Students' Perception Toward The Use of E-Learning Media In English Language Teaching During Covid 19 Pandemic In SMK N 2 Pariaman

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Abstrak

Penyebaran COVID-19 di Indonesia menyebabkan pendidikan di Indonesia mengalami peubahan. Semua sekolah diwajibkan untuk melakukan pembelajaran online untuk mendukung proses belajar mengaar, seperti menyediakan materi pembelajaran dan menyampaikan materi pembelaaran dengan memanfaat teknologi. Oleh karena itu, penelitian ini bertujuan untuk mengetahuii persepsi siswa terhadap pembelajaran Bahasa Inggris pada masa pandemi COVID-19 di SMK N 2 Pariaman. Metode penelitian menggunakan deskriptif kuantitatif. Sampel penelitian ini diambil 62 siswa. Teknik pengumpulan data yang digunakan adalah angket yang dibagikan kepada siswa dengan menggunakan Google Forms. Data dianalisis dengan menggunakan langkah-langkah statistik metode kuantitatif. Hasil penelitian menunjukkan persepsi siswa yang menggunakan E-Learning secara umum adalah 70,5%, dikategorikan "baik". Secara rinci ditemukan dalam pencapaian pembelajaran 67,0% tergolong "cukup" Peran guru berada pada kategori "Cukup" dengan 67,3%. Peran siswa berada pada kategori "Cukup" dengan 68,8%. Dan materi pembelajaran menggunakan Media E-Learning dalam kategori "Baik" dengan persentase 78,9%. Disimpulkan bahwa pelaksanaan Pembelajaran Bahasa Inggris sudah berjalan dengan cukup baik menurut persepsi siswa. Meskipun, banyak ditemukan permasalahan-permasalahan dalam mengimplementasikan Pembelajaran. Namun, Guru Bahasa Inggris di SMK N 2 Pariaman sudah berusaha menyelenggarakan Pembelajaran Bahasa Inggris dengan cukup baik dalam persepsi siswa.

Kata kunci: Persepsi Siswa, Media E-Learning, Pembelajaran Bahasa Inggris, Covid-19

Abstract

The spread of COVID-19 in Indonesia has changed education in Indonesia. All schools are required to conduct online learning to support the teaching-learning process, such as providing learning materials and delivering learning materials using technology. Therefore, this study aims to determine students' perceptions of learning English during the COVID-19 pandemic at SMK N 2 Pariaman. The research method that was used the descriptive quantitative method. The sample of this research was taken 62

students. The data collection technique used was a questionnaire distributed to students using Google Forms. The data were analyzed using statistical steps of the quantitative method. The result of this research showed students perception used E-Learning found that in general was 70.5%, which means it was good. In detail, it was found in learning achievement 67,0% were categorized as Enough. The teacher's role was in the "Enough" category with 67.3%. The student's role was in the "Enough" category with 68.8%. And learning materials using E-Learning Media in the "Good" category with a percentage of 78.9%. This study concludes that the implementation of English Learning during pandemic have carry out well enough according to students' perceptions. However, many problems are found in implementing English Learning using E-Learning Media. Although, the English Teacher at SMK N 2 Pariaman tries to organize English Learning well enough in students' perception.

Keyword: *Perception ,E-Learning Media, English Language Teaching, Covid-19*

PENDAHULUAN

The impacts of the covid-19 pandemic are still being felt. Each student's learning will continue at home (learning from home). Online learning is another option for continuing education. According to Moore in Firman and Sari, online learning is a sort of learning that necessitates an internet network with connectivity, accessibility, flexibility, and capability for many types of learning activities (Firman, 2020). Online learning necessitates the employment of supporting facilities such as smartphones, computers, tablets, and quotas that may be utilized to access material from anywhere and at any time. In Indonesia, the government offers a number of applications to assist with learning activities at home. Also, an educator can interact with students in real-time using an app that can be accessed via the internet network.

The effect caused by Covid -19 pandemic, many schools have visualized E-Learning as an effective media to hold the learning process during the pandemic. E-Learning concept refers to learning via electronic sources that allows for providing interactive online learning. It usually uses a Web System as a way to access information available, disregarding time and space. Meanwhile, according to Dorai, online learning is learning that takes place through the internet. Online learning needs the use of laptops, computers, cellphones, and internet network help, among other things (Dorai, 2001). Besides that, according to Suartama, E-Learning materials can be accessed at any time and from any location, as well as obtaining materials that can be accessed or supplied with a variety of supporting learning resources such as multimedia that can be assisted by teachers (Suartama, 2014). Most educational institutions in Indonesia employ the E-Learning system, which is still in its early stages of development.

