STUDENTS' PERCEPTIONS TOWARD THE USE OF TEAMLINK IN ENGLISH LANGUAGE LEARNING DURING COVID-19

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

JUNE, 2021

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THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the
Degree of English Language Teaching (S.Pd.) in the English Education Department

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Assalamu'alaikum Wr.Wb
After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow: :

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MOTTO

Don't count the days; make the days count. - Muhammad Ali

DEDICATION

This thesis paper is sincerely dedicated to:

1. Allah SWT and His Prophet Muhammad SAW. For Him the Almighty, for "there is no God but Allah, and Muhammad is the messenger of Allah."

   For the one and only God, the creator of the universe and every single soul. For the fate He had arranged for me, for the world He had shown me, and the epiphany He given me through all sorts of things. Thank goodness to all the blessings.

   The prophet of Allah. Peace and blessing of Allah be upon him. For he was a man of truth, mercy and justice, he was a man of morality and virtue, a man of humility yet a man of toughness, he who taught humans how to be humans, for he was the best husband to his wife, was the best friend to his tribe, best leader to Islam.

2. To **my father**, who has always unconditionally love me, trust me, support me. He is the best dad.

3. To this life, may or may not.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمٰنِ الرَّحِيْمِ

In the Name of Allah—the Most Compassionate, Most Merciful.

First and foremost thanks to Allah SWT, He gave me this life, and made it meaningful.

To my parents. Whom I missed so much oftentimes wake up crying.

To my family, my dear elder sister, for her supporting and always there for me. My nephew, the cutest boy in the neighbourhood and the universe.

To the institution of my scholarship, ministry of religion Republic Indonesia.

To all my supervisors and to advisors in both English and Arabic language department.

To the teachers ever taught me everything and anything in my life.

To the school I have done my research.

To each and every one of my friends, Patima, Johaira, Saker, Nawa, Moko, Vena.

I cannot do this without you.

To all the medical staff during the epidemic.

To all staff in English education department and all my classmates from TBI.

To Malang city, the city I would not forget.

To all the people who love and loved me.

Malang, Nov, 9th, 2021

Mai Menghuan

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LATIN ARABIC TRANSLITERATURE GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

Huruf

ا = A	س = S	ل = L
ب = B	ش = Sy	م = M
ت = T	ص = Sh	ن = N
ث = Tsa	ض = Dl	و = W
ج = J	ط = Th	ه = H
ح = H	ظ = Zh	ء = ,
خ = Kh	ع = '	ي = Y
د = D	غ = Gh	
ذ = Dz	ف = F	
ر = R	ق = Q	
ز = Z	ك = K	

Long Vowels:	Diphthong Vocals:
Vokal (a) panjang =	و = Aw
Vokal (i) panjang =	اي = Ay
Vokal (u) panjang =	او = U
	ي = I

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LIST OF ABBREVIATIONS

Abbreviation	Meaning	Page
EVD	Ebola Virus Disease	1
SARS	Severe Acute Respiratory Syndrome	1
Covid-19	Coronavirus Disease	1
SOP	Standard Operational Procedure	2
PPKM	Penerapan Pembatasan Kegiatan Masyarakat	2
WFH	Work From Home	2
F2F	Face to Face	5
SD	Strongly Disagree	31
D	Disagree	31
N	Neutral	31
A	Agree	31
SA	Strongly Agree	31
M1	Satrya Khoirul Abdiansyah	40
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ABSTRACT

New technology has made the shift of offline to online easier, students' needs in an online learning environment differ from those in a traditional classroom. This new form of classes required both educators and students to adjust. Because online learning has brought several challenges in this pandemic condition, online learning presents a different challenge for students. Despite the fact that millennium students are often considered "digital natives," their preference for face-to-face teaching-learning activities over online teaching-learning.

This paper intends to identify and analyze the perceptions of secondary school students studying at SMP Islam Hasanuddin Dau about using the TeamLink application for online classes during the COVID-19 pandemic. This study included 26 students from Islamic Hasanuddin Junior High School as respondents. Data was gathered through a questionnaire and an interview. The information was evaluated and interpreted using a qualitative method. Data analysis used a descriptive approach. The results show that students had a positive opinion of the effective application implemented in online learning during the Covid-19 epidemic. The findings revealed that students had certain challenges learning online, students find it difficult during distance learning, including a poor internet connection, being easily distracted, and being more stressed due to the absence of interaction with other people.

ABSTRAK

Mai, Menghuan. 2021. *Persepsi Siswa Terhadap Penggunaan Teamlink Dalam Pembelajaran Bahasa Inggris Selama Covid-19*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Trabiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Konselor: Dr. H. Langgeng Budianto, M.Pd.

_____

Kata Kunci: TeamLink, persepsi, pembelajaran jarak jauh, EFL.

Teknologi baru telah membuat perubahan dari offline ke online lebih mudah, kebutuhan siswa dalam lingkungan belajar online berbeda dari yang ada di kelas tradisional. Bentuk kelas baru ini mengharuskan pendidik dan siswa untuk menyesuaikan diri. Karena pembelajaran online telah membawa beberapa tantangan dalam kondisi pandemi ini, pembelajaran online menghadirkan tantangan yang berbeda bagi siswa. Terlepas dari kenyataan bahwa siswa milenial sering dianggap sebagai "penduduk asli digital", preferensi mereka untuk kegiatan pembelajaran tatap muka lebih besar daripada belajar-mengajar online.

Tulisan ini bertujuan untuk mengidentifikasi dan menganalisis persepsi siswa sekolah menengah pertama yang belajar di SMP Islam Hasanuddin Dau tentang penggunaan aplikasi TeamLink untuk kelas online selama pandemi COVID-19. Penelitian ini melibatkan 26 siswa SMP Islam Hasanuddin sebagai responden. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Informasi tersebut dievaluasi dan diinterpretasikan menggunakan metode kualitatif. Analisis data menggunakan pendekatan deskriptif. Hasil penelitian menunjukkan bahwa siswa memiliki pendapat yang positif tentang penerapan efektif diterapkan dalam pembelajaran online selama epidemi Covid-19. Temuan mengungkapkan bahwa siswa memiliki tantangan tertentu belajar online, siswa merasa kesulitan selama pembelajaran jarak jauh, termasuk koneksi internet yang buruk, mudah terganggu, dan lebih tertekan karena tidak adanya interaksi dengan orang lain.

مستخلص البحث

ماي، مينغهوان. 2021. إدراك الطلبة عن استخدام *Teamlink* في تعليم اللغة الإنجليزية أثناء كوفيد-19. البحث العلمي. قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: د. لانغنغ بوديانتو، الماجستير.

الكلمات المفتاحية: *TeamLink*، إدراك ، التعليم عن بعد، EFL.

أصبحت التقنيات الجديدة تغييرا من التعليم المباشر إلى التعليم عن بعد أسهل، وتختلف احتياجات الطلبة في الفصول الدراسية عن بعد (عبر الإنترنت) من الفصول الدراسية التقليدية. تتطلب هذه الفصول الدراسية الجديدة من الطلبة والمدرسين للتكيف بها. لأن التعليم عبر الإنترنت يُحضر العديد من التحديات في هذه الجائحة ويمثل تحديات مختلفة للطلبة. على الرغم من الواقع الغالب أن الطلبة من جيل الألفية يُعدّون بأنهم "مواطنون رقميون"، ولكن تفضيلهم لأنشطة التعليم المباشر والتعليم عن بعد (عبر الإنترنت).

هَدَفَ هذا البحث إلى تعرف إدراك الطلبة وتحليله في المدرسة حسن الدين داو الإسلامية المتوسطة عن استخدام تطبيق TeamLink للفصول الدراسية عن بعد (عبر الإنترنت) أثناء جائحة كوفيد-19. تضمنت هذه الدراسة 26 طالبًا من مدرسة حسن الدين الإسلامية المتوسطة كمشاركين (مستجبين). تم جمع البيانات باستخدام الاستبيانات والمقابلات. فتقييم المعلومات وتفسيرها باستخدام الطريقة النوعية. واستخدم تحليل البيانات بالمدخل الوصفي.

وأما نتائج البحث فهي أن للطلبة آراء إيجابية حول التطبيق الفعال للتعليم عبر الإنترنت خلال جائحة كويد-19. واكتشفت النتائج أن الطلبة يواجهون تحديات معينة في التعلم عن بعد (عبر الإنترنت)، حيث وجد الطلبة صعوبة أثناء التعليم عن بعد مثل ضعف الاتصال بالإنترنت، تشتيت الانتباه بسهولة، وأكثر اكتئابًا بسبب نقص التفاعل مع الآخرين.

CHAPTER I

INTRODUCTION

This chapter describes some points including the background of the study, the statement of the problem, the research questions, the purpose and objective of the study, the significance of the study, the scope and limitations, and the operational definition of key terms.

