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PERCEPTION TOWARD ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC BY THE FIFTH SEMESTER STUDENTS TOWARD ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

BY
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A Thesis
Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education
(S.Pd.)

DEPARTMENT OF ENGLISH EDUCATION
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, all praises belong to Allah SWT Almighty, The Lord of the Universe .Through His Guidence and blessing, I have completed my academic requirement for the award of Bchelor degree in English Education Department at the Faculty of Education and Tecaher Training, State Islamic University (UIN) of Sultan Syarif Kasim Riau. Shalawat and salutation be upon the Prophet Muhammad shallallahu'alaihiwassalam, may Allah's blessing be always upon him, his family, friends, and followers.

Appreciation and sincere thanks to my beloved parents, Khairuddin TD and Sasra Harsa, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and hlessings in the world and in the hereafter for the kindness that has given to the researcher. Thank you so much Dad, Mom. Please keep becoming my inspiration

In conducting this this thesis, I have received a lot of suggestions, encouragements, and supports from a lot of people. Therefore, in this opportunity, I would like to express my gratitude:

1. Prof. Dr. Hairunas, M. Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Prof. Dr. Hj. Helmiati, MA., as the Vice of Rector I, Dr. H. Mas'ud Zein, M. Pd., as vice of rector II, and Prof. Edi Erwan, S. Pt., M. Sc., Ph. D., as Vice of Rector III, and all staff. Thanks for your kindness and encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M.Ag., the Vice of Dean I. Dr. Zubaidah Amir, MZ, , M. Pd., the Vice of Dean II. Dr. Amirah Diniaty, M. Pd., Kons, the Vice of Dean III, and all staff. Thanks for all staff for the kindness and encouragement.

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3. Dr. Faurina Anastasia, SS.,M.Hum., the Chairperson of English Education Department 2021-2025 who has given the researcher correction, suggestion, support, advice, and guidance in finishing this thesis
4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of English Education Department 2021-2025 who has given her correction, suggestion, support, advice and guidance in finishing this thesis
5. Dr. Bukhori, M. Pd., my beloved supervisor who had given guidance, critics, advice, encouragement, and motivation to the writer from the beginning of writing thesis until the final stages of this thesis.
6. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the course.
7. The researcher's beloved friends of PBI for their support, help, motivation, and memories during our togetherness. It is nice to know all of them, the students of English Education Department in academic year 2017.
8. The researcher beloved support system M. Farhan Gusmayendri, S.E, who always supports, entertains and motivates in finishing this project.
9. The researcher beloved sister, farah diana S.Pd who always says not to give up, guides me and helps me sincerely.
10. All of the people who cannot the researcher mention one by one who have the role on finishing this thesis.

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ABSTRACT

Etha Farhana Putri, (2022): ***Perception toward Online English Learning During Covid – 19 Pandemic by the Fifth Semester Students toward English Education Department of Uin Suska Riau***

The main focus of this research was to find out whether there was a significant Perception toward Online English Learning During Covid – 19 Pandemic by the Fifth Semester Students toward English Education Department of Uin Suska Riau. The researcher using quantitative research, that is : What are the students' perceptions of online learning English during the covid-19 pandemic at 5th semester English education of UIN SUSKA RIAU ?" This research analyzed the students perception in English Leaning during Covid-19. This research was descriptive research. The subject of this research was 5th semester English education of UIN SUSKA RIAU . The researcher selected 53 students of the population by using cluster random sampling technique. In collecting the data, the researcher used questionare. The technique of analyzing data was using percentage formula and it was eased by using Microsoft Excel 2010 program. Based on the data analysis, the researcher conclude that the level of students' Students' perceptions of online learning English during the covid-19 in English at 5th semester English education of UIN SUSKA RIAU is Positif level. And then, the dimension of teaching material is the most dimension that is the dominant dimension in students' perceptions of online learning English during the covid-19 in English at 5th semester English education of UIN SUSKA RIAU.

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ABSTRAK

Etha Farhana Putri, (2021): ***Persepsi terhadap Pembelajaran Bahasa Inggris Online Selama Pandemi Covid-19 oleh Mahasiswa Semester V pada Jurusan Pendidikan Bahasa Inggris Uin Suska Riau.***