The main reason for the schools use of E-Learning in Indonesia is that this electronic learning system can make the learning and teaching process more efficient. Assignment Submission, Discussion Forum, File upload, File download, Online quiz, grading, Online calendar, and News. Uploading teaching materials such as syllabus,

teaching program unit, handouts, and modules, uploading assignments for students and downloading the student's work. In E-Learning, there are various development models, starting from just based on PowerPoint in the classroom to the LMS (Learning Management System). Learning Management System (LMS) is a web-based technology that is a very helpful tool for holding an E-Learning environment stated Srichanyachon (Srichanyachon, 2014). LMS used until now has a lot of variety, starting from Edmodo, Moodle, Claroline, ATutor, Schoology, eFront, and many others. Each of them has its advantages and disadvantages.

Meanwhile, the impact of the covid-19 pandemic is also experienced by higher education, one of which is SMK N 2 Pariaman. The students must continue to carry out learning according to the curriculum. To maintain good online learning, SMK N 2 Pariaman has its own system called LMS. SMK N 2 Pariaman named its learning system E-Learning SMK N 2 Pariaman . E-Learning is a learning facility that can be utilized by teachers and students in the learning process. The utilization of E-Learning in learning activities can be distinguished as learning resources, material delivery, assignments, and exams. E-Learning can be used as an actual learning resource for teachers and students. The students can find information from various sources through E-Learning with internet-connected.

In this case, SMK N 2 Pariaman E-Learning uses moodle platform where moodle is one of the open-source Learning Management Systems (LMS). MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a cloud-based media that can be accessed via a computer or smartphone that must be connected to the internet. Inside Moodle-based E-Learning, there is a section to include materials, discussions, tasks, and quizzes. Teachers can set a time to access it.

This study tries to investigate how is students' perceptions towards the use of E-Learning SMK N 2 Pariaman during the COVID19 pandemic. The reason why the researcher wants to investigate this case is that learning in English has a lot of skills that must be mastered by the students. The skills are speaking, listening, writing and reading. In addition, listening and speaking skills are closely related to direct practice. Listening requires fundamental skills to focus on the speaker in order to hear and understand what the speaker is saying. Speaking skills require students to take turns, speak confidently, stay on topic, and speak clearly. The researcher thinks that learning with E-Learning SMK N 2 Pariaman greatly influences the improvement of those skills. Moreover, before the COVID19 pandemic, learning is done face-to-face without using much E-Learning like the current situation.

Based on the Ministry of Education and Culture data, SMK N 2 Pariaman has been 81 teachers, 1,173 students, 36 study programs, 36 classes, one library, six student sanitation classes, and seven majors. This school applies the 2013 Vocational High School Curriculum with Full-Day Implementation. SMK N 2 Pariaman teachers use various applications during the COVID19 pandemic in the distance learning process, such as; Moodle, Microsoft office word, youtube, and WhatsApp. SMK N 2 Pariaman students have practical lessons. However, practical lessons are shifted to Online Learning. Therefore, researchers are interested in examining students'

perceptions of Online Learning during the COVID19 pandemic. One of the affected schools is SMK N 2 Pariaman, which located in Kota Pariaman. SMK N 2 Pariaman level accreditation "A" since 2019. SMK N 2 is located on Jalan. Syam Ratulangi Number. Eleven, Kp. Baru, Pariaman Tengah, Kota Pariaman , Sumatera Barat, 25514.

Based on the arrangement, like it or not, the teachers must actualize and adapt to E-Learning classes in conveying English language material starting from reading, writing, listening, and speaking so that the teaching and learning process can keep going. According to Hill Phili, E-Learning Media used electronic, media, and digital technologies to manage and distribute teaching and learning content and collect evaluations of teaching and learning objectives in education (Hill, 2012). Whereas to Irwandi, E-Learning Media or Online Learning was a form of distance learning (Irwandi, 2020). Distance learning is all forms of teaching and learning activities that eliminate the physicality of teachers and students in the same learning place.