1.1 Background of Study

Throughout human history, it is not wars nor natural disasters that kill humans the most on this planet, but viruses. In the last century, a virus called smallpox killed 500 million people on the planet. Therefore, the virus is a possibility to exterminate humans. Nowadays, human beings are hardly unfamiliar with the virus. There are several deadly viruses have also appeared in this century. Such as EVD, SARS, and now at stake, global pandemic coronavirus, also known as covid-19. From the end of the year 2019, covid-19 have stepped into human lives, and there are over 178 millions of people worldwide have been affected by the covid-19 by the first half-year of 2021, and amount to 3.85millions of deaths, Coronavirus is dreadful. Not only because it affects people by its infectious poisonous virus also their normal daily life, the society, economic, and many other things. People forced to lose their jobs give up their hobbies break up their relationships. However, humans are exit

from Adam and Hawwah (known as Eve) to this day because of their resilience. During this difficult time, facing the ongoing pandemic, people start WFH (an acronym for work from home) worldwide. Indonesia (officially the Republic of Indonesia) within more than 270 million people as the world's fourth most populous country, and the most populous Muslim majority country. Indonesia had already begun its SOP (Standard Operational Procedure) namely PPKM (Implementation of Restriction on Community Activities) as soon as the first covid-19 case was found in 20th March 2020, and the numbers are mostly increasing instead of decreasing every and each day.

Humankind were created with senses for a reason. According to Allah (the Glorified and Exalted) said in the Holy Qu'ran:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۚ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا

36. (Al Isra': 17) *And pursue not that of which thou hast no knowledge; for every act of hearing, or of seeing or of (feeling in) the heart will be enquired into (on the Day of Reckoning).*

Therefore, use the senses for better understanding is the given assignment for everyone. In another well-known Hadith said: "It is all about intention." Which is, attitude.

28/1435- وعنْ أَبي هُريرةَ، قالَ: أنَّ رسُولَ اللَّه ﷺ قالَ: يقُولُ اللَّه تَعالى: أَنَا عِنْدَ ظَنِّ عَبْدِي بِي، وَأَنَا مَعهُ إِذَا ذَكَرَني، فَإِن ذَكَرَني في نَفْسِه، ذَكَرْتُهُ في نَفسي، وإنْ ذَكَرَني في ملإٍ، ذَكَرْتُهُ في ملإٍ خَيْرٍ مِنْهُمْ مُتَّفقٌ عليهِ.

28 / 1435- Abu Hurayrah, (May God be pleased with him), that the Messenger of Allah ﷺsaid: God Almighty says: I am as My slave thinks, and I am with him if it reminded me, it reminded me of the same, said to myself, and reminded me of the mullah said filling out the best of them agreed. Thus, it can be said that every opinion matters, humans should use perception to their advantage.

Internet is an absolutely essential component of human life today for both adults and teenagers. Especially in pandemic times, during WFH(Work From Home), it goes without saying, in the 21st century the internet become more and more of a commonplace daily tool, it is able to be the solutions for the continuous effective teaching and learning in the midst of pandemic. Krasnova (2015) states that the integration of technology in teaching learning process is critical. Cutting-edge technology enables learning accordingly during the post-covid-19 pandemic. There are supports various applications of online learning for students only a smart phone with the inexpensive internet fee in this country. Hence, current circumstances in the middle of the COVID-19 to access students' inner experiences of remote learning. All in all, students have always into the internet. Students customarily have better interests in internet instead of confined physical classroom. Especially emerging technology available for positive result on students during online learning period. Studies show the online classes have increasing needs and acceptability (Waits & Lewis, 2003). Therefore, Vybornov (2021) pointed out must look into the adoption of internet-based as soon as possible.

With technologies nowadays humankind are not only use language to communicate. They started out by talking to each other, listening to one another. Then there are typing and liking following and sharing and/or forwarding. Considering how English language is being used in the world today.

Perception at the most basic level can be defined as interpretation of reality. For some people, perception is reality. In the modern age, perception plays an important role. Millenniums are awash with information; within surroundings are countless objects and/or concepts that they are not even aware of. They are endless field of opportunity and possibility filled with unlimited potential. Everyone is living in their own perception. Project their beliefs, ways of thinking, decision-making, ultimately their behaviour… overall, it is the matter of perception. Since perception is unique to each individual, it at work every moment of every single day of human lives. Take for example, though perceptions are ever-changing force. Perceptions are influenced by a multitude of stimuli.

By definition, perception requires object and subject which personalized perceptual interact with reality. Perception often described as tricky, always considered non-true because everybody's got a different perception perceive the information that was delivered to them. Perception affects teenagers. A study on medical students' perceptions for online Zoom-app organised during the lockdown period of COVID-19 epoch, Roy (2020) stated strikingly that for students whom as the new user of e-learning, majority of the students want to come back f2f (face to

face) traditional classroom. Interestingly, from journals in the field of education, Djumingmin (2021). Argued that students at higher education are very active in online classrooms during the outbreak of Covid19 pandemic. In the secondary high school such as in the Islamic junior High School Dau Malang online tool in the teaching and learning process since the virus problem.

The use of e-learning such as TeamLink in learning activity is new in the school. The application TeamLink is the world's most advanced real-time video technology, it is one of the most advanced solutions now in the world for video and web-conferencing. With just a few clicks to start a meeting in TeamLink, it also has global coverage, able to contact anyone anytime, anywhere. It supports large meetings (up to 300 people) also supports for meeting records and playback. The most important thing is that it is free to download and also free to use. Not only it is free and also has no time limit. It enables anyone to work with teams and partners anytime, anywhere. Moreover, study about TeamLink application have not been conducted yet. Therefore, the researcher conducted study of students' perceptions of using TeamLink as the medium in teaching and learning activity is essential to be studied.

1.2 Identification of the Problem

The reinforcement of the segregation and study under a safer circumstances, on-line learning due to the spread of novel coronavirus covid-19 lockdown. Students coping with remote learning amid covid-19. Each individual has their voice. First

thing first, is to realize that each and every student has a really different perspective on the same thing. Therefore, it is essential that their voices should be hearing. Not only pursue their expression, look for the truth, but also their multiple perspectives, find power with in it. Last but not least, every single student's equality in the classroom. Even though it is an online classroom.

1.3 Problem Statement

Based on the research background above, there are several topics that can be discussed. Due to several time constraints, availability, and accessibility, the researcher pays attention to the topic: students' perceptions and motivation toward English E-Learning during Covid-19 pandemic. Then, this study specifically aims to find answers to the following questions:

1.3.1 What are students' perceptions toward the use of TeamLink application during Covid-19 Pandemic?

1.3.2 What are students' challenges of use TeamLink as English language learning during Covid-19 Pandemic?

1.4 Objective of the Study

The objective of this study is primarily to examine and evaluate the effective (changes) from participations' experiences and perspectives toward using TeamLink application as online remote classroom during the covid-19 pandemic. Meanwhile to learn from students' feeling and thinking.

1.5 Purpose of the Study

The main purpose of this study is simply to try and understand that students perceptions on using TeamLink as a tool since the coronavirus outbreak, explore students' thoughts on TeamLink, and their prospect of e-learning. Based on the research statement, this particular study aimed at finding out:

1.5.1 To know students' perceptions toward TeamLink during Covid-19 pandemic

1.5.2 .To know students' challenges toward TeamLink during Covid-19 pandemic

1.6 Significance of the Study

The significance of this study is quite clear. Students' perceptions can be used to improve students learning. Students' voices are intensely engaged in improving remote learning using particularly applications and the other way around as limitations. It is important to know that how students think over certain application's usage for e-learning, to help identify the limitations also in receive feedbacks from students' feelings, attitudes, beliefs, inner experiences in depth. It is crucial. The result from this research is to expect to be use theoretical and practically: Theoretically: It is expected that the findings of this study can support and complement previous theories related to the use of E-Learning for learning English. While, practically. The research expects that the finding of the research can be useful for:aFor students E-Learning can be used as a learning medium for learning English during the Covid-19 pandemic. Students can use E-Learning to learn English material

even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind.

For teachers: Teachers can use E-Learning as an alternative medium for teaching English without having to face to face directly in the classroom. It is hoped that this research can provide inspiration or ideas to teachers in teaching English through E-Learning. Then from the perception of students the teacher can know the extent of student understanding of the material delivered through E-Learning, whether there are obstacles.

1.7 Definition of the Key Terms

In this subchapter, the researcher identifies a few key terms of the study, in order to avoid misunderstandings. The researcher provided the key terms below.

TeamLink: The TeamLink application is a worldwide solution for videoconferences, as its named Team Link. It has been downloaded more than 5,000,000 times to this day, it is designed for provide clear video and audio and used as educational tech.

Perception: An interpretation, opinion, insight, impression or belief. Perception is the biological neurological process. Perception enables intrinsically

High-tech: High technology is the cutting-edge technology. The most advanced technology up to date.

