

CHAPTER I

INTRODUCTION

1.1. Background of the Research

At this time, the whole country was shocked by a new virus that spread so quickly from Wuhan, China. This virus called as Covid-19 and escalated into a global health emergency on December 2019 . This came to the attention of the world health organization (WHO) in January 2020. Covid-19 is a dangerous situation in which its spread affects so many people around the world. The government was forced to make new regulations in everyday life. One of the most important goals in the new regulations that have been launched by governments around the world is to control this highly contagious virus. The government makes decisions about implementing social distancing (PSBB), closing all accesses such as roads, companies, malls, playgrounds, tourist attractions, and schools. These places are prohibited from carrying out activities as usual. These regulations affect several aspects of social life around the world. Education in Indonesia especially at the junior high school level affected by this virus.

There are around 407,000 schools, 3.4 million teachers, and 56 million students affected by Covid-19. Therefore, the government began to re-create new regulations that allow companies, schools, universities to operate again but on the condition that everything is done by working and learning online. The new rules such as the process of maintaining distance, prohibiting crowds, and limiting the number of people in the rooms during the pandemic. Online learning aims to provide an interesting and flexible learning experience for students without burdening students. The Ministry of Education and Culture of the Republic of

Indonesia has issued circular letter number 4 of 2020 regarding the Pandemic education regulation which states that the teaching and learning process in schools is abolished and carried out online from home. Studying at home is applied at all levels of education without exception, to maintain the health of students, teachers, and education staff. The regulation requires students and teachers to study and work from home as well.

During this pandemic, students are emphasized to be independent and smart in thinking and play an active role in learning activities. Likewise, the ability of students who are responsive to receive subject matter is very important. Online learning means a distance learning system carried out by students and teachers who use electronic media as a deliverer of subject matter such as smartphones, tablets, computers, and laptops that have an internet connection. Online learning can be done flexibly by using several application such as Google Classroom, Whatsapp, Zoom, Google Meeting, Youtube, etc. Students can study anywhere and anytime without having to go to school. Although it seems easy, this online learning system has many potential, and drawbacks.

Potential comes from the Latin "Potentia" which means ability. In the Indonesian dictionary, the potential is the ability, strength, ability, ability, strength, influence, power, and function. According to Sugiyono in Ariska et al., (2018), Potential is a person's ability that can be developed. Potential can also be interpreted as an ability developed by humans from birth that is still hidden or hidden and the results can be felt. Adequate training and facilities will support the development of the basic capabilities of human potential that are still hidden. Therefore, humans need to learn and be willing to see their drawbacks and dare to

make big changes to achieve the development of their potential. Whereas, Drawbacks in this learning system are often the occurrence of internet signal interference, lack of knowledge of technology, and giving assignments that are not following the abilities of the students without being based on a good explanation of the material, as well as many parents who complain that their children have more time to play than study.

On other hand, Drawbacks are someone's inability to do something. Drawbacks according to the Indonesian Dictionary mean someone's lack of something that is needed; not quite getting something. Drawbacks are a condition or situation that causes a problem, especially one that causes something or someone to be less successful than another thing or person. Drawbacks are a decrease or damage to the value of an object or thing caused by an event, directly or indirectly. In the Indonesian Dictionary, the synonyms of the drawbacks are absence, running out, loss, difficulty, and exhaustion.

During the COVID-19 pandemic, students have experienced several drawbacks and advantages in their learning system, such as 1) the learning and teaching process becomes more adaptive. The student can learn anywhere and anytime (Dalgaly, 2020; Dhawan, 2020), 2) Online learning can take students out of their comfort zone. They must be more creative in this online learning(Sokolova et al., 2018), 3) The difficulty of internet access in the area where students live causes students to have difficulty in the teaching and learning process (Amaliyyah, 2021; Efriana, 2021) ,4) Lack of student knowledge in online learning is caused by too much material provided by the teacher (Anggraini, 2021; Efriana, 2021; Maqbulin, 2021; Surani & Hamidah, 2020), 5) The limitations of

students and teachers in accessing internet technology and some students do not have online learning facilities such as smartphones, PCs, or other technological media (Dalgaly, 2020; Efriana, 2021) ,6) Online learning causes physical and psychological pain to students throughout learning (Alsoud & Harasis, 2021; Syahputri et al., 2020)

Therefore, the writer concluded that online learning has drawbacks and potential to the students. Potential is concluded as the ability or possibility that something will happen if someone wants to develop it. In addition, the deficiency is stated as a problem that arises due to the inability to do something, especially in online learning. Weak mastery of technology, physical pain, bad internet connection, and lack of understanding of the material are still the result of observation in the problems of every research. On the other hand, for the potential, online learning also forced creativity and better preparation in the learning system. The writer suggested mastery of technology and making the class more fun and enjoyable is important on online learning during the Covid-19 Pandemic.