Researcher did preliminary interviewed on February 11, 2021 at the Eleventh grade of SMK N 2 Pariaman. The researcher interviewed a teacher, the researcher asked the teacher three things: student participation in learning had used E-Learning Media, student responses to assignments given by the teacher, and student learning achievement when learning to use E-Learning Media. The teachers uses the E-Learning Media type of Virtual Learning. The learning process carried out by the teacher and students did not meet. The teachers only make teaching materials in the virtual form, such as (LMS) Learning Management System Serambi Ilmu SMK N 2 Pariaman. After the system is designed and prepared by the teacher, students carried out learning activities with the teacher virtually. Virtual learning falls into the asynchronous category. Asynchronous Learning is an online learning process that provides teaching materials and indirect assignments. Therefore the researcher found problems during Online Learning .

The first problem was teacher said that students had good enough to participate in Online Learning because the students were continuously monitored by teachers in learning even though online. However, some of the students have already done their assignments, some are working on tasks during learning hours, and some do assignments outside of learning hours. In addition, some of the students also procrastinate in doing their assignments if the teacher has given them assignments through E-Learning Media. From these problems, student participation in Online Learning during the COVID19 pandemic is relatively low, from the document of the school, the achievement of student learning outcomes in English subjects is generally low, namely from 62 students, only 20 students get high scores, and only 12 students scored in the enough category, while the students scored in the low category were students.

The second problem is student response to Online Learning during the COVID19 pandemic. The teacher said, The absence of students in doing assignments is good enough, although not all students do their assignments, due to the unreachable internet network at the student's location, more than half of the students of class XI live

in villages, and a small proportion live in Kota Pariaman. In addition, students do not understand the learning material well because the students not read the instructions instructed by the teacher in the E-Learning Media. On average, student learning outcomes online are not good. However, if given a second chance in sending assignments, students' grades are already good with a KKM above 70.

The last problem with online learning is that the internet network connection is one of the obstacles faced by students whose residences are difficult to access the internet network, especially students who live in rural, remote, and disadvantaged areas., because of the students of class XI at SMK N 2 who live in Kota Pariaman, as many 30% of students live in the Kota Pariaman, and 70% of students who live in the village, said the teacher. Therefore, the teacher's argument said that some students complained about internet network problems, result of that the students were always late in sending assignments on time. Students also complain that their internet quota is running out on Online Learning, even though the Ministry of Education and Culture has provided internet packages. However, the student internet quota is not used by students properly for learning but outside of learning said the teacher. Based on the explanation above, it is scientific reason to conduct the research on Students' Perception Toward the use of E-Learning Media In English Language Teaching During Covid 19 Pandemic. So, from these background problems, researchers are interested in exploring students' perceptions after experiencing the learning process through E-Learning Media.

METODE

This research is using descriptive quantitative. Nurdin states descriptive quantitative research is basic and systematic research to provide answers to a problem or phenomena by using the stages of research with a quantitative approach (Nurdin, 2019). It means that descriptive research can be defined as the process of collection, analysis, classification, and tabulation of data. Also, the data found in this research is calculated using methods of quantitative to find out the students perception toword the use of E-Learning Media in English Language Teaching. Quantitative research is the kind of research to collect data in the form of numbers. According to Gay states, quantitative research is the approach is applied to describe current conditions, investigate relations, and study cause-effect phenomena, quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest (L.R, 2012).. Besides, the purpose of a descriptive design used to describe naturally the phenomena without experimental manipulation. So, this research is concerned with the description of the students perception toword the use of E-Learning Media in English Language Teaching in the eleventh grade of SMK N 2 Pariaman.

Population Sugiyono states population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions (Sugiyono, 2015). The

population was the students' class XI of SMK N 2 Pariaman. There were 419 students from 14 classes and the number of the students of each class

Considering that this population of the research was large, thus the researcher should take some sample of the population of the study. In this research, the researcher used purposive sampling. According to Arikunto, purposive sampling is the process of selecting a sample by taking a subject that is not based on the level of the area but is taken based on the specific purpose (Arikunto, 2013). The researcher's purpose in taking the sample was because the school only provided the two classes for research. Moreover, according to Arikunto the total population is less than 100, it is better to take all of them as the sample but if the total populations are more than 100 students, the sample can be taken between 10%-15% or 20%-25% or more (Arikunto 2006). Regarding this idea, the researcher has taken 62 students as a sample of the research. Since the total population of more than 100 students, in this study, the researcher only used a sample of 15%. The number of samples in this study was taken 15% of the 419 students to be 62 students.