Low-tech: Traditional, simple, old-school technology. Low-tech is the opposite of high-tech, low-tech often less advanced, cheap and as simple as possible. A slide rule is an example of low-tech.

Secondary school: Secondary school refers to the schooling after a primary school. Secondary education is provided in the secondary school.

Covid-19 Pandemic: Coronavirus is a contagious disease first identified in Wuhan, China, in December 2019. In January 2020, WHO (the World Health Organization) declared covid-19 as global epidemic.

Remote-learning: Also known as e-learning, distance learning, distance education, an internet based teaching system. Remote learning is a method of accessing educational content outside of the traditional classroom through the use of electronic technologies. Due to school closure this year, remote learning became the mechanism for students in the midst pandemic.

CHAPTER II

LITERATURE REVIEW

This chapter composes some theories that will be used to strengthen the study. It consists of few variables. They are learning styles and perception.

2.1 Learning Styles
2.1.1 Definition

The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. Simply put, learning styles, individuals' personal preferences for how to learn in various different ways. Kolb (1984) believed that individual learning styles emerge due to genetics, experiences and the environment. Most people have their preferred way/style to learn. Some learn best by visual, some by listening, some hands-on learner have to do it to learn it. The manner in which a person prefers to learn is called his or her learning style. However, no learning style can be considered right or wrong/good or bad, studies have shown that students' learning style has nothing to do with the outcome. A student's learning style does not predict the way s/he will learn or the way s/he will actually study. In fact, it may not even predict their preferred method of learning. The learning preferences of students do not predict the best way

to teach them either. They may learn best by learning with different strategies in the same subject.

2.1.2 The VARK Learning styles

There are many different learning style theories/models. Such as: Logical/Mathematical, Musical/Auditory, Physical/Kinaesthetic, Social, Solitary, Verbal, Visual, Combination (which is combined two or more learning styles). The four main cognitive learning styles: visual, aural, reading/writing and kinaesthetic often identified by the acronym VARK. The well-known term VARK learning style is used to describe four different learning styles that were developed by Neil Fleming(1987) of Lincoln University, in New Zealand. As a framework, VARK is relatively easy to understand, but it's also true that everyone has different ways of learning. Therefore, teachers need to make sure that students are engaged in a way that fits their needs and interests. This means providing them with different options and strategies to engage in learning.

2.1.2.1 Visual Learning Style

Visual learners learn optimize from seeing things, during the learning period prefer looked at or watched colours, charts, diagrams, graphics, images, maps, power points, computers and other visual device and/or media to learn. In general, maximize learning by sight, seeing and/or reading effectively. Visual learners use their eyes to read, understand text, within visual learners, the eyes

are the windows to the mind. Visually-oriented learners have the processing equipment to utilize both hardcopy and computerized learning materials. Last, it's important to note that all learners are visual learners – not just the visually-oriented learners.

2.1.2.2 Aural Learning Style (Auditory)

The auditory learner learns best by hearing, listening and talking within a group. The tendency of auditory learning style are mostly oral, e.g. conversation, discussion, music, FM, podcast. On the other hand, auditory learners pay close attention particularly on spoken directions and instructions. Auditory learner best understand new content through listening and speaking in situations such as lectures and group discussions. Aside from being able to hear clearly, they also benefit from having supplemental resources such as videos and audio components. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.

2.1.2.3 Reading/Writing Learning Style

Read/write learners learn primarily by reading and/or writing. In order for reading/writing learners to learn, verbal, read out loud, writing notes, books, texts, words, and so on and so forth. Students with a strong reading/writing preference learn best through words. These students may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays.

2.1.2.4 Kinaesthetic Learning Style

Kinaesthetic learning or tactile learning is a learning learners learn by doing, moving and touching, this type of learners prefer to have hands-on experiences. Learners tend to participate practical in fields, focuses more on experiment to have trial and error activities. Students who are kinaesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand (i.e. understanding how a clock works by putting one together).

2.2 Perceptions

Perceptions are based on how individual interpret different sensations include five senses, sight, sound, smell, touch and taste. Perception is the process of observation and categorizing of information and ideas and the arrangement of the information. Perception also refers to the process of thinking. Perception is the process which very essential to human's daily life. Perception often means "to see" but not always. People feel what they see. Drucker (1959) says perception is more important than analysis. Perception is always real, while analysis may be imaginary. Perception is used to understand the world with five senses. It is an active process of analyzing the world and understanding it through the five senses. Perception is used to search for truth and facts in the world. Perception depends on the experience which individual has.

2.2.3 Stages of Perception

Perception is the process by which people become aware of external objects and events. So the basic perceptual process has three stages: Sensing/selection, organizing and interpreting. However, Devito (2009) argued that there are five stages of perception: Stimulation, organization, interpretation-evaluation, memory, and recall are the five stages of perception.

2.2.4 Factors Influence Perception

Factors that influence perception relate to the perceived, the perceiver, and the situation. There are two kinds of factors, composed several perceptions affecting perception, below are some of the main factors:

External Factors

External factors are those factors that influence a person and are not a part of their experience. External factors are those inevitable circumstances and/or situations, influences that cannot be controlled. External factors including background, frequency, intensity, order, repetition, size. , i.e. physical environment. Examples of external factors: Money, opportunity, education, food, language and many others.

Internal Factors

Internal factors are those under the control whether they are tangible or intangible, everything within experience, needs and desires, also personality. Examples of internal factors: Consciousness, morality, character. Out of all the

internal factors, one of the main ones, in order of importance, is the factor of motivation.

2.3 Teaching Strategies in ELT
2.3.1 Definition of Teaching Strategies

Teaching strategies are methods and techniques used to help teacher teach students, help students achieve their goal on effective learning processes. Teaching strategies are whether learner-centred or teacher-centred. In teacher-centred teaching, the teacher provides information and guidance, while in learner-centred teaching, the teacher provides opportunities and materials for the learner to self-study and ideas and methods to use in their self-study. Teaching strategy has been a central concept of learning theories and instructional technology and is a key concept on how to improve instruction and learning.

2.3.2 ELT
2.3.2.1 Definition

ELT is an abbreviation for English language teaching. ELT is a field concerned with the study of English language, the learning of the English language and the teaching of it to people who do not speak it natively. Overall, ELT is the practice and theory of teaching English to people especially whose first language is not English (Brown, 1987). It concentrates on the teaching of the English language through the use of English teaching materials, teaching methods, teaching tools, teaching aids, and various other teaching resources.

2.3.3 English Teaching Strategies

The strategies of English language teaching each has its function and focuses, the domain are SWRL. Arkoudis(2016) discusses effective strategies for teaching English language. To improve students' English ability over four language skills: speaking, writing, reading and listening.

SWRL

SWRL stands for four basic skills of language learning, speaking, writing, reading, and listening. It is foundational for functional language learning. These skills are overlapped one another, in other words, they're all reciprocal processes.

Communicative Language Teaching (CLT)

CLT is a functional approach (Hymes, 1972). Communication is the fundamental of the language for the learners. However, it is not a method, but approach. The CLT approach is focused on communication, it is learner-centred for students to acquire communicative skill in the target language. The CLT basically used in group discussion, role plays, brainstorming, etc.

TPR (Total Physical Response)

TPR method was created by American Professor James Asher (1960) at San José State University. It refer to physical movement as it named engage learners with instruction. TPR is based on listening linked to physical activities to teaching a

second language, also technique of teaching vocabulary. Therefore, action verbs are the core of TPR.

The Grammar-Translation Method

The Grammar-Translation method is the traditional method of teaching ancient Greek and Latin language (Tugrul Mart, 2013). Sometimes also called the classical method. Students through the Grammar-Translation Method learn grammatical rules apply those rules through translating between the target language and the native language. As a reaction to the Grammar-Translation method, the Direct Method emerged.

The Direct Method (DM Method)

DM method known as natural method (Richards & Rodgers in Brown, 2001), based on the belief that learning a second and/or foreign language is similar to learning the first language taught students without using their native language but directly using target language. This method focuses on speaking and listening skills, mostly helps students improve their speaking competence.

The Audio-Lingual Method

Also known as Army Method, or New Key. This method is based on teaching vocabulary and grammatical pattern through dialogues, Charles Fries developed from Richards, J.C. theory (1986) focuses on oral communication. The Audio-Lingual

Method uses dialogues and drills to emphasizes that teaching of speaking and listening before reading and writing.

2.4 Translanguaging

Translanguaging allows a multilingual person to use and recognize their complete linguistic repertoire rather than limiting it to a single language. Translanguaging can be used to explain how bilinguals use their linguistic resources to make sense of and engage with the world around them, it also can be used to describe a pedagogical technique of using more than one language inside a classroom lesson (Richard & Wilson, 2019).

2.4.1 CS Code-Switching

Code-switching is the phenomenon that using more than one language or dialect in conversation, switching from the linguistic system of one language and/or dialect to that of another (Freeland, 1951). In everyday life, code-switching is often used to rhetoric in speech, therefore to attract attention or persuade others.