Fokus utama penelitian ini adalah untuk mengetahui apakah ada Persepsi yang signifikan terhadap Pembelajaran Bahasa Inggris Online Selama Pandemi Covid-19 oleh Mahasiswa Semester V Jurusan Pendidikan Bahasa Inggris Uin Suska Riau. Peneliti menggunakan penelitian kuantitatif yaitu : Bagaimana persepsi mahasiswa terhadap pembelajaran bahasa Inggris online pada masa pandemi covid-19 pada pendidikan bahasa Inggris semester 5 UIN SUSKA RIAU ?" Penelitian ini menganalisis persepsi siswa dalam Pembelajaran Bahasa Inggris selama Covid-19. Penelitian ini merupakan penelitian deskriptif. Subyek penelitian ini adalah Pendidikan Bahasa Inggris semester 5 UIN SUSKA RIAU. Peneliti memilih 53 siswa dari populasi dengan menggunakan teknik cluster random sampling. Dalam mengumpulkan data, peneliti menggunakan kuesioner. Teknik analisis data menggunakan rumus persentase dan dipermudah dengan menggunakan program Microsoft Excel 2010. Berdasarkan analisis data, peneliti menyimpulkan bahwa tingkat persepsi Mahasiswa tentang pembelajaran bahasa Inggris online selama covid-19 dalam bahasa Inggris pada semester 5 pendidikan bahasa Inggris UIN SUSKA RIAU adalah tingkat Baik. Kemudian, dimensi bahan ajar merupakan dimensi yang paling banyak menjadi dimensi yang dominan dalam persepsi mahasiswa terhadap pembelajaran bahasa Inggris online selama covid-19 dalam bahasa Inggris pada semester 5 pendidikan bahasa Inggris UIN SUSKA RIAU.

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ص خ لم

اتحا ةناحرف ،يرنوف (٢٠٢٢) : ساس حإ ميلعت ةغللا قيزيلجنإلا نع دعب للا خ ةحئاج

ديلوك–٩١ ىدل بلاط لصفلا يسارديلا سماما

مسقب ميلعت ةغللا قيزيلجنإلا ةعماجلا نا طلسلا فرشلا

مساق ةيملاسلإا ةيموكلا ويلر.

اذه ثحبلا فدهي لإا فرعم ساس حإ ميلعت ةغللا قيزيلجنإلا نع دعب للاخ ةحئاج

ديلوك–٩١ ىدل بلاط لصفلا يسارديلا سماما سنب ميلعت ةغللا قيزيلجنإلا ةعماب

نا طلسلا فرشلا مساق ةيملاسلإا ةيموكلا ويلر. اذه ثحبلا ثة يفصو يمك. عوضوم

اذه ثحبلا ميلعت ةغللا قيزيلجنإلا يف لصفلا يسارديلا ةعماب نا طلسلا فرشلا مساق

ةيملاسلإا ةيموكلا ويلر. تارا ةنحابلا ٣٥ نم عمتجملا بولسأ يفي لا ةيدوقنعلا

ةيواوشعلا. نمو لجأ عجم ،تناايبلا تمدختسا ةنايبسلا. بولسأو ليلحتلا تناايبلا

مدختسي ةغيصلا ةيئوها تذوسوركيام لسكا ٠٢٩٢. ءانبو ملعلا ليلحتلا ،تناايبلا تدجو

ةنايبلا نبأ ساسحلإا ىدل بلاطلا ةعماا نع ميلعت ةغللا قيزيلجنإلا نع دعب للاخ ةحئاج

ديلوك–٩١ يف لصفلا يسارديلا سماما سنب ميلعت ةغللا قيزيلجنإلا ةعماب نا طلسلا

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Early in 2020, the corona or covid-19 virus pandemic that swept across the globe including Indonesia is damaging to all human activity sectors, including education. Corona virus disease (covid-19) is a deadly virus that originally originated in the Chinese city of Wuhan and emerged about December 2019, where the virus has been introduced into the ongoing debate, conjectures that it stems from the formation of sars-cov-2 pathogens that occur in China‟s wildlife market. Since the advent of this virus spread very quickly in China, it then expanded until it eventually spread across the world (World Health Organization, 2020). The virus is transmitted to humans and its infection is by droplet or by drooling and coughing, human contact from daily activity to gathering together without keeping any distance or physical distance, thus causing the entire human activity to be compromised.

According to Pangestu (2020), the education sector is a particularly risky sector when it is carried out in the middle of this corona virus pandemic (covid-19), because of teaching learning that involves a large number of people in a room and with a face to face (meeting) system between a teacher and students at school or college. This is because one of the causes of the widespread viral outbreak is congregational activity in one room or ward and without being accompanied by distance or social distension. Because it has a large risk and can endanger the safety of both Lecturers and learners, school or college learning activities are eliminated and teacher learning activities are eliminated using remote or online learning systems. In addition, with the covid-19 pandemic in early 2020, the

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government issued a call for at home learning activities (Fajrian, 2020). Online learning do by using the internet based meeting applications or social media applications connected with the internet network or the mobile device or the mobile phone and laptop.

Since the dangers posed are so great and are threatening to the rest of humanity, governments have created new policies or regulations such as obligating the use of masks while outside the home, requiring the washing of hands with soap, keeping a safe distance, banned from gathering or crowding, lending only to the home and ban on travel when it is not urgent even the latest is a PSBB policy (large scale social restrictions) implemented in parts of Indonesia (Rothan & Byrareddy, 2020). As a result of such policies affect activism in all sectors, including the education sector because teaching learning directly with meetings or face to face between teacher and students are banned by the government, and school and college are suspended. So teaching activities are switched to remote or online learning systems.