We can see through observation in students' experience to explore the potential and drawbacks of online learning. Students who are happy to follow the class mean that online learning has a positive impact or potential. When the students do not enjoy the class or feel bored when the online learning is begun. It means that online learning has drawbacks in its implementation.

From the explanation above, the writer conducted a study that entitled “Exploring the Potential and Drawbacks of Online Learning during the Covid-19 Pandemic of Eighth Grade Students at SMP Gajah Mada Medan”.

1.2.The Problem of the research

In this study, the writer formulated the problem as follows:

1. What are the potentials of online learning during the Covid-19 pandemic?
2. What are the drawbacks of online learning during the Covid-19 pandemic?
3. What are the solutions to overcome the drawbacks of online learning during the Covid-19 Pandemic?

1.3.The Objective of the Research

Based on the problem of the research above, the objective of the research are:

1. To find out the potential of online learning during the Covid-19 Pandemic.
2. To find out the drawbacks of online learning during the Covid-19 Pandemic.
3. To find out the solutions to overcome the drawbacks of online learning during the Covid-19 Pandemic.

1.4.The Scope of the Research

Since the outbreak of the pandemic, offline learning at school has changed to online. To support the effectiveness of online learning, several applications are used in online learning including Zoom, Whatsapp, Google Classroom, Google Meet, Edmodo, and Youtube. This regulation was carried out by the government to reduce the number of people infected with Covid-19. The scope of the research is limited to explore the potential of online learning since Covid-19 Pandemic by using the theory of Gemma Josep (2021), (Munir & Muassomah, 2021) and

(Akhter et al., 2021). Meanwhile, the drawbacks of online learning during Covid-19 Pandemic limited to the theory of (Akhter et al., 2021).

1.5.The Significance of the Research

The writer is finding some useful information for the significance of the research:

1. Theoretically

Based on the information above, Writer hope that this research can be useful to increase knowledge about the potential and drawbacks of online learning during the COVID-19 pandemic.

2. Practically

- 1) Writer, it will be a source of data to do the research and give a deeper knowledge of the potentials and drawbacks of online learning and to find a fun new learning model.
- 2) Students of the English Department, this study are expected to provide references in conducting similar research and to enrich their knowledge in potential and drawbacks of online learning.
- 3) The Teacher, this study aims to provide knowledge to teachers about the potential and drawbacks that have occurred since online learning and also how they must be able to face and find solutions to any problems they face when online learning.
- 4) For other Researchers, hopefully this research can be used as a reference for future research on the potential and drawbacks of online learning.

CHAPTER II

REVIEW OF LITERATURE

2.1. Online Learning

Online learning is one of learning that applies the use of digital media and the internet in the learning process. Online learning aims to overcome the prevention of infection of Covid-19. This online learning is done virtually between teachers and students through electronic media that can be accessed anywhere and anytime. Applications that are often used are digital applications such as zoom, Google meeting, Google classroom, WhatsApp, and Edmodo as a media communication in the teaching-learning process. Creativity, responsiveness, and proficiency in using technology are very important to support the teaching and learning process.

Online learning is a learning process that eliminates hands-on interaction between teachers and students (Allen & Seaman, 2007). Online learning is a type of organized learning that uses digital media as a source and tool to deliver material (Sangrà et al., 2012). online learning utilizing an internet connection that produces various learning interactions (Moore et al., 2011). Online learning is learning that applies digital media for various purposes that function in online meetings (Guri-Rosenblit, 2005).

There are three functions of a good knowledge theory; first, provides knowledge about a new world, second, creates something new, and third is to keep us honest (Wilson, 1997). For further explanation, we need theory to help us think ahead about our future education, creativity, and management using technology and the internet. People need online learning theory helps to invest time as well as effective limited resources. He adds that good theory helps us

make plans we don't know. We must see the possibilities in everyday life and prove that the ability and learning system is strong, can be considered, and can be developed.