HASIL DAN PEMBAHASAN
### Finding
Description of Data

The data in this research were collected from the SMK N 2 Pariaman. There were 62 respondents taken as the sample to be further analyzed. The final result of the data served as numerical data because the kind of research was through descriptive quantitative. Instrument in this research was close questionnaire. In distributing the questionnaire, the researcher used link of Google form. The researcher shared it through WhatssApp message. The researcher calculated the students' answer into the table and chart to know the description and percentage of the students' perception toward the use E-learning Media in English Language Teaching during covid19 pandemic. According to the students' answers to the questionnaire form, there are 25 questions for students' perception in using E-Learning Media. For the achievement of learning goal (10 items). For the role of teacher (3 items). For the role of students (8 items) and the use of instructional material (4 items).

Analysis of Data

The items answered by the student from the questionnaire were further analyzed to find   the percentage and the mean of the data. Data was analyzed by using formula and then served into table and chart. The items from the questionnaire were 25 items which consist of the achievement of learning goal (10 statements), the role of teacher (3 statements), the role of students (8 statements), and the use of instructional material (4 statement). The item had four option of frequencies: Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. The highest point of frequency was Strongly Agreed (4), Agreed (3), Disagreed (2), Strongly Disagreed (1). To answer the research question: What is students perception toward E-Learning Media in English Language Teaching in term the achievement of learning goal, the role of teacher, the role of students, te use instructional material.Then the frequencies of

student answer would be described to the percentage of each item. The description of the data about the students' perception English learning to use E-Learning Media at the eleventh grade of SMK N 2 Pariaman are as follow:

**Figure1:The Percentage of student's perception the use of E-Learning Media Media**
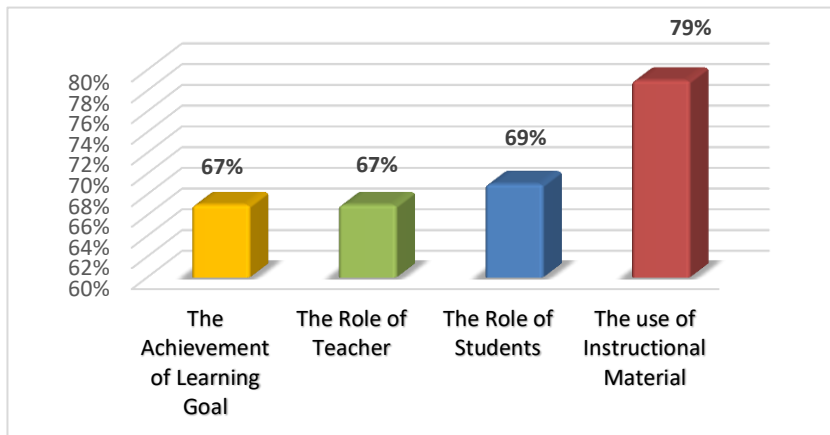
The chart above explained the total percentage of the students' perception in English to use E-Learning Media. The general percentage was (70,5 % included in the category good). In detail the highest aspect that was choose was the use of instructional material (78,9% good). The role of students (68,8% enough). The role of teacher (67,3% enough) ,and the achievement of learning goal (67,0% enough). The percentage was gotten by finding the average of each process chosen by the students. The total percentage above would be revealed further in the analysis of the data. For a more detailed description of each frequency, the chart above divides frequencies into Strongly Agreed, Agreed, disagreed and strongly disagreed. Based on the interpretation of the percentage in the table *(see table in chapter III)*, the sub variable the achievement learning goal, teacher of the role, theacher of the students and the use instructional material category.

The Achievement of Learning Goal

There were several items to know the students's perception the achievement of learning goal. The items from the questionnaire were 25 items which consist of the achievement of learning goal (10 statements), items can be seen in statements number 1,2,3,4,5,6,7,8 9 and 10. The detail description in frequencies of the students perception learning showed on the figure below:

Figure 2. The percentage achievement of learning goal

[PERCENTAGE]
[PERCENTAGE]
[PERCENTAGE]
[PERCENTAGE]