Certainly these long distance or online study habits are a new habit that is still difficult to follow, as Lecturers and learners must make sure the teaching learning activities go on, even though they are at home today. According to Naserly (2020), the solutions used in the online learning system include electronic media such as mobile phones and computer or laptop links to internet networks, as well as applications such as zoom and Google meet to social media applications such as WhatsApp, Telegram, or Instagram.

Online daring methods do not require students to attend classes. Students can access learning via the internet media. According to Garraway Lashley

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(2014), the use of available technologies around us when offset by discussion and guidance will become a platform for developing high-level thinking skills. Developing this technology makes it easier for the use of the internet to access learning materials, interact with content, instructors, and other students, to gain support during the learning process, to gain knowledge, to build a personal meaning, and to grow from the learning experience. Generally, every school can have their own consideration for which model of learning is considered most suitable to be performed at student learning.

Online learning can be the most difficult of all three to define. Some prefer to distinguish the variance by describing online learning as “wholly” online learning (Oblinger & Oblinger, 2005), whereas others simply reference the technology medium or context with which it is used (lowenthal, Wilson, & Parrish, 2009). Other display direct relationship between previously described modes and online learning by stating that one uses the technology used in the other (Rekkedal et al., 2003; Volery & Lord, 2000). Online learning is described by most authors as access to learning experiences via the use of some technology (Benson, 2002; Carliner, 2004; Conrad, 2002). Both Benson (2002) and Conrad (2002) identify online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both nontraditional and disenfranchised.

Fedynich, Bradley, and Bradley (2015) investigated perception of online learning. The finding reveals that interaction, between students and the instructor, has a major impact on their satisfaction. Other challenges identified were sufficient learner support that linked to campus resources, and the need for

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varying instructional design and delivery to facilitate students' desire to leam. In contrast, students were higly satisfied with the clarity and organization of instruction using sufficient resources. The instructor's role was identified as being vitally important to students' satisfaction. Smart and Cappel (2006) exmine students' perceptions of integrating online components in two undergraduate business courses where students completed online learning modules before class discussion. The result reveal that participants in an elective course rated the online modules significantly better than those in a required course. Generally, participants in the elective course rated the online modules marginally positive while those in the required course rated them marginally negative. These outcomes suggest that instructors should be selective in the wat they integrate online units into traditional, classroom-delivered courses.

Several studies on online learning have been carried out by Firman & Rahayu (2020) examines online learning in the midst of the Covid-19 pandemic. The results show that online learning has flexibility in implementation and able to stimulate students' motivation to be more active and independent in study. While the research conducted by Maulana & Hamidi (2020) about students' perceptions of online learning in practical courses with research results showing that students' perceptions postive with details of teaching and learning aspects of 66,4%, capability aspects (the ability of lecturers, is 74,6%, and aspects of facilities and infrastrucuture are 72,7%.

Based on the informal interview with the students at 5th semester English education of UIN SUSKA RIAU, most of them claimed that they found it difficult to online learning, but some of them were not. They think that online learning is

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not effective. The researcher also asked students if the online learning barrier was ineffective. The obstacle is that students find it difficult to understand the material being given, since it cannot be explained in person and in detail by the teacher. They also said that learning is also more likely to lead to training or do the task, leaving the student saturated and less motivated to take thin online learning. Furthermore, they are hampered, so they have a little difficulty collecting assignments. Some students like this online learning, they consider it relatively efficient in collecting assignments. Additionally, online learning can make it easy for students to discuss with their friends, as well as for students to study wherever they are and to collect assignments easily.

From this phenomenon the researcher is interested to conduct the study with the title, **Perception toward Online English Learning During Covid-19 Pandemic by the Fifth Semester Students toward English Education Department of UIN Suska Riau**.

B. Problem of the Research

1. Identification of the Problems

Based on the explanation above, the researcher identified the problems as follows:

1. Some students said online learning English is effective, others say ineffective
2. Some students were interested in online learning English , and some said they are less motivated

2. Limitation of the Problem

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In this study, the researcher limited the problem mainly to exploring students' perceptions of online learning English during the Covid-19 pandemic that was endemic in Indonesia.

3. Formulation of the Problem

What are the students' perceptions of online learning English during the covid-19 pandemic at 5th semester English education of UIN SUSKA RIAU ?

C. Objectives and Significance of the Research

1. The Objectives of the Research

   The objective of this study is to know students' perceptions of online learning English during the covid-19 pandemic at 5th semester English education of UIN SUSKA RIAU.