According to the theory above, it is concluded that online learning is a learning process that uses electronic media as a tool to deliver learning materials. Online learning aims to replace the direct learning process between teachers and students whose learning can be carried out anywhere and anytime without coming to school.

2.1.1. Type of Online Learning

Student interactions in online learning use various types of Information and Computer Technology (ICT) in their learning process at school (Laurillard, 2004). Online Learning allows students to learn anywhere and anytime. Online learning is defined as "a learning experience in a synchronous or asynchronous environment using a variety of devices with internet access (mobile phones, laptops, etc.)". According to Singh & Thurman in Dhawan (2020), "Learning interactions between teachers and students can be done independently wherever they are". Some types of online learning are easily distinguished, including:

1) Synchronous Online Learning

Synchronous learning is a learning system where it is implemented in real terms. In synchronous learning, the learning interactions are carried out by teachers and students in different locations at the same time. Synchronous learning using cell phones, video conferencing, the internet, or chat as learning resources. In synchronous, teachers and students

interact with each other in solving a discussion or problem to get a solution. This type of learning is learning that facilitates real-time collaboration, as in the traditional classroom of students and teachers can interact spontaneously and participants can get direct feedback from one another (Lim, 2017). Synchronous learning learns from:

- a) Online Class
- b) Audio and Video Conferencing
- c) Live chat
- d) Webinar
- e) Sharing Apps
- f) Direct messages

2) Asynchronous Online Learning

Asynchronous online learning is a type of pause and continuous learning. Asynchronous learning also applies the use of email, blogs, discussion forums, e-Books, and DVDs in the learning process. Students can study freely with an unspecified time and place, then can download files, interact with teachers & also with other fellow students. Most students prefer asynchronous learning because they can choose their own study time through online learning so that their daily activities are not disturbed. Asynchronous learning takes place in a non-real-time manner and is facilitated in traditional ways or with the help of technological tools (Lim, 2017). Asynchronous learning is flexible learning, generally facilitated by media such as email and discussion boards that support the learning process between students and with teachers, even when they are

online at different times (Hrastinski, 2009). Asynchronous online learning can learn from sources:

- a) Independent online courses
- b) Forums & discussion groups
- c) Message board

3) Fixed Online Learning

At this type of learning, learning information has no change, and students also play an active role in receiving the same information as other students (Al-atabi & Al-noori, 2020). The material is predetermined by the teacher and does not adjust to student preferences. Students are analyzed through learning data and educators make changes to the material according to the data for better learning outcomes.

4) Adaptive Online Learning

This type of learning is useful for teachers to know what needs to be adapted and redesigned in each learning material for students. Several criteria from students such as skills, knowledge, psychomotor abilities, student character are visible. Then, the data will be taken into consideration for the teacher to be evaluated. The focus of this learning is student-centered which results in more individual learning. This learning method can be carried out anywhere and anytime that is adapted to students' learning interests (Putra et al., 2021). As for some learning styles that are generally owned by humans, namely: Visual, Auditory, Kinesthetic. Adaptive learning combined with the name of multimedia

technology can change the mindset of students that learning can also be done in a fun way.

5) Interactive Online Learning

This learning is one that applies a two-way relationship which becomes the recipient and the giver or vice versa. This learning applies a two-way interaction between the speaker and the listener (Mehlenbacher et al., 2000). Teachers and students conduct joint evaluations and make changes by looking at the interactions of speakers and listeners. This interactive learning allows teachers and students to interact with each other freely.

6) Individual Online Learning

This learning is better known as individualized learning or self-instruction, namely learning that is held in such a way that each student is involved at all times in the process learn it with the things that are most valuable to him as an individual. Individual online learning is learning that planned their learning (Medford, 2004).

7) Collaborative Online Learning

This learning is a a type of learning that requires students to work together to achieve the goals of learning. Students are involved in learning to solve problems and find ways to solve them (Laal & Laal, 2012). Students must be able to listen to different opinions from one another and apply their ideas to learning.

2.1.2. Function of Online Learning

The function of online learning is to help manage, supervise, and control user access in learning activities and from online learning by using available online learning platforms (Llamas-Nistal et al., 2011). Dhawan (2020) defines the function of online learning into three functions, namely:

1. Supplements (additional), namely the freedom of students to choose a material.
2. Complementary (Complementary), namely students can add to the programmed material to complete the learning material in the classroom.
3. Substitution (Substitute) is so that students can easily process the learning process by the activities and time of students.