2.4.2 CM Code-Mixing

Code-mixing is the mixing of two different languages' word(s), clause(s), morpheme(s), phrase(s) within one sentence or speech. When a person uses two language together to extent that s/he changes from one language to the other in the course of single utterance (Wardhaugh, 1998:103).

2.5 Previous Study

Highlighted the chairman of the People Republic of China: "School's out, classes' on" in the age of covid-19 government banned the school going in order to abide the rule of quarantine. Many recent study have focused on the e-learning in this era, thousands of papers and researchers have proved that the use of digital platforms, applications such as Zoom, WhatsApp, Google Classroom, Schoology, and Edmodo has a positive impact on students.

In line with Lestari, P. A. S., Gunawan, G. & Yulianci, S. (2020). Online classes not only aim at complete the classes, but also to keep students motivated during the pandemic lockdown. The biggest question is students' preference of face-to-face classes or off-site online classes, Jha, G. K. (2020) claimed that students believe the flexibility and convenience of online courses is an attractive option, while broadband connectivity issues in rural areas make it a challenge for students to use online learning programs. Due to the different atmosphere of learning, school closures, including psychosocial and emotional repercussions. Drane, C. F., Vernon, L., & O'Shea, S. (2020).

While there has been much research on the usage of applications as means of online learning, few researchers have taken TeamLink into consideration. A similar study was conducted by Malkawi, E., Bawaneh, A. K., & Bawa'aneh, M. S. (2021) stated in the study at the United Arab Emirates University, there are independent variables: students' gender, educational level, residential location, college, and GPA.

(Grade Point Average) When teaching online, there are few variables need to be concerned, there are so many variables could be take into account. Besides the different time, nation, personalities, there are different issues. For instance, Jan, A. (2020) conducts a case study of parents' perspectives of technology-based online education. Soria, K. M., Horgos, B.,Chirikov, I., & Jones-White, D. (2020) compared first-generation students (whose parents have not earned a bachelor's degree) to the continuing-generation students, the former are more likely having insecurity during the pandemic. Experience more challenge than others. Such as mental health.

The negative voices regard to the synchronous class, likewise the positive. Despite pros and cons of e-learning, online class requires the use of digital learning tools and techniques, Students' ability to use technology well, Accordingly, the technical problems are the major challenges, typically during the critical quarantine period(Fox, K., Bryant, G., Lin, N., & Srinivasan, N, 2020). High-quality online courses are carefully developed by a team in a few months, rather than a rapid transition with different levels of support. The overwhelming controversial nevertheless is for better online study environment. Furthermore, to take into account students' learning outcomes, such as learning retention.

CHAPTER III

METHODOLOGY

This chapter deals with the method of the study that applied in the analysis, because it took control the steps of the research, it consists of research design, subject, source of data and data, instruments, data collection procedures and data analysis.

3.1 Research Design

The method of this study is using qualitative method. Qualitative data is descriptive, regards phenomenon which can be observed but not measured, such as language. Qualitative research is inductive. Through qualitative approaches to evaluation, to evaluate the quality of research concepts used are expert validation. Expert validation ensures that the instruments are suitable to the method, technique or test measures things. The consistency and the accuracy of a measure also have been validated by the expert. The study use survey method with sample of 26 eighth grade junior high school students.

On this research the researcher used descriptive, qualitative method. This study is designed to attain information concerning phenomenon or situation that naturally occurs at the time on the study (Sevilla,1993:71). One of the characteristics of descriptive study is, there is no administration or control of treatment as it is found in the experimental research since the main purpose of the design to identify the nature of an event or a situation that exist at the time of study. In this study the writer

intends to observe, identify, classify and analyse the types of perceptions. Thus, the quality of the subjects works.

3.2 Subject of Study

The experiment of this study carried out on an Islamic junior high school positioned Dau, the participants of this study are all the students at eighth grade from SMP ISLAM HASANUDDIN Dau. The researcher conducted the research by using simple random sampling technique. The subject of the study was at Islamic Junior High School Dau Malang, academic year 2020. This study takes the second year students of the school. The class consists of 26 students. The researcher conducted the research in the first until the third week of September. This class was chosen as the subject of the study because the researcher has conducted some observations and interviews with the teacher about students' perception during the researcher practice teaching.

In conducting the research, the process of selecting individuals who will participate in the research is very essential. In choosing research participant, the researcher used purposive sampling technique. In purposive sampling, the researcher is deliberately subjective in choosing those respondents and how those may affect the research as a way for checking validity (Harding, 2013). The researcher asked a recommendation from the English teacher of SMP Islam, Dau Malang in choosing the participant of the study. The researcher then chose the eighth-grade students of consisting 15 students (both male and female students).It is based on some

considerations. Firstly, the researcher knew students well as she did teaching practice there back in 2020. Secondly, the students are social media users and have gadgets, so they have a lot of experiences in using social media for learning. Thirdly, the teacher recommended the eighth-grade regarding to her belief that the students would participate in the researcher cooperatively.

3.3 Data Collection

According to Raco (2010:108), data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified, contacted, and has obtained approval to provide the information needed. Furthermore, Walidin (2015:45) said that the research data was collected in accordance with a predetermined research design. The data is obtained by means of interview, questionnaire and focus group discussion. Data collected represents facts about the object being invited. In conducting this research, the researcher conducted interviews and collected open-ended responses to questions in an online questionnaire using Google Form.

3.4 Data Sources

Data is plural of datum, it can be refer to information as data. The source of data in qualitative research can come from many sources such as interviews, observations, documents and audio-visual information (Creswell, 2014). There are 2 types of data sources, primary data and secondary data.

3.4.1 Primary data

Primary data also known as raw data. Namely, raw data is a set of information hasn't been processed by any means. The first hand collected data would be classified as primary data. The key advantage of using primary data is to validate the reliability of the data.

3.4.2 Secondary data

Unlike primary data, secondary data is the data are already completed work of others. In other words, secondary data is cheaper and quicker, because the prime work has done by others.

3.5 Research Instrument
Triangulation

Triangulation is a type of convergence validity in qualitative research, whereby the researcher uses two or more sources of information to answer the specific research question (Barr, 2005).Triangulation refers to the use of at least two different sources of information or methods to provide a more complete picture of the phenomenon (Tong, 1999). Triangulation is the process of using different data sources to answer specific research questions. Triangulation is commonly used to determine validity and reliability. Validity refers to the usefulness of the study and whether the information is accurate (Chin, 2009). Reliability refers to the consistency of data and whether information collected is dependable (Chin, 2009).Triangulation is also used to determine a relationship between variables (Burt, 2003). It is used to determine a

relationship between variables and how the research questions can be answered by the data provided by the variables.

3.5.1 Interview

The most widely-known and the most common qualitative method, interviews are at their core just a one-on-one conversation. Interview allows to hear first-hand stories about interviewer's experiences, opinions, interests. There are three types of interview below, in light of research questions, researcher applied interview adequately.

Structured Interview

A structured interview is often referred to as a patterned interview, planned interview, or standardized interview. In a structured interview, the researcher prepares a list of interview questions beforehand and asks each in the same order so that responses may be grouped together easily. Structured interviewing generally refers to the use of the same methods and approaches to evaluate candidates. Structured interviews are not utilized as often as they should be because interviewers usually believe they are brilliant at it and do not need the aid, according to research.

Unstructured Interview

An unstructured interview, also known as a non-directive interview, is one in which the questions are not pre-planned. This type of dialogue allows for spontaneity

and the development of questions depending on the responses of the interviewees during the course of the interview.

Semi-Structured Interview

A semi-structured interview allows the researcher to deviate from the sequence of inquiry based on the information given by the participant, whereas a structured interview strictly follows an interview sequence consisting of standardized questions. A semi-structured interview is a genre of qualitative interview that has a set of questions but also allows the interviewer to explore new developments in the interview's topic. It provides a bridge between structured and unstructured interviews in different ways.

3.5.2 Questionnaire

Form oxford dictionary, a questionnaire is list of questions to be answered to get information. Above mentioned, data means information, information means data. According to Yusuf (2014:49), questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher. In this research, the questionnaires have been validated by the expert.

3.5.4 Data collection

To collect data at the same time ensure the validity and the reliability three instruments are going to be used are focus group, interview and questionnaire.

Researcher composes a questionnaire contained twenty questions, to fully understand that students' perceptions toward using Teamlink as tool of online learning; students are able to freely speak up for their experience, to uncover rich insight of students with open-ended question, follow-up questions during the interview section, through focus group, researcher intend to reflective the students' inner experiences.

3.5.5 Data Analysis

Data analysis is defined as the process of collecting, obtaining, cleaning, modelling, and eventually analysing, interpreting data, close to data viz. e.g., data visualization. In simple words, data analysis is to in answer to the research questions. To answer the research questions of this study, after collected raw data from the students, researcher will do deeper qualitative data analysis. Through construct deductive and inductive reasoning, etc.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two components, which are the research finding and the discussion. The researcher displays data obtained from eighth grade students who currently studying at Islamic Hasanuddin Junior High School Dau in this chapter. Students are able to go completely online is more important than ever. With that point made, findings presented below shows their perceptions.