2. Significance of the Research

   The result from this research is to expect to be use theoretical and practically:

   1. Theoretically

   This research can support and complement previous theories related to the use of e-learning for learning English.

   2. Practically

   The research expects that the finding of the research can be useful for:

   a. For students

   Online Learning can be used as a learning medium for learning English during the Covid-19 pandemic. Students can use Online

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.

b. For Teacher

It is hoped that this research can provide inspiration or ideas to Lecturers in teaching English through Online learning. Lecturers can use Online learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the perception of student the teacher can know the extent of student understanding of the material delivered through Online Learning. Whether there are obstacles or not.

D. Definition of Term

1. Students' Perception

In recent years, several studies have been published exploring student perception and expectation regarding e – learning (Wang, 2004). Keller and Cernerud (2002) have identified variables such as age, gender, previous experience of computers, technology acceptance and individual learning styles as major predictive factor when discussing acceptance of technology by students.

2. Online English Learning

According to Waryanto (2006), Online learning is one of learning is one of learning using electronic media. Online learning is an example of e-learning. Using the internet network that connects student and Lecturers,

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so that there is direct interaction in learning even though in a different room. Online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. The online learning method is considered to be closer to the current generation of student who are knows to be very integrated with technology products. This is a form of digitization in the world of education that has many benefits. With online learning, it can help students to learn lessons that students cannot at school. The use of the internet allows everyone to communicate with other people.

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CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. Perception

Humans are created differently, each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Perception is the set of processes by which an individual becomes aware of and interprets information about the environment, perception refers to the way we try to understand to world around us we gather information through our five sense organ. According term the perception used to express of the experience of an object or something events experienced. Perception is our experience of the information content, this representation we can compare them with previous experience and how the way you notice or understand something using one of your sense.

Moreover, there are some definitions and perspectives of perception proposed by other experts. To start with, Konent (2011), stated that perception is the whole process conscious human mind in drawing on the surrounding environment. Therefore, the perception can be summed perception is the process of understanding the meaning to the stimulus. Stimulus obtained from the sensing of object, events, or relationship between symptoms which are then processed by brain process cognition starts from perception. Moreover, Qiong

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(2017) said that perception is a process experienced to achieve awareness or understanding of sensory information. In addition, Walgito (2010) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

Based on the definitions of perception above, the writer can summarize that students" perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

In addition, According to Qiong (2017) there are three stages of the perception process, as follows:

1. Selection

   The first stage in the process of perception is selection, in this stage the environmental stimulus turns into meaningful experience.

2. Organization

   The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human

perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3. Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

According to Suemanto (in rohani, 2009: 7) perception does not only happen in one time, but it can happen in the past, present and future. He divides perception into three types: the past, present, and future perception. The past perception is a reaction to stimulus by developing personal impression oriented to the past observation. The next perception is present perception or imagination perception. The last is future perception on initiative perception. Future perception means a reaction to stimulus by developing personal impression oriented to the future observation.

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2. The Concept of Teaching English

Sujanto (in Rohani, 2009:8) says that each individual has her/his own types of perception which are grouped into five such as visual, auditive, motorical, tactile, and mixed perception. Visual means that one has a good memory of what he saw and auditive means that one can remember well what that they heard, motorical means that one has good memory of what he felt, tactile means has a good memory of what he touched, and mixed means that the fower for everything that they have sensed.

English is a universal language because it is spoken by most countries of the world as the predominant language. Moreover, English is an international language that is important for master or study. In Indonesia, English is a foreign, but it occupies an important position in the daily life of our society. This is clearly seen in education in Indonesia. English is one of the lesson taught to learners from the basic level to the college.

For Indonesians who don't speak English, English is the context of a foreign language. However, most school Lecturers may not be prepared enough to teach English. According to Kusuma (2020), states that a matter of concern is developing English proficiency and teacher teaching skills. Lecturers and educators should be prepared to adapt to various changes. Moreover, Guskey (2003) statde that high quality professional development serves to develop educators' knowledge, attitudes, skills, aspirations, and behavior of

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educators, so that they can, in turn, apply what they have learned to improve practice in the hope of student learning can increase.

In Indonesia, the concept of learning tends to apply practices (memorizing vocabulary, and reading aloud), translation, discussion of theories, and filling in the item questions (LKS), face to face in the classroom. So that students are powerless, unenergetic, learners are lazy and uninterested, given the boredom, the atmosphere of monotonous learning, and learning do not attract learners, it becomes disagreeable. According to Damar et al. (2013), a variety of English learning techniques can certainly attract learners, a challenge for English Lecturers. It needs the growing innovation of Lecturers so that students can be actively engaged in the learning process.