■Strongly agreed   ■Agreed   ■Disagreed   ■Strongly Disagreed
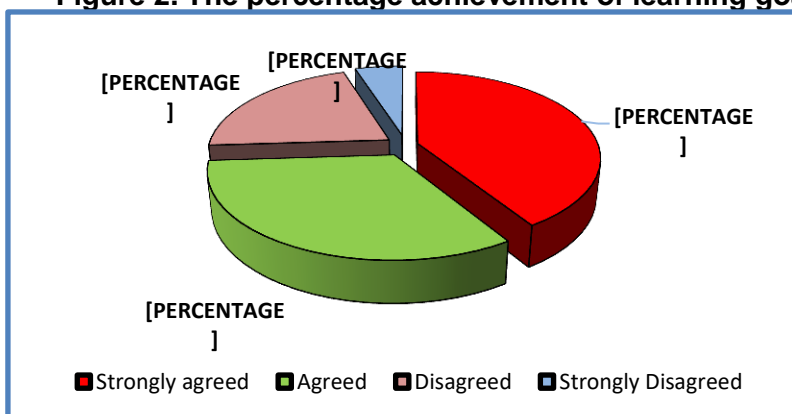
Based on the chart above, the researcher showed the percentage the achievement of learning goal. The higher score was Strongly agreed with 40,9%. The second was Agreed with 33%. The third score of percentage was disagreed with 21,1%. The four score of percentage of the achievement of learning goal was strongly disagreed applied by 4,8%. The indicator was determined the total percentage of each student into table.

Table 3.5 : The Persentage of achievement of learning goal

| No Item	SA	A	D	SD	Total Score	Percentage	Interpretation
	N	N	N	N			
1	34	19	5	4	207	83,50%	Very Good
2	25	26	7	4	196	79%	Good
3	29	18	11	4	196	79%	Good
4	26	14	17	5	145	58,5%	Less
5	29	20	13	0	202	81,50%	Very Good
6	25	19	15	3	190	76,60%	good
7	27	16	18	1	198	79,80%	good
8	22	30	9	1	197	79,45%	good
9	16	19	21	6	141	56,8%	Less
10	21	24	15	2	188	75,80%	Good
Mean					1,860	670,5 : 10 = 67,05%	Enough

According to the table above, each item have different level percentage. For item 1, 83,50 % because 34 students answered Strongly Agreed, 19 students answer Agreed, 5 students answer Disagreed and 4 students answer Strongly disagreed. 79% for item 2 because 25 students answered strongly agreed, 26 students answer agreed, 7 students answer Disagreed, and 4 students answered strongly disagreed. 79% for item 3 because 29 students answered strongly agreed, 18 students answer agreed, 11

students answered disagreed and 4 students answered strongly disagreed. 58,5% for item 4 because 26 students answered strongly agreed, 14 students answered agreed, 1 7 students answer disagreed and 5 students answered strongly disagreed. 81,50% for item 5 because 29 students answered strongly agreed, 20 students answer agreed, 13 students answered disagreed and 0 students answered strongly disagreed. Total percentage (67,05% category enough) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%.

The Role of Teacher

The items from the questionnaire were 25 items which consist of the achievement of learning goal (3 statements), items can be seen in statements number ,11, 12 and 13. The detail description in frequencies of the students perception learning showed on the figure below:

Figure 3The percentage the role of teacher
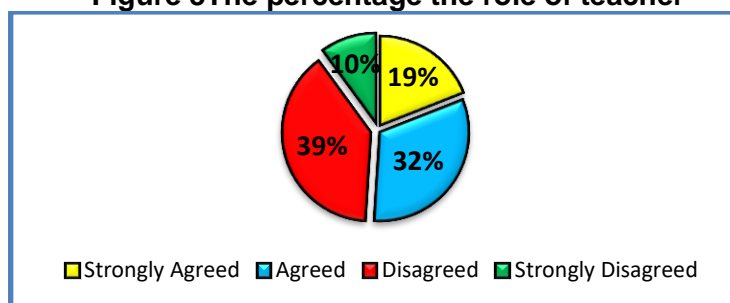
According to the chart above, researcher showed the percentage of score the role of teacher with the learning process used E-Learning Media. The highest frequency of choose by students was Disagreed (39%) and continued by agreed (32%). Next disagreed applied (19%) and last strongly disagreed (10%) Afterwards for the result of the data showed the role of teacher with the learning process was agreed did in English use E-Learning Media. The first items was determined the total percentage of each student into table