2.1.3. Characteristic of Online Learning

Online learning uses network-based technology to access, collect, store, and share information on learning materials. Learning anywhere and anytime is the main characteristic of online learning. The students can access the material anytime and they are expected to be able to learn independently and creatively. According to Dabbagh & Ritland in Horvitz (2007) there are 9 characteristics of online learning as follows:

1) Constructivism

This learning is formed from the results of experience and communication relationships between people, students try to create something from what they have learned. This learning theory focuses on the success of students towards something that has been assigned. Students

are required to think systematically so that they can build knowledge comprehensively.

2) Social interaction

Social interaction is a relationship between two or more people in the scope of social life. Social interaction is the process by which we act and react to the people around us. These interactions can be in the form of movement, conversation, sharing, and storytelling.

3) An inclusive community of learners

This characteristic is centered in that the scope and process of education are responsive to the diversity of students. This characteristic emphasizes awareness, recognition, and respect for the diversity that exists in a community, whether social (e.g., ethnic or religious) or physical (e.g., disability and skin color) diversity. These characteristics ensure that the diversity of social and cultural backgrounds that each member brings will receive the same recognition and respect without discriminating against one another. This recognition and appreciation are manifested in various ways and activities, starting from the formal one, for example by making official rules that prohibit discriminatory treatment, to the informal one, for example by developing an inclusive tradition of communication and social relations.

4) Computer-based Learning

This type of learning focuses on the use of computers as a medium for teaching and learning. Computer-based learning is cost-effective in many ways, offers security and flexibility, and helps students find out

about their progress. From this learning the teacher will evaluate what things are lacking and then fix any existing deficiencies.

5) Interactivity

Interactivity means the process of two people or things working together and influencing each other. Interactivity involves the actions of users, especially those related to two-way electronic communication systems (such as telephones, cable television, or computers) to exchange information.

6) Independence

Independence means free. Students can learn online independently by accessing the internet and learning materials provided by the teacher. Students are expected to be able to overcome problems related to the internet and use applications themselves so that they can motivate themselves for online learning.

7) Accessibility

Accessibility is basically a measure of the ease of access carried out in carrying out activities fulfillment of needs resulting from the interaction between learning and network systems learning. Accessibility is everything that makes it easier for students to realize the fulfillment of needs that can help children reach their maximum potential. Accessibility means the practice of making your website available to as many people as possible.

8) Enrichment

Enrichment learning is a learning activity that aims to provide new experiences for students to enrich students' knowledge to develop their creativity, as well as their interests and talents. In this lesson, students must be able to find out what their interests are. From there, independent learning can be carried out, or even group learning according to the abilities, interests and desires of students.

9) Digital Classroom

Digital class is a learning process carried out by utilizing modern technology. Learning can be carried out using application media that are currently available on the internet such as YouTube, Google Classroom, Edmodo, Virtual Meeting, and other applications.

2.2. Potential in Online Learning

2.2.1. Potential

In the Oxford dictionary, the potential is the possibility of something happening or being developed or used. Your potential can be reviewed and measured using several attitudes and behaviors that are reflected in you, such as how you learn from mistakes, how you take responsibility, be honest, accept input from others, and your resilience in dealing with problems. Ability, power, and strength are a collection of words related to potential. In other words, we can use "benefit" as a synonym of potential. Benefit means avail, advantage, or use that is obtained by something.

Potential is a set of fundamental abilities for every human being to be able to be developed and optimized as well as possible. This optimization is carried out or carried out through work, effort, and development. It is concluded that there are two things: 1) competence; 2) power and feasibility.

In KBBI, the definition of potential is an ability that can be developed, strength, ability, power. According to Majdi in Arif et al., (2020) in essence, in simple terms, Potential is an ability that can develop more deeply. According to Wiyono in Putri, (2020), "Potential is a person's ability that is still deeply embedded and has not been developed further by that person". As a result, human potential is a fundamental capacity that humans possess that is currently unexplored and will be transformed into a new advantage for themselves and others. According to Pihadhi in Masni, (2016) "Potential refers to a hidden power, talent, or skill that is owned but hasn't been fully utilized, as well as values that are available but haven't been fully utilized and processed". According to Habsari in Khusna, (2016) "Potential is defined as a person's physical and mental capacity and strength, which increases when they are trained and supported by extraordinary equipment". Self-potential are series functions of the physics, behavioral, and psychological processes that are owned. From the understanding above, we can conclude that Self-potential is indeed a skill that someone who is still hidden possesses and has the opportunity to be developed if supported by adequate training and facilities. People who have the potential to have the following characteristics: like to learn and want to see their drawbacks have a flexible attitude, dare to improve themselves, do not want to blame others or

circumstances, sincere, responsible, able to accept criticism from others, optimistic and never give up.