The first power of communication is the internet, then the language. The power of the internet allows humans to communicate real time and gives humans a choice as to how they communicate. Now, with the same means of communication, the internet can write, speak, or video conference anyone in the world who has the ability to connect. TIK as an amazing medium of information has been a positive development for the educational world. Sadiman et al. (2009) concludes that media is everything that can be used to transmit messages from sender to receiver and thus stimulate the mind, feelings, attention, and interests of the student body and attention in such a way that learning takes place. The use of a typewriter in this regard can certainly be directed to support the student learning

process. Especially, in this day and age, the circumstances under which students cannot go to school as usual are due to the prevalence.

Based on the government appeals for distance and reduce social interaction as a preventive measure against the spread of the corona virus or covid-19, several schools in Indonesia have closed teaching and learning activities and introduced online learning. In addition, Putri (2020) states that it is expected that this condition should not discourage students from learning, since teaching them remains a top priority for us to consider together. With technological advances backing, we can use them by studying online through several programs, such as Google Classroom, Zoom Meeting, Group WhatsApp, etc.

Technology support is a solution that allows students to study at home, but it remains effective and fun. Moreover, with the rapid development of technology, the emergence of multimedia technology and its applications for teaching, displaying audio, visuals and animation effects brings a distinctive color to English teaching and establishes a favorable platform for reform and exploration of the English teaching model in the new era. Indeed, Dockstader (2008), states that technological innovation has been going well with the growth of English and changing the way students communicate. It is evident that technology played a positive role in promoting students‟ activities and initiatives in the English learning process.

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3. Using Technology in Teaching English

In the digital world, where everything is under internet control, its difficult to ignore the existence and contribution of technology to English teaching. Media such as videos, podcasts, work sheets, e-learning, apps, and websites, and other technology tools are very helpful. Gilakjani (2014) said English learning is a difficult second language teaching process, various factors contribute and combine together to achieve the success of the undertaking. To produce good results, Lecturers must devote much time and effort to determining the most rewarding, appropriate, and effective teaching methods. Not only is everyday realities affected by new technologies but also the development of language skills began to depend on it. As the number of English learners is increasing, fortunately, more modern tools and technology tools are being implemented into the teaching process. Nowadays, Lecturers tend to use such tools as videos, podcasts, worksheet, e-learning, apps, and website, which are accessible through electronic devices such as personal computer, or mobile phones.

According to Eady & Lockyer (2013), a key role in eliminating monotonous activities from the class is occupied by the video, which promotes vocabulary expansion and listening skills. While children prefer to watch cartoons or animated stories, older students are more likely to watch a documentary on a trip. A video containing the lyrics of a song is both entertaining and provides many choices in view of

the fact that a teacher can use a students‟ favorite song. As a result of the activity, students can have language learning experiences not only audio but also visually. This gave them a better context and an insight into the natural use of English. The majority of younger students have access to as much information online as possible. In this regard teacher can use countless resources that stimulate and enhance every aspect of language skills. Some online games, for example, provide a classroom environment with a variety of free and available games for everyone. The game design students to practice and examine such as the target vocabulary, the construction of a certain grammar, or an understanding of the text. In addition, students have the opportunity to train their skills at home by downloading apps and games on their cell phones or computers. Teacher may even display this game on an interactive whiteboard and involve the whole class.

Baytak et al. (2011) claim that using technology has significantly altered English teaching techniques. Technology provides so many choices such as making teaching interesting and also making teaching more productive in terms of increasing students‟ ability to use English. In the traditional classroom, teacher usually stand before the students and give talks and also give explanations and instructions using the board. The technique needs to be modified slightly with regard to the development of technology.

4. Online English Learning

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Nowadays, students and teacher can also do teaching and learning activities online. E-Learning is a teaching and learning system that uses information and communication technology (Naidu, 2006). The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics.

According to Hartley (2001), E-Learning is a type of teaching and learning that allow teaching materials to be delivered to students using the internet, internet, or other computer network media. E-learning is an asynchronous learning activity through computer electronic devices to obtain learning materials that suit their needs, meaning learning activities that can be done anytime and anywhere. There is no time limit for learning. There are three components of E-Learning, namely technology, content, and learning design. These three components should be fulfilled because if one of these components does not exist, it is no longer E-Learning. E-Learning means learning using electronic means. There are various kinds of electronic means such as radio, tape or audio, interactive tv, CD ROM, computer set, LCD projector, OHP ,and others (Khasanah et al., 2020). This shows that the means of e-learning are not only electronic media connected to computer networks. Another case with online learning, which means learning is carried out with electronic media online. The main requirement for online electronic media is to be

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connected to the internet. Therefore, learning using electronic media connected to the internet is referred to as online learning.

There are many kinds of E-Learning: Distance Learning (PJJ), Web-based Teaching, Computer Assisted Teaching, Technology-Based Learning, and Online Learning. Each type of learning has own pattern that will differentiate between one another. All of this learning uses electronic media as a tool to convey learning material. There are also those who have to be connected to the internet to access material.

