menghabiskan banyak waktu mempelajari materi yang tidak akan  
diujikan.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Dalam belajar bahasa Inggris secara daring, saya datang ke kelas dengan pertanyaan yang ingin \*  
saya ketahui jawabannya.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

⋮  
Dalam belajar bahasa Inggris secara daring, saya berusaha untuk mempelajari bacaan yang \*  
disarankan.

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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.

1

2

3

4

5



## Appendix 7. Expert Judgement Sheet of Interview Guide

### EXPERT JUDGEMENT SHEET

Instrument: Interview guide

Judge: Made Hery Santosa, 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.	✓		Tiap pertanyaan ini sebaiknya menukik ke supporting atau empeding factor yg spesifik. Sebelumnya bisa diberikan pertanyaan umum dulu, seperti “Apakah”
3.	✓		
4.	✓		
5.	✓		
6.	✓		

## EXPERT JUDGEMENT SHEET

Instrument: 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).</p> <p>Boleh sebelum yg spesifik ini ditanyakaj secara umum dulu,</p> <p>“Apakah ada faktor-faktor yg menurut Adik memfasilitasi mengapa LA Adik seperti itu?”</p> <p>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</p>

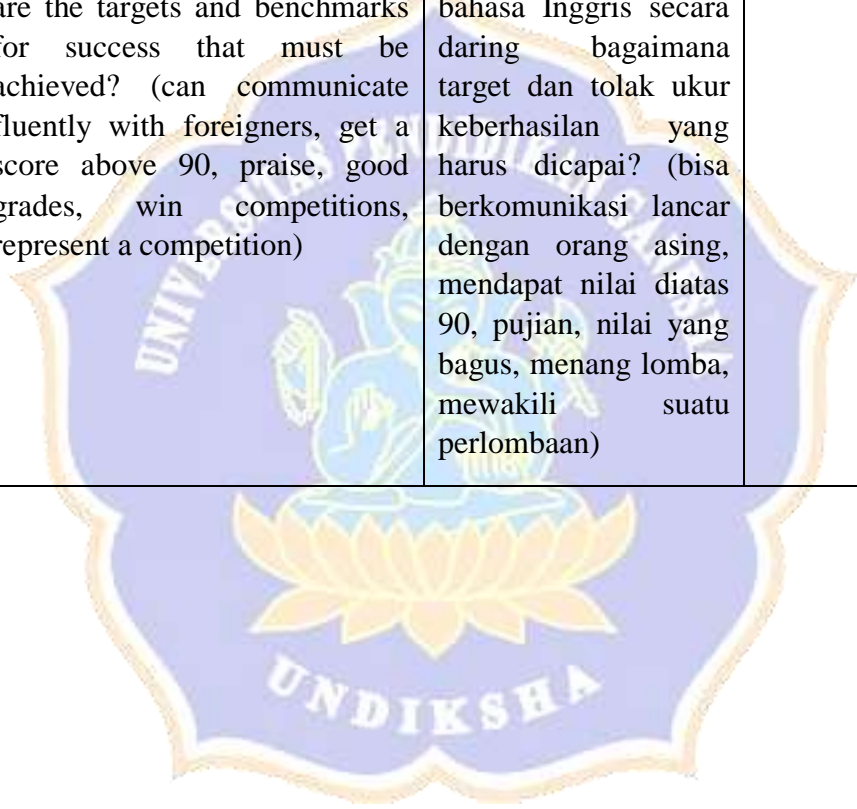
			lanjutkan dengan yg lebih spesifik dan yg berkaitan dengan komponen konteks sebagaimana di #1.
3.	✓		Idem
4.	✓		Idem
5.	✓		Idem
6.	✓		Idem



## Appendix 8. Instrument Interview Guide

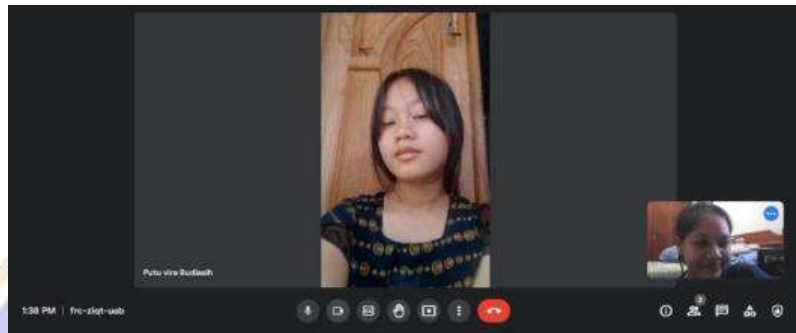
No.	Statements	Statements Translated in Indonesian	Responses
1	How is the online English class learning system during the pandemic? (applications, assignments, teaching and learning systems, discussion systems, assessment systems, media used during teaching, delivery of learning objectives)	Bagaimana sistem pembelajaran kelas bahasa Inggris daring selama masa pandemi? (aplikasi, tugas, sistem belajar-mengajar, sistem diskusi, sistem penilaian, media yang digunakan selama mengajar, penyampaian learning objectives)	
2	In online learning of English material, can the material you learn be applied in everyday life?	Dalam pembelajaran daring materi bahasa Inggris, apakah materi yang kalian pelajari dapat diterapkan di kehidupan sehari-hari?	
3	In learning English online, do you feel interested and curious about the topics discussed?	Dalam pembelajaran bahasa Inggris secara daring apakah kalian merasa tertarik dan memiliki rasa ingin tahu lebih lanjut akan topik yang dibahas?	
4	When you encounter difficulties in learning English online, do you feel challenged or tend to give up?	Ketika menemukan kesulitan dalam pembelajaran bahasa Inggris secara daring apakah kalian merasa tertantang atau cenderung menyerah?	
5	How are your learning efforts	.Bagaimana usaha	