4.1 Research Findings

The findings of this research are presented below based on the data acquired from the results of questionnaire and interview with 26 junior high students who used TeamLink application during remote learning.

The impact of the coronavirus on students' insecurity regards to the decrease of in-person interaction. The anxiousness and insecurities students have in the midst Covid-19 chaos are unpredictable. Moving on, above and beyond health and safety global crisis thrives on the innovation underestimate despite the many challenges of online classes.

4.1.1 Questionnaire Result

The questionnaire results will share specific tailored information about students' perception. The questionnaire had a response rate of 74.28%, with a total of

26 students participating. One third of the questionnaire is about students' perception. The questionnaire is based on user perceptions. Which can easily lead to response biases. Viewer discretion is advised.

Figure 4. 1 TeamLink Application Icon

Table 4. 1 Participants on Research Questionnaire

Correspondent	Frequency	Percentage
Male	14	54%
Female	12	46%
Total	26	100%

Twenty six aged 13 to age 15 junior high school students as participants in the questionnaire, the table below presented data of respondents.

Table 4. 2 Enthusiasm

No	Statement	SD	D	N	A	SA	Total
1	I am excited for online classes.	0	3	8	10	5	26
		0.00%	11.54%	30.77%	38.46%	19.23%	(100%)
2	I am excited to use TeamLink.	0	0	8	11	7	26
		0.00%	0.00%	30.77%	42.31%	26.92%	(100%)

The following is what the researcher discovered based on the data above:

The results of the questionnaire show that respondents are enthusiastic about using online classes as an alternate learning option during the Covid-19 pandemic. 0% of respondents chose strongly disagree, inferring that no one out of a total of 26 respondents chose the statement; 11.54 percent chose disagree, inferring that three respondents out of a total of 26 respondents chose the statement; and 30.77 percent chose neutral, inferring that eight respondents out of a total of 26 respondents chose the statement. Neutral was the statement that showed the middle ground between agreeing and disagreeing with the statement given by researcher. In this case, the participants choosed neutral because they were neither agree nor disagree with the statement. 38.46% chose to agree, which means that 10 respondents out of a sum of 26 chose the statement, and 19.23% chose strongly disagree, which means that five respondents out of a total of 26 chose the statement. So it can be concluded that the respondents chose to agree as to the most answers for the statement that they are

excited into online learning as alternative for learning activities during the Covid-19 pandemic.

According to the results of the survey. Based on the information given, the researcher came to the following conclusion: The results of the questionnaire show that respondents are enthusiastic about using TeamLink application as a medium for online learning during the Covid-19 pandemic. As 0% of the respondents chose strongly disagree of the statement, which means that no respondent chose the statement; 0% chose disagree of the statement, it means that no respondent chose the statement; 30.77% chose neutral from the total of 26 respondents, which means that eight respondents chose the statement, 42.31% chose to agree, which means that from 26 respondents eleven respondents chose the statement and also 26.92% chose strongly disagree means that from 26 respondents seven respondents who chose the statement. So it can be concluded that the respondents chose to agree as to the most answers for the statement that they are excited to use TeamLink as online learning application for learning activities during the Covid-19 pandemic.

Table 4. 3 Utility

No	Statement	SD	D	N	A	SA	Total
3	TeamLink is easy to use.	0	0	6	11	9	26
		0.00%	00.00%	23.08%	42.31%	34.62%	(100%)
4	I am well adapted to TeamLink for online	0	2	1	17	6	26

| English classes | 0.00% | 7.69% | 3.85% | 65.38% | 23.08% | (100%) |

According to the results of the questionnaire, TeamLink application is easy to use for students during the Covid-19 outbreak. As many as 34.62% of the 26 respondents chose strongly agree, which means that nine students chose the statement, eleven respondents that is 42.31% stated agree, and 23.08% of the 26 respondents chose neutral, which means that six students of the research chose neutral. Moreover, no one disagrees nor strongly disagrees with the statement. Therefore, it can be concluded that the respondents chose to agree as to the most answers for the statement using TeamLink was easy.

As many as 65.38% respondents are agreeing with the statement of students are well adapted to TeamLink for online English classes, that is seventeen respondents out of the sum of 26 respondents. On the other hand, only two respondents disagree with the exactly same statement, which is mathematically 7.69% respondents from 26 total respondents. Also it is worth to notice that 23.08% respondents are strongly agreeing with the statement; though the one and only respondent agreeing with the statement as neutral, it reflecting a midway ground between agreeing and disagreeing with the statement made by researcher.

Table 4. 4 Competency

No	Statement	SD	D	N	A	SA	Total
5	My teacher response quickly during online classes use TeamLink.	0 0.00%	0 00.00%	2 7.69%	4 15.38%	20 76.92%	26 (100%)
6	I am satisfied in using TeamLink during the online classes.	0 0.00%	0 00.00%	6 23.08%	12 46.15%	8 30.77%	26 (100%)
7	My English skills are improved by using TeamLink.	2 7.69%	3 11.54%	3 11.54%	12 46.15%	6 23.08%	26 (100%)

The following statement made by researcher was to investigate the interaction between teacher and students during online classes through using TeamLink application, 20 students (76.92%) said they strongly agreed; whereas four participants (15.38%) said they agreed. Only 2 participants (7.69%) answered that they neither agreed nor not agree with the statement; while 0 participant (0.00%) stated that they disagree with it, and also no one strongly disagree with the statement. As a result, indicated that the most answers for the statement was agree. It can be concluded that the students believe they could get response from teacher quickly on the application TeamLink.

According to the above-mentioned questionnaire statement, the results were as follow: eight respondents (30.77%) said they strongly agreed with the statement,

while 12 respondents (12.5%) said they agreed with the same statement. By contrary, no one (0.00%) said they strongly disagreed and/or disagreed. The neutral statement was chose by six participants, indicating that 23.08% people are in the midway between agreeing and disagreeing with the statement. Therefore, it can be concluded that students are more likely satisfied in using TeamLink during online classes.

The next statement was by using TeamLink students' English skills are improved. According to the questionnaire results, two respondents (7.69%) of the 26 respondents chose strongly disagree, while three (11.54%) respondents stated to disagree. Also, three (11.54%) respondents are neutral with the statement. The remaining 12 (46.15%) chose agree with statement above, while eight respondents (30.77%) chose to strongly agree with this statement. It can be concluded that students are more likely to improve their English skills when using TeamLink.

Table 4. 5 Efficiency

No	Statement	SD	D	N	A	SA	Total
8	I prefer TeamLink as a tool of online learning to other video conference applications.	0	2	2	11	11	26
		0.00%	7.69%	7.69%	42.31%	42.31%	(100%)
9	TeamLink is an efficient tool for EFL (English as foreign language) learning.	0	2	2	11	11	26
		0.00%	7.69%	7.69%	42.31%	42.31%	(100%)

10	TeamLink is practical for online learning activities during the Covid-19 pandemic.	0	0	6	8	12	26
		0.00%	00.00%	23.08%	30.77%	46.15%	(100%)

The following data is based on the results of the questionnaire. There were 11 (42.31%) of respondents who chose strongly agree, and 11 (42.31%) who decided to agree. In contrast, none (0.0%) participant strongly disagreed with the statement, and 2 (7.69%) respondents disagreed. Two remaining respondents (7.69%) chose to be neutral. In view of the findings, it is reasonable to conclude that students agreed and strongly agreed that they prefer TeamLink to other video conference applications.

As for believe TeamLink is an efficient tool for EFL learning, that eleven respondents are (42.31%) strongly agreed, also agreed by another eleven (42.31%) respondents, two (7.69%) respondents stand neutral on the statement, while the other two (7.69%) stand disagree, and last none (0.00%) respondent strongly disagree with the statement. Thus, it can be inferred that students agree with the statement TeamLink is an efficient tool for EFL learning.

To the statement TeamLink is practical for online learning activities during Covid-19 pandemic, the results showed that nobody (0.00%) disagree with, no one (0.00%) strongly disagree either. Six respondents (23.08%) stand neutral of the statement, in the total of eight (30.77%) respondents agreed and as many as twelve (46.15%) respondents strongly agree with the statement. In light of the viewing, it can

be concluded that students prefer to agree on the statement that TeamLink is practical for online learning activities during Covid-19.

4.2 Discussion

The researcher created 2 research questions to find out how EFL students felt about using the application TeamLink. The information was gathered through questionnaires and interviews with junior high school EFL students to understand more about how they use TeamLink to learn English. The following is a summary of the discussion. Students' perceptions toward the use of videoconference applications such as TeamLink in learning English language are unpredictable in a fast age like this, their aspects of online leaching and learning is what is actually critical to look at. Also their perception is extremely important to lay the foundation for better education.