According to Waryanto (2006), Online learning is one of learning is one of learning using electronic media. Online learning is an example of e-learning. Using the internet network that connects student and Lecturers, so that there is direct interaction in learning even though in a different room. Online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. The online learning method is considered to be closer to the current generation of student who are knows to be very integrated with technology products. This is a form of digitization in the world of education that has many benefits. With online learning, it can help students to learn lessons that students cannot at school. The use of the internet allows everyone to communicate with other people.

According to Gomez-Rey (2016) states that online learning platforms are a way to structure instruction, which encourages optimal content organization. Student interaction in online learning platforms can reduce the workload of lecturers, improve learning and teaching

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processes inside and outside the classroom. The online learning platform is a learning tool that brings together lecturers student and parents, student, communication and information tools both inside and outside the classroom. There are various platforms used in online learning including zoom, WhatsApp Group, Google Form, Google Drive, YouTube, Telegram, etc.

The covid-19 outbreak makes us have to limit social interaction to break the chain of its spread, including the teaching and learning process in classrooms. However, education must continue, one of which is by utilizing an online learning system. With this system we don‟t need to meet, but the teaching and learning process can continue. Currently, learning and teaching is carried out online using personal computers (PCs) or laptops and android phones that are able to connect to an internet network connection. The device most often used by students and Lecturers at 5th semester English education of UIN SUSKA RIAU during the learning process during this pandemic was an android phone (smartphone). Smartphone are able to support the continuity of the learning process through applications needed during distance learning by both Lecturers and students. Distance learning is carried out using several application options, namely WhatsApp, Telegram, the zoom application and using the Google Classroom Web.The application was chosen because it can be used according to the needs of its users. WhatsApp and Telegram can send text messages, voice and video messages, various kinds of pictures or

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photos, videos, learning material documents and more. The Google Classroom application functions the same as WhatsApp and Telegram but the application is commonly used for discussions and sending assignments to make it easier and tidier, while the Zoom application is for face-to-face online meetings so that Lecturers can see the faces of their students who pay attention to the teacher when providing material explanations.

One application that is often used in the learning English process is Telegram. Telegram messenger is a messaging application for smartphones using an internet connection (3G, 4G, or wifi) for data communication. In Telegram there is group chat content, that is, in a group consisting of several people, and capable of large numbers. Telegram groups are content in the Telegram application which is currently popular, although previously some people have used it for the benefit of chatting with friends or extended family. Telegram as a learning medium, Lecturers will usually provide material and explanations via Telegram class groups created by their homeroom teacher. The teacher also sends subject matter in the form of a video, voice message, or a file (power point or Ms. Word). For assignment, the teacher usually asked students to do or create something creative using online media. As well as submitting assignment via Google classroom or sending assignment via Telegram chat to the teacher concerned.

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According to Dabbagh & Bannan-Ritland (2005), they stated that online learning is a learning system that is open and spread using pedagogical devices (educational aids), which is made possible through internet and network based technology for facilitate the formation of learning and knowledge processes through meaningful action and interaction. Online learning in learning English allows students to interact directly and exercise direct control on sources of information, so that students can control and access what they need. Learning with online media also allows Lecturers to be free interact with students so that learning makes learning focused on the information being learned.

5. The Dynamics of Online Learning

Moore et al. (2011) stated that online learning is a type or learning process that relies on an internet connection to carry out the learning process. It can be conclude that the teaching staff and students can learn only by relying on an internet connection and supporting media and there is no need for classroom to carry out the learning process. Explicitly, the actual process of activities in online learning has a consequence that all activities can be carried out in a more mobile and dynamic manner.

There are several problems that commonly arise in online learning, as stated by Fortune et al. (2011) that there are three problems that usually arise in online learning, namely: material or teaching mode, students interaction, and learning atmosphere.

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Dimensions of teaching materials teaching materials have a very important role in the learning process. The teaching material presented must be able to meet the ideal criteria for students including: content that suits student needs, systematic teaching material that makes it easier for students to learn it, and the use of clear vocabulary and writing styles so that it is easily understood by students. Dimensions of student interaction is very important in the learning process both between students and students, between students and teacher to arouse enthusiasm for learning, so that in the end students can achieve maximum results. According to Lin & Lin (2015), student interaction between students and students and Lecturers must always be built to improve communication and discussion about every activity in the teaching and learning process. Dimensions of the atmosphere or learning environment plays a very important role in the learning process to create a comfortable atmosphere and motivate students to learn so that they can achieve better learning outcomes. According to Radovan & Makovec (2015), the learning environment is an important part of helping students have a high enthusiasm for learning, therefore the learning environment must be able to create calm and motivate teaching and learning activities.

B. Relevant Resesarch

The researcher also have found some relevant studies. At first, Zhafira et al., (2020), entitled “Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19”.