Table 1. The percentage the role of teacher

| No Item	SA	A	D	SD	Total Score	Percentage	Interpretation
	N	N	N	N			
11	17	21	22	2	133	53,6%	Less
12	2	9	38	13	186	75%	good
13	16	48	12	4	182	73,4%	good
Mean					501	$202 : 3 = 67,33\%$	Enough

According to the table above, each main items have different level percentage. For observe item 11 got 53,6% because 4 students answer strongly agreed 17

students answered agreed, 21 students answered disagreed, and 2 students answered strongly disagreed . 75% for item 12 because 2 students answered strongly agreed, 9 students answered agreed, 38 students answered disagreed and 13 students answered strongly disagreed. 73,4% for item 13 because 16 students answered strongly agreed, 16 students answered agreed, 48 students answered disagreed and 12 students answered strongly disagreed. Total percentage (67,33% category enough) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%.

The Role of Students

The items from the questionnaire were 25 items which consist of the achievement of learning goal (8 statements), items can be seen in statements number 14,15,16,17,18,19,20 and 21. The detail description in frequencies of the students perception learning showed on the figure below:

Figure 4. The percentage the role of Students
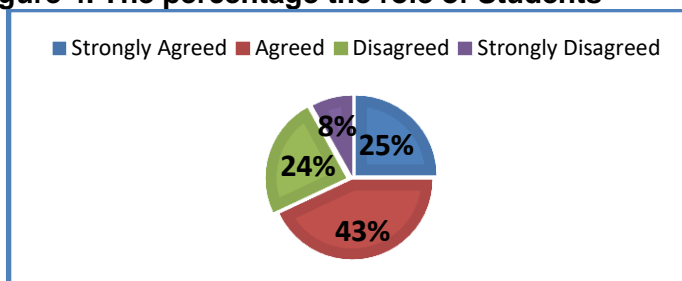
Based on the chart above, the researcher showed the percentage the role of students. The higher score was agreed with 43%. The second was strongly agreed with 25%. The third score of percentage was disagreed with 24%. The four score of percentage the role students was strongly disagreed applied by 8%. The indicator was determined the total percentage of each student into table:

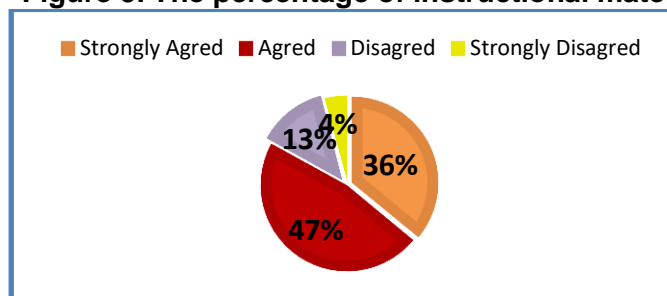**Table 2. The percentage the role of students**

No Item	SA N	A N	D N	SD N	Total Score	Percentage	Interpretation
14	19	27	9	7	182	73,4 %	Good
15	15	17	20	10	149	60,1 %	Enough
16	17	29	12	4	170	68,5 %	Enough
17	17	29	12	4	183	73,8 %	Good
18	12	25	17	8	145	58,5 %	Less
19	18	22	20	2	180	72,6 %	Good
20	11	33	14	4	175	70,1 %	Good
21	12	32	17	1	182	73,4 %	Good
Mean					1,366	550,4 : 8 = 68,8%	Enough

According to the table above, each item have different level percentage. For item 1, 73,4% % because 19 students answered Strongly Agreed, 27 students answer Agreed, 9 students answer Disagreed and 7 students answer never. 60,1% for item 2 because 15 students answered strongly agreed, 17 students answer agreed, 20 students answer Disagreed, and 10 students answered strongly disagreed. 68,5% for item 3 because 17 students answered strongly agreed, 29 students answer agreed, 12 students answered disagreed and 4 students answered strongly disagreed. 73,8% for item 4 because 17 students answered strongly agreed, 29 students answered agreed. 1 2 students answer disagreed and 4 students answered strongly disagreed. 58,5% for item 5 because 12 students answered often, 25 students answer agreed, 17 students answered disagreed and 8 students answered strongly disagreed. Total percentage (68,8% category enough) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%.