4.2.1 Students Perceptions Toward Use TeamLink

Below presents a screenshot from students who have experienced TeamLink during the pandemic time. Some of them are using green screens that TeamLink application provides for the class. There are vary of green screens that TeamLink have. Not only they can set their user names for video calls, they also can chat during the calls.
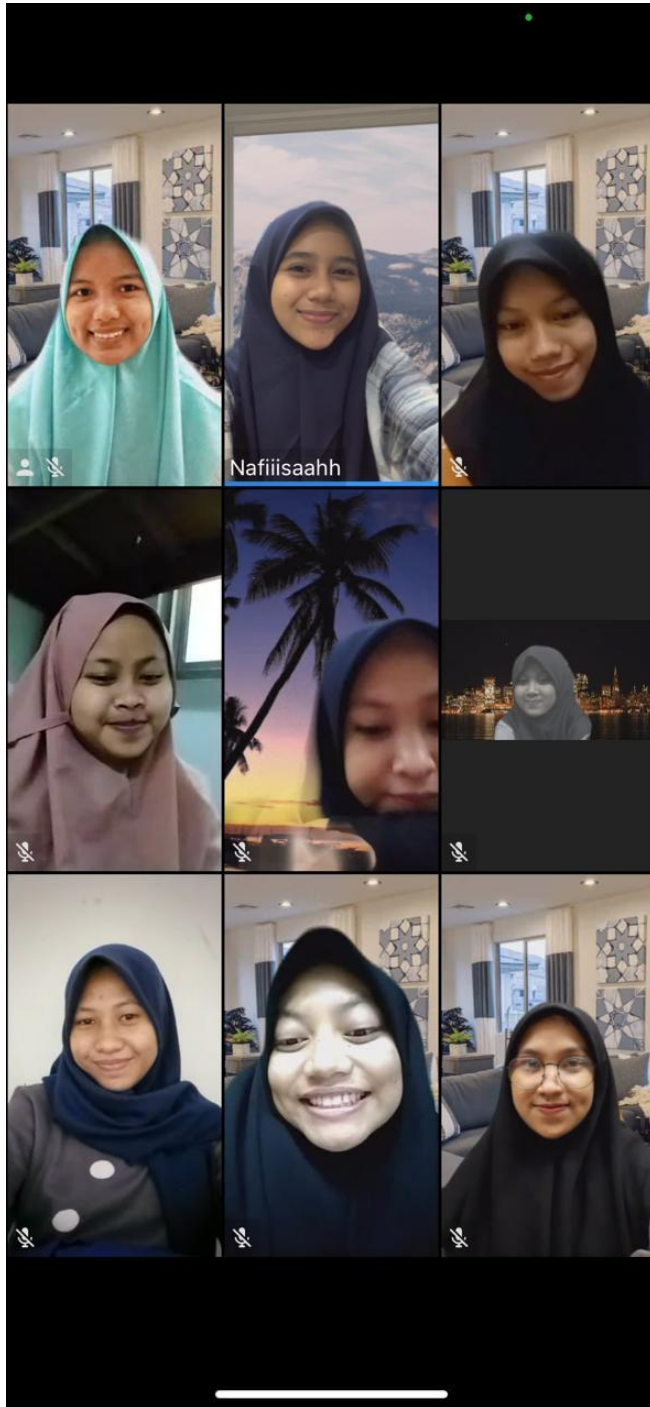
Figure 4. 2 Real-time Interaction Through TeamLink

4.2.2 Challenges

It's been a roller coaster of a year. And in many ways people are still in the middle of uncertainty that pandemic has brought on. During difficult time such as Covid-19, students experiencing both mental and physical lockdown as time went on. Conspicuously, students are more attached to traditional classroom, they want to meet their peers in person, have interaction with one another. In the era of Covid-19, those very salient issues are divided by researcher in three dimensional.

a. Emotional Challenge

There has been a shift. Students were excited about online class, the average of their excitement are above neutral.Their excitement of using TeamLink were higher. The outcome of SEL (Social and Emotional Learning) have been proven helpful whereas students being exposed to extreme circumstances. Mental health is as important as physical health, especially on teenager students. The experience of unable to engage in activities students can be involved offline, lack of interactions could lead students to stressful condition. Even more serious different types of stress, burnout and trauma. Reduce the stress of to learn under the condition of toxic state and to grow to the good version of themselves.

b. Technical Challenge

Based on students' rapid adaptation to innovative form of classes, students found that TeamLink application was easy to use. Of that statement, concluded from 34.62% (9 out of 26) strongly agreeing along with 42.31% (11 out of 26) agreeing and 23.08% (6 out of 26) of neutral. None (0 out of 26) of disagree nor strongly disagree (0 out of 26). As students trying to stay positive enjoyable with TeamLink online classes.

Even though TeamLink is practical for online classes, statement concluded from result above. Still students prefer traditional classroom to online classes. 22 out of 26 students choose offline classroom over online classes. 46.15% (12 out of 26) of students complained about their internet speed while having online class was unstable.

c. Financial Challenge

Another impact of the pandemic is the families have been hit hardest financially by the Covid-19 as needed support online learning. Students are by and large from rural areas, most of their hometown are still developing to this day, and their parents have somehow plummet their incomes since the pandemic begins spread in nation. 7.69% of the eighth grade students still using their parental smartphone to access joining online classes. They don't own their own smartphone. 42.31% (11 out of 26) students are using mobile

data for access online classes, yet, some of them claimed that the internet package was consuming for TeamLink as a videoconference online class.

Table 4. 6 Research Participants on Interview

Variable	Correspondent	Transcription Code
Female	Female 1	F1
	Female 2	F2
	Female 3	F3
	Female 4	F4
Male	Male 1	M1
Total	5	

The needs of internet connection are the needs of connecting with others. It reengages the major problem of online classes for most students is internet, whether: *A bad internet network, or a very slow internet network.*

Or:*"The internet connection has the most effected factor on my Teamlink online class. As I mention before, the problem that I face during using Teamlink online class is the internet connection."* And also:*"Internet connection not good enough."* Not only the speed, but also the consumption: *"Spend a lot of internet quota"*

Some of the interviewees pointed out: *" I may try to find better internet connection. Find a good place to get the connectivity. The interaction offline class is better since it is direct interaction without any delay and lagging…"*

Therefore, as a result of that, in comparison with traditional classroom, most of the students stated: *Offline class more fun and interesting rather than online. According to one of the interviewees, "The student not dicipline when online class. When online meet, the Students are hard to discipline."* (F1, Int)

All in all. Every challenge is just simply an opportunity to learn something new.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter highlights what has been discussed so far and makes some suggestions for further research. Following the study's findings, the researcher presents the study's conclusion and recommendations in this chapter. The first section presents the study findings' conclusions, while the second section offers recommendations for improving the teaching and learning process.

5.1 Conclusion

Started with questions, finished as fact. The purposes of this study are to investigate the perceptions of and to investigate the major challenges and perception for students who are using TeamLink application as alternative for online classroom during covid-19. The result shows that students have positive perspectives toward Teamlink to be implemented in online classes. Under certain circumstances when students facing isolation, clearly students have high expectations for online classes, in general, teenage students are able to adapt quickly to using innovative applications for educational purpose. However, their challenges are also outside of the classroom. To answer the research questions, researcher have invested from three dimensional technical, financial and emotional. All things considered, the biggest challenge for students are internet speed.

5.2 Suggestion

The following are some suggestions based on the findings presented in the previous chapter for EFL students and professional educators to consider.

1. For future researcher

For further researcher, it is expected to coordinate more strategy in implementing TeamLink as medium in order to solve problem in teaching and learning process. The other recommendation for further study would be collaborate innovative applications for distance learning. According to the limitation of this study which is only under Covid-19 circumstances, it is also expected for further researcher to conduct similar research in other condition.

2. For teachers

As every teacher knows, a subject's teaching material is focused on its nature and pattern. When it comes to students' voices, choose the method carefully. When the very first online class experience didn't go well, it could be a downer for the following classes. So do make sure to meet their expectation.

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APPENDICES

Appendix I Questionnaire Guide

Questionnaire Guide

Assalamualaikum, Wr. Wb.

Hello everyone, my name is Mai Menghuan, I am from English Education department in Universitas Islam Negeri Maulana Malik Ibrahim Malang. I am doing a research for my thesis. This questionnaire aims to investigate secondary school students' experience in using TeamLink application as an alternative media online learning. I need a favor from you to complete this questionnaire. It will take approximately 8 minutes to finish this questionnaire.

Your participation is voluntarily. Your consent to do this is valued. This survey is exclusive, the information will not be shared by all means to any other third parties. Thank you for your participation, and thank you for the every effort in completing this questionnaire. It's good to have you here.

	SD	D	N	A	SA
I am excited for online classes.					
I am excited to use TeamLink.					
TeamLink is easy to use.					
I am well adapted to TeamLink for online English classes.					