2.2.2. Types of Potential

There are various ways to classify the types of e-learning. Several classifications are made based on how much they are involved in schooling. The other classifications are also dependent on the amount of time spent interacting. Algahtani, 2011 shares e-learning into two basic types, which consist of the internet and computer based e-learning. Wibowo in (Masni, 2016) said that “there are at least four categories of potential that are present in humans from birth, namely, brain, emotional, physical, and spiritual potentials, and all of these potentials can be developed at an unlimited level”. According to Nashori in Hapsari & Sepriarti, (2013), "Humans have various potentials which are classified into physical and non-physical potentials".

1. Physical Potential

The physical potential is the ability possessed by a person as in the physical state, the senses, and everything that we can see

2. Non-physical Potential

Non-physical potential consists of brain/intellectual potential, social potential, emotional potential, and spiritual potential.

3. Thinking Potential (Intellectual Potential)

People can think. Everyone has the potential to learn new information, relate disparate information, and generate new ideas.

4. Emotional Potential.

Everyone has a potential sense to understand others, understand the sounds of nature, love, want to be loved, pay attention, care, be grateful, be appreciated, and love beauty.

5. Social potential

Social potential can adapt and influence others. The ability to adapt and influence others is based on the ability to learn from both knowledge and skills perspectives.

6. Spiritual Potential

Spiritual Intelligence is intelligence related to morals that can provide a unified understanding to distinguish what is right and wrong and can relate to God Almighty and others.

2.2.3. Potential of Online Learning

Online learning is proven to be a viable option. Students have the option of studying on their own time and for no cost. This is a fantastic method of learning about a variety of topics while also increasing their learning motivation. Online learning provides learning according to student learning styles so that students can learn comfortably and easily. It gives students additional time to revisit the subject presented by the teacher without being limited by time constraints. Gemma Josep (2021) stated that there are 5 potential in online learning, including (1) Flexibility, (2) It has a diverse range of programs, (3) it is accessibility, and (4) it is less expensive than traditional schooling. In Munir & Muassomah, (2021) state that Online learning has a lot of potential in online learning including:

(1) providing convenience and understanding of learning materials to students. (2) Provide interesting meaning for students. (3) Facilitate the process of information and communication. (4) Save time and cost. On other hand, there are some potentials found in online learning, including: (1) students can educate their selves comfortably from their home without going to school, (2) students can access the material or learning media with unlimited times, (3) online learning can makes the students more responsible about what they should do in their education, (4) the student forced to be active, creative, independent and required not to be afraid to take risks in independent learning (Akhter et al., 2021).

Based on the explanation above, Online learning allows students to determine their own learning speed and has the extra benefit of allowing them to create a timetable that matches their schedule. Online learning gives you important time management skills, making it simpler to strike a solid work-study balance. There are limitless talents and subjects to teach and learn in a big place like the internet. You may study from anywhere in the globe with online learning. Online learning makes the student learn to be responsible for their education, be able to be creative and active when the learning process takes place.

2.3. Drawbacks of Online Learning

"Drawbacks", another word we know is "disadvantage". So, the drawbacks here are a problem or disadvantage that has occurred when online learning has occurred since covid-19 appeared. In life, humans are often faced with problems. Various kinds of drawbacks come uninvited into our lives. Drawbacks are often associated with misfortune as well as disaster. When the problem is examined in

further depth, it is discovered that it does not necessarily have a negative impact. Sometimes flaws reveal themselves as a chance to address existing flaws.

According to Hudojoin (Rokhmad et al., 2020), a problem or drawbacks is a question to someone where that person does not have a law that can be used immediately to find the answer to the question. According to Abdul Cholil in (Rokhmad et al., 2020), drawbacks are a small part of life. Every human being must have had and faced problems both from themselves and from other people. Drawback is defined as a deviation between what should be and what happened, between theory and practice, between rules and implementation, between plans and implementers.