The use of Instructional Material

The items from the questionnaire were 25 items which consist of the achievement of learning goal (4 statements), items can be seen in statements number 22,23,24, and 25. The detail description in frequencies of the students perception learning showed on the figure below:

Figure 5. The percentage of instructional material

Based on the chart above, the researcher showed the percentage the role of students. The higher score was agreed with 47%. The second was strongly agreed with 36 %. The third score of percentage was disagreed with 13%. The four score strongly disagreed applied by 4%. The indicator was determined the total percentage of each student into table:

Table 3. The percentage instructional material

No Item	SA	A	D	SD	Total Score	Percentage	Interpretation
	N	N	N	N			
22	17	35	9	1	192	77,4 %	Good
23	21	28	9	4	190	76,6 %	Good
24	21	31	8	2	195	78,6 %	Good
25	30	24	6	2	206	83,1 %	Very Good
Mean					783	315,7 : 4 = 78,92%	Good

According to the table above, each item have different level percentage. For item 1, 77,4 % because 17 students answered Strongly Agreed, 35 students answer Agreed, 9 students answer disagreed and 1 students answer strongly disagree. 76,6% for item 2 because 21 students answered strongly agreed, 28 students answer agreed, 9 students answer disagreed, and 4 students answered strongly disagreed. 78,6% for item 3 because 21 students answered strongly agreed, 31 students answer agreed, 8 students answered disagreed and 2 students answered strongly disagreed. 80,1% for item 4 because 30 students answered strongly agreed, 24 students answered agreed. 6 students answer disagreed and 2 students answered strongly disagreed. Total percentage (78,92% category enough) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%.

Table 4. The General Percentage of student's perception the use of E-Learning Media

The General Percentage of ELT used E-Learning Media			
No	English Language Teaching	Percentage	Interpretation
1	The Achievement of Learning Goal	67,05 %	Enough
2	The Role of Teacher	67,33 %	Enough
3	The Role of students	68,80 %	Enough
4	The use of Instructional Material	78,92 %	Good
	Mean	282,1 : 4 = 70,5 %	Good

So the general percentage of student's perception the use of E-Learning Media has been percentage (70,5% category good) was average of the percentage of each item. Each percentage was 100% obtained by devidin the total score by the ideal score and time.

Discussion

To find out the student's perception of the use E-Learning Media Media grade of eleventh at SMK N 2 Pariaman. Before going through to the data presentation, the researcher presents the result of validity of the data. Before conducting data collection, the researcher had been done an expert validation. There were 25 items of all were valid enough **(see Appendix)**. The researcher administered questionnaire to 62 students. The questionnaire was closed-ended question and consisted of 4 sub variables of Students' Perception Toward the use of E-Learning Media In English Language Teaching During COVID 19 Pandemic In SMK N 2 Pariaman. This section present the discussion based on the findings of the research. There are several things that can be noted down related to the students' perception English Learning to use E-Learning Media.

This research is aimed to answer the research question, to answer the research question, researcher conducted a descriptive research to describe the phenomena in numerical data in order to get the detail information. Then, instrument to collect the

data is questionnaire with using likert scale. To find the result of research, data are analyzed with using percentage and mean formula. From the finding of the research, it shown the Students' Perception Toward the use of E-Learning Media In English Language Teaching During COVID 19 Pandemic In SMK N 2 Pariaman can be divided into four aspect.

The Achievement of Learning Goal

According to Oemar Hamalik that teachers should demand students to learn, participant and fostering school curriculum, conducting coaching on students' self, giving guidance to students, diagnosing the learning difficulties and assessing the progress of learning, conducting research, know the comunity and participate active, and living, practicing and securing pancasila (Hamalik 2010). Eventhough in this aspect of achievement of learning goal Overall percentage for this kind of strategy is ,67,0% . In detail, students did this aspect with frequency of stongly agreed 40,9% . agreed frequency was 33,0%. disagreed frequency got 21,1% and strongly disagreed frequency got 24,85%. This aspect consists of 10 items. Although students have to the role of teacher not got 100%, but this aspect gave results enough because the the persentage score this items are 60 % - 69% and if it is consulted to the interpretation of the persentage in the table *(see table in chapter III),* the persentage score is the range of 60 % -69 % or it was enough category. The description of students who the student's perception on E-Learning Media in English Language Teaching during pandemic could be categorized into the table of category. This category can be divided into four level : Very Good, Good, Enough, Less, and Very Less. Each of the level contain each percentage which become standard or reference in grouping into the category.