My teacher response quickly during online classes use TeamLink.

I am satisfied in using TeamLink during the online classes.

 My English skills are improved by using TeamLink.

I prefer TeamLink as a tool of online learning to other video conference applications.

TeamLink is an efficient tool for EFL (English as foreign language) learning.

TeamLink is practical for online learning activities during the Covid-19 pandemic.

Appendix II Interview Guide

Interview Guide

Assalamualaikum, Wr. Wb.

Hello everyone, my name is Mai Menghuan, I am from English Education Department in Universitas Islam Negeri Maulana Malik Ibrahim Malang. I am doing this interview for my thesis. This interview aims to investigate secondary school students' experience in using TeamLink application as an alternative media for online learning.

Thank you for agreeing to voluntarily participating. This interview is exclusive, that the information will not be shared by all means to any other third parties. Thank you for doing this for me, and May God be with you all.

Please introduce yourself, name, age, ect.

1. When did you using TeamLink?

2. How long have you been using TeamLink?

3. What do you feel about using TeamLink?

4. Does TeamLink difficult to use? How so?

5. Is the video sound smooth in the online-class using TeamLink?

6. Is TeamLink good enough for you?

7. What features do you use on TeamLink?

8. What do you like about TeamLink?

9. What do you dislike about TeamLink?

10. What are the factors that affect your TeamLink online-class the most?

11. What are the problems that appear in your Teamlink online-class?

12. How do you solve the problems that are in TeamLink online class?

13. How's the interaction in TeamLink online class? Compare to offline

14. Would you recommend others to use TeamLink?

15. Are you still willing to use TeamLink for online class in the future?

Appendix III Questionnaire Results

The Result of Questionnaire

Q1: I am excited for online classes.

SD	D	N	A	SA
0	3	8	10	5
0.00%	11.54%	30.77%	38.46%	19.23%

Q2: I am excited to use TeamLink.

SD	D	N	A	SA
0	0	8	11	7
0.00%	0.00%	30.77%	42.31%	26.92%

Q3: TeamLink is easy to use.

SD	D	N	A	SA
0	0	6	11	9
0.00%	00.00%	23.08%	42.31%	34.62%

Q4: I am well adapted to TeamLink for online English classes.

SD	D	N	A	SA
0	2	1	17	6

| 0.00% | 7.69% | 3.85% | 65.38% | 23.08% |

Q5: My teacher response quickly during online classes use TeamLink.

SD	D	N	A	SA
0	0	2	4	20
0.00%	00.00%	7.69%	15.38%	76.92%

Q6: I am satisfied in using TeamLink during the online classes.

SD	D	N	A	SA
0	0	6	12	8
0.00%	00.00%	23.08%	46.15%	30.77%

Q7: My English skills are improved by using TeamLink.

SD	D	N	A	SA
2	3	3	12	6
7.69%	11.54%	11.54%	46.15%	23.08%

Q8: I prefer TeamLink as a tool of online learning to other video conference applications.

SD	D	N	A	SA
0	2	2	11	11
0.00%	7.69%	7.69%	42.31%	42.31%

Q9: TeamLink is an efficient tool for EFL (English as foreign language) learning.

SD	D	N	A	SA
2	2	2	12	8
7.69%	7.69%	7.69%	46.15%	30.77%

Q10: TeamLink is practical for online learning activities during the Covid-19 pandemic.

SD	D	N	A	SA
0	0	6	8	12
0.00%	00.00%	23.08%	30.77%	46.15%

Appendix IV Instrument Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor   : B-4689Un.03/FITK/PP.00.9/10/2021   04 Oktober 2021
Lampiran : -
Perihal   : Permohonan Menjadi Validator (Ahli Materi)

Kepada Yth.
Basori, M. S. Ed
di –
      Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Mai Menghuan
NIM	:	17180043
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	Student's Perceptions toward The Use of Team Link in English Language Learning During Covid-19
Dosen Pembimbing	:	Dr. H. Langgeng Budianto, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator materi skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix V Interview Transcription

Interview Transcription

Interview 1

Subject : Faridarul Ainiah (13)

Date : November, 3rd 2021

Coding : MD (interviewer)

F1(interviewee)

MD : When did you using TeamLink?

F1 : I did using teamlink semester 2 in March 2021

MD : How long have you been using TeamLink?

F1 : I have been using Teamlink for a month

MD : What do you feel about using TeamLink?

F1 : The problem is bad internet connection. It's also difficult to find a good internet connnection

MD : Does TeamLink difficult to use? How so?

F1 : Teamlink is not difficult to use. It is quite simple apps and easy to operate

MD : Is the video sound smooth in the online-class using TeamLink?

F1 : Yes it is. The video looks so smooth without lagging

MD : Is TeamLink good enough for you?

F1 : Yes it is. Teamlink is very good for me since it is useful

MD	:	What features do you use on TeamLink?
F1	:	I use two features in Teamlink, which are voice and video.
MD	:	What do you like about TeamLink?
F1	:	I like the quality of video view in Teamlink.
MD	:	What do you dislike about TeamLink?
F1	:	I dislike nothing in Teamlink because as I mention before it is very useful
MD	:	What are the factors that affect your TeamLink online-class the most?
F1	:	The internet connection has the most effected factor on my Teamlink online class.
MD	:	What are the problems that appear in your Teamlink online-class?
F1	:	As I mention before, the problem that I face during using Teamlink online class is the internet connection
MD	:	How do you solve the problems that are in TeamLink online class?
F1	:	I may try to find better internet connection
MD	:	How's the interaction in TeamLink online class? Compare to offline
F1	:	The interaction offline class is better since it is direct interaction without any delay and lagging
MD	:	Would you recommend others to use TeamLink?
F1	:	I would recommend others to use Teamlink since it is very simple app and easy to use
MD	:	Are you still willing to use TeamLink for online class in the future?
F1	:	I would rather do offline class interaction than use Teamlink for online class interaction in the future

Interview 2

Subject **:** Khayla Fitria (15)

Date **:** November, 3rd 2021

Coding **:** MD (interviewer)

F2 (interviewee)

MD : When did you using TeamLink?

F2 : I used teamlink in 7th grade, semester 2 on second semester.

MD : How long have you been using TeamLink?

F2 : I'ts not to long. I used teamlink for 1 year

MD : What do you feel about using TeamLink?

F2 : When i used it, i feel happy and easy to study / leran.

MD : Does TeamLink difficult to use? How so?

F2 : No, I'ts does'nt Teamlink i very easy to use.

MD : Is the video sound smooth in the online-class using TeamLink?

F2 : No, the video is not smooth enough.

MD : Is TeamLink good enough for you?

F2 : I think, I'ts pretty good

MD : What features do you use on TeamLink?

F2 : I use video and also green screen.

MD : What do you like about TeamLink?

F2 : I like especially, I'ts make me more relaxe to studying.

MD   :   What do you dislike about TeamLink?

F2   :   Not good enough. I'ts better to learning in the class.

MD   :   What are the factors that affect your TeamLink online-class the most?

F2   :   Things that effect the teamlink is pandemi covid-19

MD   :   What are the problems that appear in your Teamlink online-class?

F2   :   A bad internet network, or a very slow internet network

MD   :   How do you solve the problems that are in TeamLink online class?

F2   :   I use Google to find the on the teamlink.

MD   :   How's the interaction in TeamLink online class? Compare to offline

F2   :   The interaction is passive.

MD   :   Would you recommend others to use TeamLink?

F2   :   No. I wouldn't do thaat.

MD   :   Are you still willing to use TeamLink for online class in the future?

F2   :   Yess, i Will, when necessary i would'nt if I don't have to.

Interview 3

Subject   :   Irma Alifiatul Dewi Wulandari (13)

Date   :   November, 3rd 2021

Coding   :   MD (interviewer)

                                        F3 (interviewee)

MD   :   When did you using TeamLink?

F3   :   I used timlink if online lessons

MD   :   How long have you been using TeamLink?

F3   :   I have been using Teamlink for 1 years.

MD   :   What do you feel about using TeamLink?

F3   :   I feel when using teamlink is not satisfied and not fun

MD   :   Does TeamLink difficult to use? How so?

F3   :   When i used teamlink, sometimes I'ts difficult, and in other Times is
                easy. Depanding on the signal.

MD   :   Is the video sound smooth in the online-class using TeamLink?

F3   :   The sound of video in online-class, when using teamlink is unclear.

MD   :   Is TeamLink good enough for you?

F3   :   I think teamlink is not good enough for me

MD   :   What features do you use on TeamLink?

F3   :   In the features of teamlink, i can used videos aplication.

MD   :   What do you like about TeamLink?

F3   :   I like abaout teamlink is a video conference

MD   :   What do you dislike about TeamLink?

F3 : I dislike about teamlink if the signal is difficult,,, slow internet network.