	<p>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>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)</p>	
6	<p>In learning English online, what are the targets and benchmarks for success that must be achieved? (can communicate fluently with foreigners, get a score above 90, praise, good grades, win competitions, represent a competition)</p>	<p>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)</p>	





## Appendix 9. Pictures of Interview Session with Students Via Google Meet



### Appendix 10. Transcription of The Interview

Questions	Respondents (M/F)	Comments
<p>1. Bagaimana sistem pembelajaran kelas bahasa Inggris daring selama masa pandemi?</p>	<p>Student 1 (Female)</p>	<p>“In learning English online, I was taught by two different teachers, but the teaching system was quite similar. Both dominantly use the WhatsApp group application, where all teaching and learning processes are carried out in WhatsApp groups. For assessment use google form. The media used are power points, pictures, handbooks, and video links for the presentation of the material. Assignment and collection instructions are done on WhatsApp. Assignments are usually in the form of making conversations or sentences, multiple-choice, and completing the gaps.”</p>
	<p>Student 2 (Female)</p>	<p>“I used several applications in English online learning such as WhatsApp and Google Form. Usually, the teacher gives task instructions through group chats. The instructions such as in the form of an order to read a book, open a PowerPoint, or watch a YouTube video. The teacher also types in some opening sentences</p>

		<p>about the material to start learning. We also collect assignments in the form of photos that will be sent to the group chat but are not given direct feedback by the teacher. There is no discussion going on in the group chat. Critical questions such as asking for opinions are more often done in face-to-face classes.”</p>
	<p>Student 3 (Female)</p>	<p>“In learning English online, in grade seventh I use Google class, while in grade eighth I use WhatsApp groups. In eighth-grade, there has been no discussion involving students to answer, teacher usually just straight away giving task to us after a little bit of explanation and instruction to read book or PPT. The media used are PowerPoint, YouTube links, and handbooks. I was once assigned the task of making a video in 7th grade, which was a short self-introduction video.”</p>
	<p>Student 4 (Male)</p>	<p>“I use Google classroom and WhatsApp applications in learning English in grade 7 and grade 8. There has never been a meeting using video conferencing. Assignments were collected in the</p>

		form of photos. Discussions were never carried out in learning English. Assignments are usually in the form of making texts, conversations, or sentences. The media that I have received are Youtube links, pdfs, and student worksheets. However, I prefer it to be explained directly by the teacher concerned.”
2. Dalam pembelajaran daring materi bahasa Inggris, apakah materi yang kalian pelajari dapat diterapkan di kehidupan sehari-hari?	Student 1 (Female)	“Some of the material that discusses tenses can mostly be applied in everyday life, for example, the simple present tense that I can use in communicating during learning.”
	Student 2 (Female)	“Because some of the material taught during online learning, in my opinion, have lack explanation, I do not understand the purpose and application of the material in my daily life. My learning mood also plays a role in the understanding of the material that I learned. Due to the lack of explanation, and tending to be given assignments straight away, I felt that I did not understand the material well so I often complained.”
	Student 3 (Female)	“I don’t feel that the material that I learn can be applied in everyday

		<p>life because understanding the material itself is a little difficult. I need a lot of explanations to be able to understand the material. But, the explanation from the teacher is only a little.”</p>
	<p>Student 4 (Male)</p>	<p>“I do not feel that the material I have learned can be applied in everyday life. To read a book before class I do every day before the lesson starts but just not in-deep.”</p>
<p>3. 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>“I have curiosity about a topic and have questions about a topic more during direct learning, while for online learning it is less because I feel limited by time and lack of flexibility because many friends send messages that are not related to the learning context therefore that questions tend not to be seen by the teacher. Communication with the teacher through chat is quite difficult in choosing vocabulary. I got more discussion and initial explanation of the material during face-to-face classes. In online classes, teachers tend to be passive and no discussion during online class.”</p>
	<p>Student 2 (Female)</p>	<p>“Certain topics make me interested in studying them in</p>

		deeper where I have the initiative to read books or other sources on the topics that will be discussed. As for some topics, I just resigned myself to the lack of explanation by the teacher. You could say that my desire to study English in deep is about 75%.”
	Student 3 (Female)	“I feel that I have a little interest in the material to be discussed, by reading a book briefly about the material to just know the title of the topic to be discussed. I do study more during exams period to help me remember the material”
	Student 4 (Male)	“I feel less interested in the topics that will be discussed in learning English. My motivation to study is actually to get a good score that passes the standard score. I think I don’t feel too interested because I don’t like English in deep, which on a scale of 1-10, I think I’m in 5. I read the book if the teacher asks and before the test. But I think English is still important to learn especially the implementation for the real world will give extra value to ourselves.”
4. Ketika menemukan	Student 1	“During the test, I tend to