The Role of Teacher

Teachers need to have interaction with students, other teachers, guardians, communities, in the context of implementing effective learning processes. Teacher and students must be improved because it will affect the environment. One of the obligation of the teacher is to set an example and maintain the good name of the profession, institution and position in accordance with the trust received. According to Kunandar that teacher can interaction effectively with student, communicate and get along effectively with other teachers and education personnel, and communicate and get along effectively with parents and local communities (Kunandar, 2010). Eventhough in this aspect the role of teacher overall percentage for this kind of strategy is ,67,3% . In detail, students did this aspect with frequency of stongly agreed 18,8%. agreed frequency was 32,2%. disagreed frequency got 38,7% and strongly disagreed frequency got 10,2%. This aspect consists of 3 items. Although students have to the role of teacher not got 100%, but this aspect gave results enough because the the persentage score this items are 60 % -69 % and if it is consulted to the interpretation of the persentage in the table *(see table in chapter III),* the persentage score is the range of 60 % - 69% or it was enough category.

The Role of Students

The interaction with classmates or teacher is considered very important in the teaching and learning process. the interaction between teacher and students and also student to students is a reciprocal relationship between teacher and students in a teaching system. Interaction is an important factor in the effort to achieve its realization good teaching and learning situation in educational and teaching activities. As stated according to ngunen, Cannata and Miller, the lack of interaction between peers will make teaching and learning activities ineffective and passive because they do not have the opportunity to rain their critical minds, soles problems in groups or exchange ideas (Nguyen, 2018). Therefore, the two way relationship between student and students and teacher is a number of norm as a medium to achieve learning objectives. In particular, this aspect the role of students overall percentage for this kind of strategy is ,68,8% . In detail, students did this aspect with frequency of stongly agreed 24,5% . agreed frequency was 43,1 %. disagreed frequency got 23,5% and strongly disagreed frequency got 8.%. This aspect consist of 8 items. Although students have to the role of students not got 100%, but this aspect gave results enough because the the persentage score this items are 60 % -69 % and if it is consulted to the interpretation of the persentage in the table *(see table in chapter III),*the persentage score is the range of 60 % -69 % or it was enough category.

The use of Instructional Material

Learning material is an important role in the teaching and learning process. As already explained, the learning material contains content, student activities, samples, topic materials, assessment, and learning achievement, helping students to achieve learning goals and learning experiences. Learning material sources do not only come from books, learning material developers can adopt, adapt, add, and reduce learning materials from various available learning sources, to meet students' needs and achieve learning objectives (Tomlinson, 2011). Besides that Karneda said the teacher has a control in deciding students' learning materials, especially in Indonesia. Although the government has released the general points of learning materials, the teacher is still the one who decides the learning materials given to the students. The teacher will be the one who chooses the books, the exercises, etc that can lead the students to achieve the goals of teaching and learning processes (Karneda, 2017). In particular, this aspect the use of instructional material overall percentage for this kind of strategy is ,78,9% . In detail, students did this aspect with frequency of stongly agreed 35,9% .agreed frequency was 47,6%. disagreed frequency got 12,9% and strongly disagreed frequency got 3,6%. This aspect consist of 4 items. Although students have to the use of instructional material not got 100%, but this aspect gave results enough because the the persentage score this items are 70% - 79% and if it is consulted to the interpretation of the persentage in the table *(see table in chapter III),* the persentage score is the range of 70 % - 79% or it was good category.

SIMPULAN

Based on the findings and discussion that have been presented in the previous chapter, it could be concluded that Students' Perception Toward the use of E-Learning Media in English Language Teaching during COVID 19 Pandemic in SMK N 2 Pariaman have some perception during pandemic COVID19. The sample of this research was taken 62 students. The data collection technique used was a questionnaire distributed to students using Google Forms. The data were analyzed using statistical steps of the quantitative method. The result of this research showed students perception used E-Learning found that in general was 70.5%, which means it was good. In detail, it was found in learning achievement 67,0% were categorized as Enough. The teacher's role was in the "Enough" category with 67.3%. The student's role was in the "Enough" category with 68.8%. And learning materials using E-Learning Media in the "Good" category with a percentage of 78.9%. This study concludes that the implementation of English Learning during pandemic have carry out well enough according to students' perceptions. However, many problems are found in implementing English Learning using E-Learning Media. Although, the English Teacher at SMK N 2 Pariaman tries to organize English Learning well enough in students' perception.

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