MD : What are the factors that affect your TeamLink online-class the most?

F3 : The factors the effect my teamlink online-class are my signal, my internet quota.

MD : What are the problems that appear in your Teamlink online-class?

The problems that often appears when i use teamlink are, spend internet quota

MD : How do you solve the problems that are in TeamLink online class?

F3 : I solve the problems is i Will ask my parents to help me.

MD : How's the interaction in TeamLink online class? Compare to offline

F3 : The interaction in Teamlink when online class ia very boring, but if i have compared with offline-class, when offline clas i can meet my friends and my teacher.

MD : Would you recommend others to use TeamLink?

F3 : No, i 'm not recommended other to used teamlink.

MD : Are you still willing to use TeamLink for online class in the future?

F3 : No, i don't use teamlink, because very boring

Interview 4

Subject   **:**   Satrya Khoirul Abdiansyah (13)

Date   **:**   November, 2021

Coding   **:**   MD (interviewer)

                                      M1 (interviewee)

MD   :   When did you using TeamLink?

M1   :   I have been usen teamlink since March 2020

MD   :   How long have you been using TeamLink?

M1   :   I have been used teamlink for 2 Mounth

MD   :   What do you feel about using TeamLink?

M1   :   I 'm feel good and happy. Can see my friends during online clas

MD   :   Does TeamLink difficult to use? How so?

M1   :   Not difficult, teamlink Very easy to use. Because features is good.

MD   :   Is the video sound smooth in the online-class using TeamLink?

M1   :   No. Network usualy bad conection.

MD   :   Is TeamLink good enough for you?

M1   :   Yes.. because teacher can transfer the material during online class...

MD   :   What features do you use on TeamLink?

M1   :   The features that i use periodecally is video.

MD   :   What do you like about TeamLink?

M1 : The things that i like are I can do an activity from far place while having class

MD : What do you dislike about TeamLink?

M1 : Spend a lot of internet quota

MD : What are the factors that affect your TeamLink online-class the most?

M1 : Covid-19 outbreak is main factor to use teamlink

MD : How do you solve the problems that are in TeamLink online class?

M1 : Teacher assist me with problems in teamlink.

MD : How's the interaction in TeamLink online class? Compare to offline

M1 : Teamlink supporter my study when pandemi covid-19

MD : Would you recommend others to use TeamLink?

M1 : Ofnline class more fun and interesting rather than online

MD : Are you still willing to use TeamLink for online class in the future?

M1 : I don't use teamlink because I don't feel comfortable when use teamlink for study

Interview 5

Subject   :   Aisyah Tri Rahayu (14)

Date   :   November, 3rd 2021

Coding   :   MD (interviewer)

                                  F4 (interviewee)

MD   :   When did you using TeamLink?

F4   :   I use timlink when corona came to Indonesia…When I have to meet
              many people in one time, I usually used Team link to meet then by
              vertual meeting

MD   :   How long have you been using TeamLink?

F4   :   I have used teamlink since April 2020

MD   :   What do you feel about using TeamLink?

F4   :   First time I used teamlink I got difficulty to operate it. But now I can
              easly used it to make virtual meeting with many people

MD   :   Does TeamLink difficult to use? How so?

F4   :   No it doesn't. It just need time to be familiar with the funcion in
              teamlink

MD   :   Is the video sound smooth in the online-class using TeamLink?

F4   :   Yes it is. I can hear clearly and speak easly when I used teamlink

MD   :   Is TeamLink good enough for you?

F4   :   Yes it is. I think teamlink help me a lot.

MD   :   What features do you use on TeamLink?

F4	:	I usually used Video, Mix and many features in teamlink
MD	:	What do you like about TeamLink?
F4	:	I like used teamlink because I can communicate with a lot of people easly, by virtual meeting
MD	:	What do you dislike about TeamLink?
F4	:	Sometimes the signal got problem and the meetingWill be disconected
MD	:	What are the factors that affect your TeamLink online-class the most?
F4	:	The signal ia very important of use teamlink.
MD	:	What are the problems that appear in your Teamlink online-class?
F4	:	The problem that appears in my teamlink online-class are bad signal of internet network, Sometimes the network getting slow.
MD	:	How do you solve the problems that are in TeamLink online class?
F4	:	I try to refresh the program again while waiting to be normal.
MD	:	How's the interaction in TeamLink online class? Compare to offline.
F4	:	I think offline still the best interaction
MD	:	Would you recommend others to use TeamLink?
F4	:	No, I would not
MD	:	Are you still willing to use TeamLink for online class in the future?
F4	:	No, because I prefer to do interaction normal via offline

Appendix VI Consultation Card

Consultation Card

Nama : Mai Menghuan
NIM   : 17180043
Judul : STUDENTS PERCEPTIONS TOWARD THE USE OF TEAMLINK IN
          ENGLISH LANGUAGE LEARNING

No	Tgl/Bln/Thn	Materi Bimbingan	Pembimbing Proposal Skripsi
1	12/11/2021	Consultation context of proposal	
2	27/11/2020	Consultation proposal	
3	21/6/2021	Consultation chapter 1	
4	12/7/2021	Consultation chapter 2	
5	15/7/2021	Consultation chapter 3	
6	19/7/2021	Consultation final chapter 1 2 3	
7	26/7/2021	Consultation	
8	3/8/2021	Sempro Exam result consultation	

9	5/8/2021	Revise chapter 1 2 3	
10	9/8/2021	Consultation revision	
11	12/8/2021	Consultation instrument	
12	19/8/2021	Instrument revision	
13	31/8/2021	Consultation validation of instrument	
14	2/9/2021	Consultation result of questionnaire	
15	13/9/2021	Consultation interview result	
16	20/9/2021	Consultation finding and discussion	
17	6/11/2021	Consultation thesis	

Malang, June,9th2021

Accepted,   Approved
Dosen Pembimbing   Ketua JurusanTBI

....
NIP. 197110142003121001   NIP.197110142003121001

Appendix VII Validation Sheet from Mr. Basori, M.S.Ed

Validation Sheet

Blueprint of Interview and Questionnaire Guide for research entitled

Students' Perceptions Toward the Use of TeamLink in English Language Learning during covid-19

Validator	:	Basori, M.S.Ed
NIP	:	198609112019031008
Expertise	:	English Language Teaching
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	October 11, 2021

A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument that I use. Every feedback is essential for improving the quality of the instruments I use. I want to say thank you for your willingness to become a validator and fill out this validation sheet.

B. GUIDANCE

1. Please give a score on each item of the statement using the sign (√) in the column with the scale as follows:

1 = Very Poor   4 = Good
2 = Poor   5 = Excellent
3 = Average

2. Please provide your feedback/suggestion in the column.

C. ASSESSMENT RUBRIC

1. The construction of the research instrument

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments are well constructed & formulated						
2	Research instruments are based on the previous theory						

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
3	Research instruments are relevant to the research objectives						

2. The use of language in the research instrument

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments use good and correct language and punctuation.						
2	Research instruments are less-effort to understand						
3	Research instruments are communicative						
4	Research instruments do not cause bias (clear)						

3. The effectivity of the research instrument

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments can help the researcher seek students' perception toward TeamLink						
2	Research instruments can describe students' perception toward TeamLink						

D. GENERAL FEEDBACK AND SUGGESTION

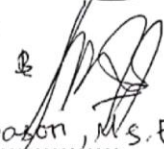You need to revise according to the notes that I have given on the instruments.

E. CONCLUSION

Based on the assessment above, it can be concluded that this instrument is:

Please give the sign (O) or (X) on the answer that match with your conclusion.

1. Proper to use to collect the data without revision

2. Proper to use to collect the data within revision

3. Not proper to use to collect the data

Malang, October ... 2021
Validator,

Boson , M's. Ed .
NIP. 19860911 2019 03 1008

Appendix VIII Letter of Practical Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1817/Un.03.1/TL.00.1/12/2021	4 Oktober 2021
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala SMP Islam Hasanuddin Dau
di
      Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Mai Menghuan
NIM	:	17180043
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2021/2022
Judul Skripsi	:	**Students' Perceptions Toward the Use of TeamLink in English Language Learning During Covid-19**
Lama Penelitian	:	**Oktober 2021** sampai dengan **Desember 2021** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An-Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Dipindai dengan CamScanner

Appendix IX Curriculum Vitae

CURRICULUM VITAE

Nama : Mai Meng Huan

Birth of Date : February 10 1996

Gender : Female

Address : HeNan China

Email : erqiyishisi@gmail.com

No. contact : +86 15138057253

Education background

No	Graduated	Education	Place
1	2008	YuCai elementary school	HeNan (province)
2	2012	Hidayah (XiDa) Islamic educational school	YunNan
3	2015	Song Tun TaiKang Islamic High school	He Nan
4	2021	UIN Maulana Malik Ibrahim Malang	JavaTimur Malang

Malang, June, 2021

Mahasiswa,

Mai Menghuan

NIM. 17180043