The conclusion from the understanding of the drawbacks above is that is a statement about a situation that is not as expected. It could be a word used to describe a situation that stems from the relationship between two or more factors that result in a confusing situation. Hameed et al., (2008) stated that behind the potential, there are also drawbacks in online learning. Akhter et al., (2021) stated that since the beginning of online learning, we have seen so many drawbacks in online learning, such as (1) Lack of discipline, (2) Health problems, (3) Isolation, (4) Wasting time, (5) wasting time in useless activity, (6) Lack of communication skills development in online learning, (7) Difficult to understand the material, (8) Bad connection and lack of knowledge about the use of technology, (9) Lack of control and feedback of the student.

2.4. Previous Study

The writer collected several previous studies that related support this study. It is to direct this research and to intelligently assess the research's strengths and drawbacks. The first is the research entitled Problem of Online Learning during the Covid-19 Pandemic in EFL Classroom and the Solution (Efriana, 2021). During Covid-19, the research will examine online learning issues experienced by instructors, students, and parents, as well as solutions to the problem. She collected the data from the textbook, online form, articles, and other sources that were relevant to the research problem. She used qualitative with an interactive model, covering the data collecting, reduction of the data, the display of data or presentation, and conclusion (verification). The objects are students, teachers, and students' parents. She found various problems in her research such as weak mastery of the internet and using media digital and limited access for the student. The similarity of this study is using a qualitative method in research. On other hand, the differences are in this object of the research is student's, teacher, and students' parent of EFL classroom while the object of this research is eighth grade students at SMP Gajah Mada Medan.

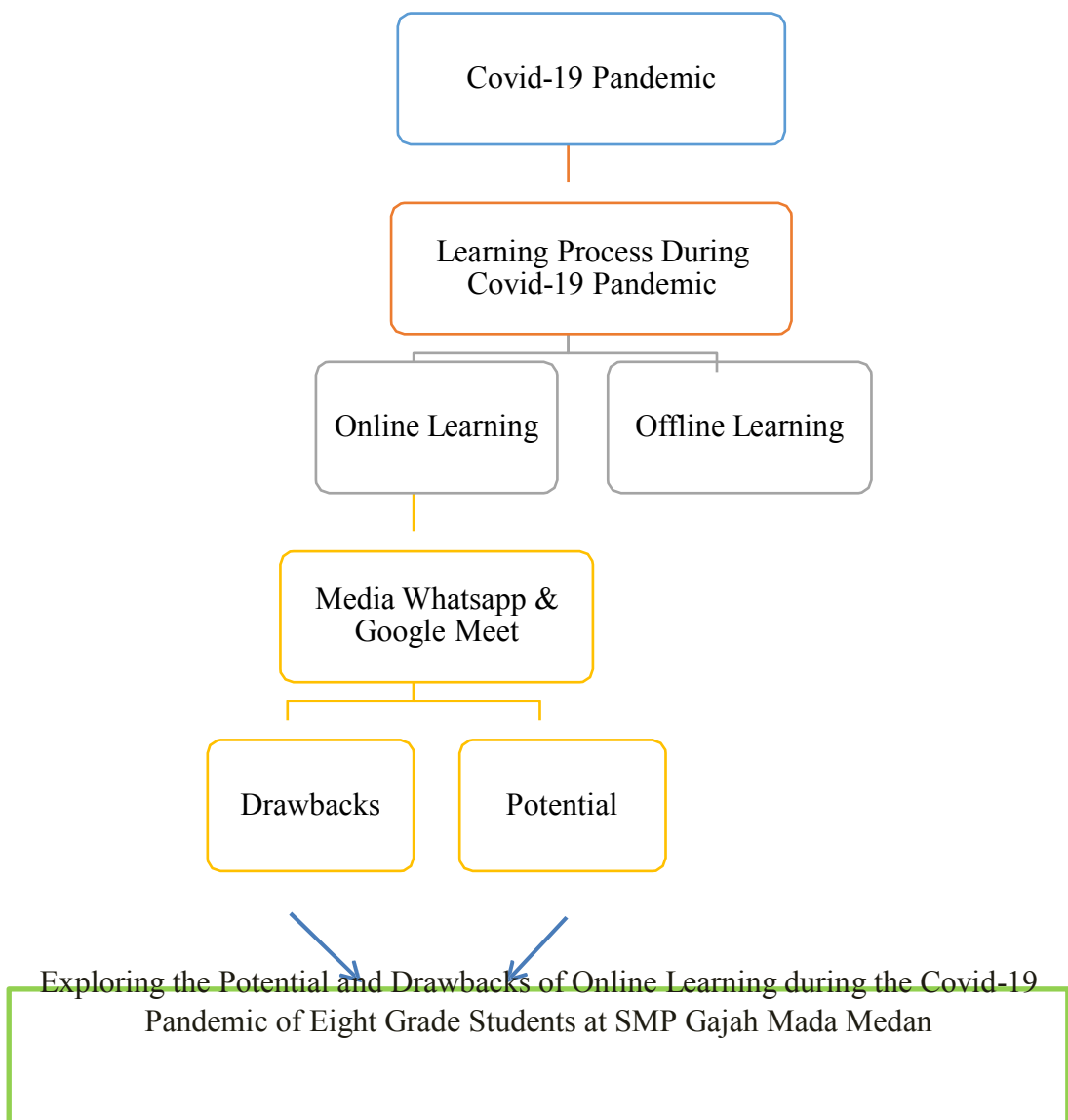
The second research is the research that has been done by (Dalgaly, 2020) entitled Benefits and Drawbacks of Online Education. The goal of this study is to understand more about the idea of online learning; its advantages and disadvantages in online learning; the efficiency of online learning in this modern era. She used empirical research in this research to find out the problem of the research by giving questionnaires to 200 students at the Legal Institute of Krasnoyarsk and 70 teachers at the Krasnoyarsk Krai institute. While conducting