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The research reviewed the students‟ perceptions of economic faculty, Teuku Umar University regarding the online learning models related to media use, learning styles, and certain types of communication that students enjoy from online learning and teaching activities. The participant in this research 165 students of economic faculty, Teuku Umar University who was involved in online learning during the covid-19 quarantine period. This research collect the data using questionnaire. As a result, 53% of students are familiar with various online learning media. Whatsapp and Google Classroom are the most popular media. In addition, the most desirable communication pattern is a semi- bidirectional pattern.

Second, Hikmat et al. (2020) with the titled "Efektivitas Pembelajaran Daring Selama Masa Pandemi Covid-19". This research is a quantitative descriptive study using a survey method which is conducted online. By distributing questionnaire to 100 respondents. The result of this study indicate that zoom and whatsapp applications in the social and political science faculty UIN Sunan Gunung Djati Bandung are alternatives to learning face to face in the middle of covid-19. Online learning is only effective for theoretical and practical subjects, while field subjects are not effectively done online. In addition, so that online lectures can run effectively, the implementation must be planned starting from the readiness of students, lecturers, and teaching materials. Furthermore, students who use electronic devices such as mobile phones and laptops need to be aware of this as they are affecting mental and physical heath.

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Third, Adijaya & Santosa (2018) under the titled "Persepsi Mahasiswa Dalam Pembelajaran Daring". The research aims to explore several problems in online learning based on students‟ perceptions by giving questionnaires from 100 students based on what has been analyzed. Researcher found some problems in interacting. Not just from student to student, but from student to lecturer as well. To help students develop their interactions, teacher will create a group on social media.

Indeed, this research continuing the previous research by Mulyani, 2020, entitled "Students' Perception and Motivation Toward English E-Learning during Covid-19 Pandemic". This research aims to determine students‟ perception and how students' motivation towards learning English during the covid-19 pandemic. Data collection in this research used a questionnaire and descriptive interview. Descriptive research by using qualitative-quantitative techniques was considered as an appropriate approach as a type of research.

The difference between this research and previous research is that this research focuses on knowing students' perceptions in general about online learning during the covid-19 pandemic in English subject. Data collection uses a questionnaire whose contents are adaptation from previous research, and the design of this research is a survey method.

C. Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Operational concept is a concept consists of some indicators

that guide the researcher to measure some related aspects of variables. Operational concept is delivered from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing- a research paper. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variables used in analyzing data. In this research, According to Fortune et al. (2011) said that there are three dimensions that usually arise in online learning namely:

1. Dimension of teaching material
2. Dimension of atmosphere or learning environment
3. Dimension of student interaction

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CHAPTER III
RESEARCH METHOD

A. Research Design

This research is a descriptive study with a quantitative approach. The method used is a survey method. According to (Sugiyono, 2010), descriptive research is used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the general public and its generalization. Saifuddin (2012), stated that descriptive research aims to systematically and accurately describe the facts and characteristics of a population or a particular field.

According to Kountur (2005), descriptive research has the following characteristics: relates to the current situation, describes only one variable or several variables but is described one by one, and the variables studied are not manipulated. This research seeks to analyze and explain the perceptions of 5^{th} semester students toward online learning English during the covid-19 pandemic at English education department of UIN SUSKA RIAU descriptively and supported by percentage figures. This research method is a survey method using a questionnaire instrument.

B. Time and Location of the Research

This writer will be conducted on September 2021. The location of the research will be at English Education Department of UIN SUSKA RIAU, located on Jl. HR. Soebrantas Panam, Riau.

C. Subject and Object of the Research

The subject of the research will be the fifth semester at English Education Department of UIN SUSKA RIAU. The object of the research

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will be the students' perception of online learning English during the COVID – 19 Pandemic at 5th semester English Education of UIN SUSKA RIAU.

D. Population and Sample of the Research

1. Population of the Research

According to Sugiyono (2010), population is a generalization area consisting of object or subject that have certain qualities and characteristics that are determined by researcher to be studied and then draw conclusion. Moreover, Sukardi (2012) stated that population can be such as Lecturers, learners, curriculum, facilitations, school organization, and others. Meanwhile, according to Arikunto (2013), population is the entire object of research. The population of this research will be 25% of the 5th semester of English Education Department at UIN SUSKA RIAU. Focus on English subject while online learning during the COVID - 19 pandemic.

Table III.1
Table of Population

Class	Population	Population	
		Male	Female
5 a	26	4	22
5 b	28	3	25
5 c	27	4	23
5 d	25	3	22
Total	**106**	**14**	**92**

2. Sample of the Research

Sugiyono (2010) defined sample is part of the number and characteristics of the population. In this research, for technique

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sampling the researcher used convenience sampling. According to Sukardi (2012) claimed that convenience sampling is the technique of sampling that accidental happened. The researcher only chosen the sample from everyone who meet accidently at a place, time, or a chosen way. The researcher took semester V as sample. There are 106 students. As mentioned before, there was a university‟ long day off due to the corona pandemic, it cause the researcher made questionnaire in the form of Google Forms and distributed through students‟ Whatsapp groups. Therefore, the sample will be half of the students in semester V, it will be 53 students.