<p>kesulitan dalam pembelajaran bahasa Inggris secara daring apakah kalian merasa tertantang atau cenderung menyerah?</p>	<p>(Female)</p>	<p>memorize the material more because I feel that I am required to be able to answer in a fairly short time. I try to find answers on my own when I find difficulties, or sometimes ask my teachers, friends, and parents. Translating the questions into Indonesian makes it easier for me to understand the points of the questions. I also selected certain websites to get answers to my questions when I found them difficult to solve because there are a lot of sources that are not credible and sometimes, I feel confused to choose the right answer from many sources.”</p>
	<p>Student 2 (Female)</p>	<p>“If I find difficulties while studying, I will try my best to find answers to those difficulties. The first step is to translate it into Indonesian so that I can understand the question even a little. Then find the answer usually through the internet or ask my aunt. However, I don’t want to immediately ask for an answer because I think it’s too practical, and I’d rather have an explanation on how to get that answer. In addition, I think asking questions</p>

		<p>in online learning is less efficient because I often feel afraid of the teacher's slow response in answering my questions, and the stigma of my friends when I ask questions in group chats. Limitations of quotas and signals sometimes also become obstacles in online learning.”</p>
	<p>Student 3 (Female)</p>	<p>“I feel more challenged when I find difficulties in learning English by trying to find answers to questions from parents or siblings. I also use google to help me find answer if I found difficulty, but for me many sources usually make me confused to choose which one is correct. However, I feel I have to memorize more in online learning to gain a good score, especially during the test. My main motivation for studying is to get good grades.”</p>
	<p>Student 4 (Male)</p>	<p>“When I have difficulty in English, I often ask my parents. In addition, the difficulty of the device sometimes crashes during use. The signal is sometimes lost so I can't attend the class on time. I was also quite helped by using google translate to overcome the</p>



		difficulties I got. In addition, learning English has become more difficult for me in online learning because I quite often experience errors when using Google.”
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)	Student 1 (Female)	“In learning English, I tend to ask my parents more often and look for other sources independently. I’m not very active in asking questions because it feels quite awkward for me to communicate in online learning.”
	Student 2 (Female)	“For the learning efforts that I do, it depends on the topic I like which I will certainly be more enthusiastic about. I feel much more excited when learning is carried out face-to-face. Even if it’s online, I prefer learning using video conferencing. Learning English online for me is even more difficult because in my opinion learning good English requires lots of examples in pronunciation and practice. Studying with friends is constrained at different distances and far enough. In my opinion, the opportunity to ask questions in online classes is rarely given so that I am more active in face-to-face classes. I usually take notes

		when I am given material through a group chat so that I can read it again and understand it better.”
	Student 3 (Female)	“My learning efforts are like taking the time to read a book before learning begins to know what topic will be discussed. I usually using google translate a lot to help me understand the meaning of difficult words. Sometimes also take a note of the material that has been given previously through PowerPoint or videos that have been given previously.”
	Student 4 (Male)	“My study efforts are like skimming a book to find out the topic. But I took the time to open the file sent by the teacher in the chat group for me to read and then I summarized it. I had taken private lessons some time ago, which included English subjects as well. I can’t study together with my friend because of the distance we had”
6. Dalam pembelajaran bahasa Inggris secara daring bagaimana target dan tolak ukur keberhasilan yang harus dicapai? (bisa berkomunikasi lancar dengan orang asing,	Student 1 (Female)	“The goal for my success in learning English is being able to communicate well with foreigners or in learning, and being able to take part in competitions. My motivation for learning English is

mendapat nilai diatas 90, pujian, nilai yang bagus, menang lomba, mewakili suatu perlombaan)		to be able to more easily understand and remember some vocabulary in my favorite readings which is online novel.”
	Student 2 (Female)	“I want to be able to speak English both in communication and to be able to automatically interpret English words into Indonesian in my brain. Because I think English is very important. Besides that, I also want to be able to work abroad so I need good English skills. Also, not afraid when someone saying something with English become my goal to learn English. I consider myself to be able to speak English if I can communicate well and understand the correct use of English word structures because I easily forgot about the correct structure.”
	Student 3 (Female)	“I feel that I can’t speak English very well now, and I feel that I have reached the target if I get a score of 80 or 90 in learning English.”
	Student 4 (Male)	“My goal when I feel proficient in English if I am fluent in communication. However, in my opinion, last semester’s grades were still far from my target, and

		the knowledge I gained was also small because the teacher was passive, so I did not understand the material.”
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