this research, Dalgaly asked teachers and students some questions about their opinion about online learning. Some of these questions get different answers from each person. 15% of students and 21% of teachers state that online learning has difficulties in connecting to the internet. Lack of technical support and lack of ability to use technology in online learning cannot be separated from the results of her research. Some participants also still have no personal computer or connection to the internet. On the other hand, low motivation and discipline training in online learning also cannot be denied. They also provide answers about feeling isolated, and physical pain during online learning. Meanwhile, there are several benefits that Dalgaly found in this research, such as (1) saving times, (2) flexibility, (3) they can find a way of learning that is convenient for them, (4) the number of media and training materials, lesson plans that are ready to use. From this research, the writer sees similarities in data collection by using a questionnaire. Then, the difference from this study is in the sample and research methods. In Dalgaly's research, he used empirical research and took students and teachers at the Krasnoyarsk institute as research samples. While in the writer's research, the method used is a descriptive qualitative method and takes samples from eighth-grade students of SMP Gajah Mada Medan.

The third research is Online Learning Drawbacks during the Covid-19 Pandemic: A Psychological Perspective (Syahputri et al., 2020). This research aims to find out the impact caused by online learning when Covid-19 on college-students. They used descriptive qualitative as their method with 140 students involved as respondents in this research. They found some effects that affected the students when online learning such as fatigue, physical pain, demotivation,

procrastination, a lack of time management, a sense of isolation, and apprehension about what the lecturer/friends say in class about the material. The similarity of this research is using descriptive qualitative as the method in the research. While the differences are in the sample of this research is college students, while in the writer research, the sample is the students from a different level.

2.5. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The writer used qualitative descriptive research in this research. Research design is a plan and procedure for collecting data and analytical methods logically and systematically to discuss and analyze the focus of research. Qualitative research approaches verbally describe how participants in a study see and interpret various aspects of their surroundings to best test questions. Qualitative research is a method of gathering descriptive data from individuals or observed behavior inside the form of written or spoken words. The goal of qualitative research is to comprehend the state of a context by providing a complete and in-depth description of the portrait of conditions in a natural setting, as well as what occurred in the subject of study. Qualitative data, according to Sugiyono (2006:14), is information conveyed in words and phrases. In this study, the writer directly explored the potential and drawbacks of online learning in the field.

3.2. Subject of the Research

The writer chose the eighth-grade students of SMP Gajah Mada Medan as the subject of the research. The students have experienced online learning so they have already known how the potential and drawbacks of online learning. The writer took 20 students to fill out the questionnaire in this study.

3.3. Instrument of Collecting Data

An instrument is a tool that is used for collecting data in this study. This study used two types of instruments, they are:

1. Questionnaire

To explore the potential and drawbacks of online learning, the writer used a questionnaire by Google form. According to Bulmer in Bartneck, et al., (2015:2) "questionnaire is a tool to find and obtain information from participants on a specific topic" (Bulmer, 2004). The questionnaire collected from 20 students.

2. Interview

An interview is a dialogue between group of persons that occurs between the source and the interviewer in order to gather information for research. An interview is a form of consultation in which the writer seeks to find out more about an answer or opinion on a problem in research as put forward by students who will be resource persons (Adhabi & Anozie, 2017). The writer will do interview several students in SMP Gajah Mada Medan to obtain information that support the data from questionnaire. This interview aims to get more information about the potential and drawbacks of online learning if the questionnaire data are not clear.

3.4. Technique of Collecting Data

In this study, the writer used the following data collection technique:

1. The writer collected the data by using the questionnaire created on Google Form

2. The eighth-grade students at SMP Gajah Mada Medan got the questionnaire via Whatsapp.
3. The writer conducted interviews with the students in order to obtain further information if the questionnaire is not clear.

3.5. Data and Source Data

Data is the information collected to discuss or decide on the answer to the research question is referred to as data. The results of the participants' replies in the Google Form represent the study's data. An interview was added if the data obtained from the questionnaire is still inaccurate. The source of data are the subjects of the data collected for the aim of the study (Arikunto, 2010). The sources of data in this study are eighth-grade students at SMP Gajah Mada Medan.

3.6. The Technique of Analyzing Data

The writer examined the data after collecting it to arrive at the research conclusion. The writer used the theory of (Miles et al., 2014) to analyze the data. The techniques are:

1. Data Condensation

Data condensation is data collection which is done by writing summaries, developing research results, classifying data and removing some unnecessary data. This is useful to make it easier for writer to analyze data and conclude it. This stage is useful as a reference for selecting data

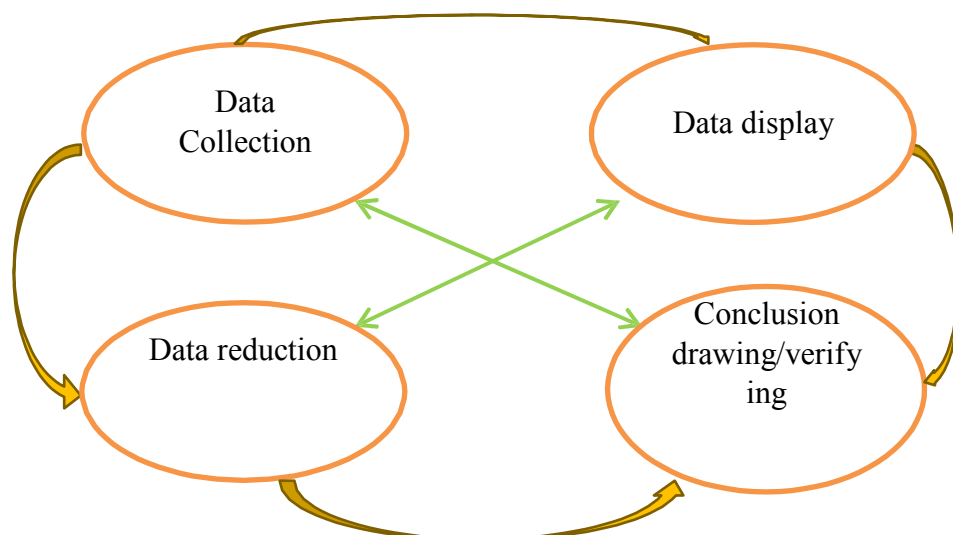
whether the data is relevant or not to this research. Through the condensation process, we can amplify the data in a research.

2. Data Display

Data display is a data display that allows writer to draw conclusions in the actions of everyday life. From there, data about the drawbacks and potential of online learning will be taken to help understand what students feel in this learning. Qualitative can be presented in the form of narrative, diagrams, tabulations, and charts. Following that, an easier-to-understand analytical pattern will be created.

3. Drawing and Verifying Conclusion

This stage is the last stage in qualitative data analysis techniques. This stage aims to collect data by looking for a relationship, similarities, and differences in an opinion or answer from someone to a problem. From there, a conclusion drew about the problem.



Picture 3.5. Qualitative descriptive data analysis model by (Miles et al., 2014)