E. Technique of Collecting the Data

Research instrument is a tool used to measure observed natural and social phenomena. Specifically, all these phenomena are called research variables (Sugiyono, 2010). This research method is a survey method using a questionnaire instrument.

Data for the study was collected through the analysis of student perception of their experience with online course. Students with no personal experience in online leaning courses were included in the study. Data for this study was collected through the analysis of student perception based on their personal experiences with online learning. The survey, designed in likert scale format for rating statements, related to four major topic areas. The nineteen statements on the survey were sorted into the above categories for purposes of addressing the research questions. However, when we sorted them, we found that many of the statements

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applied to more than one category. Table 2 shows the categories and identifies how they were grouped.

Table III.2

The Blueprint of Questionnaire

NO	DIMENSIONS	QUESTIONS' ITEM
1	dimension of teaching material	1, 2, 3, 4, 5, 6
2	dimension of atmosphere or learning environment	7, 8, 9, 10, 11, 12, 13, 14
3	dimension of student interaction	15, 16, 17, 18, 19, 20

The questionnaire in this instrument used Likert Scale. Sugiyono (2014) claimed that the Likert Scale is used to measure attitudes, opinion and perceptions a person or group of people about social phenomena.

Table3.II
Likert Scale

No	Statement		Responses	
			Positive	Negative
1	Strongly agree	SS	4	1
2	Agree	S	3	2
3	Disagree	TS	2	3
4	Strongly disagree	STS	1	4

Questionnaire use Likert Scale in scoring the statement, like the data table below :

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Table 3.3
Likert Scale for scoring perception of students

Perception	S A	A	D	SD
+	4	3	2	1
-	1	2	3	4

Each response category was assessed. For positive items the largest score is 4, the lowest score is 1, and vice versa if the item is negative. An item or perception is said to be positive if, the largest number is in the strongly agree response, whereas if the item or perception is negative, the largest number is in the strongly disagree response.

F. Technique of Analyzing the Data

Quantitative data analysis, this research data was analyzed use several steps. First, the researcher rank respondents" data based on when the questionnaire was collected. Second, the data that has been received is then entered into the research table. Third, in the research table, the researcher calculates the percentage of respondents who are divided into four parts, namely strongly agree, agree, disagree, strongly disagree. The use of scale classification in this research is to measure the agreement and disagreement of respondents to the object in the questionnaire. The statements contained in the questionnaire contain content that will be assessed by respondents. So in this study, the result of the data is ordinal data (tiered without a score). The numbers used are just sequences to make it easier for the researcher. So, the analysis is only in the form of frequencies (numbers) or proportions (percentages). From the results of this percentage will be found the results of a questionnaire regarding the

perceptions of students. In analyzing the data, the researcher uses the Likert scale to determine the interval frequency classification. Below is the table of rating of students' perception interpretation.

Table 3.4
Students' perception interpretation

No	Score	Categories
1	80-100	Very positive
2	60-79.99	Positive
3	40-59.99	Uncertain
4	20-39.99	Negative
5	0-19.99	Very negative

(Adopted from Harlinda, 2019)

After the factors is known, we use the formulation :

$$P = \frac{F}{N} \times 100\%$$

Boldness :

F = Frequency of Score obtained from student enthusiasm

N = Sum up maximum score

P = Number Percentage

(Sudijono, 2008)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Research conclusion

By referring to the data analysis in chapter IV, the researcher found that for the total score is **3985**, then the mean score is **75,19**, And after that the writer analyzed it into the indicators, because the writer wanted to know the level of students' perceptions of online learning English during the covid-19 in English at 5th semester English education of UIN SUSKA Riau. So the level of students' Students' perceptions of online learning English during the covid-19 in English at 5th semester English education of UIN SUSKA iau is Good level. And then, the dimension of teaching material is the most dimension that is the dominant dimension in students' perceptions of online learning English during the covid-19 in English at 5th semester English education of UIN SUSKA Riau.

B. Suggestions

On this occasion, the researcher suggests to those who get some benefits from this research.

1. Suggestion for English Lecturers:
    a. The Lecturers of English on the students' perception at 5th semester English education of UIN SUSKA Riau should know find the way to solve this problem to increase their skill in English.
    b. Lecturers should give much more attention to the students' students' perceptions of online learning English during the covid-

19 in English at 5th semester English. And find the way how to teach students and also give the good atmosphere to increase their students' skills of online learning English during the covid-19 in English at 5th semester English and to decrease their difficulties.

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APPENDICES

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APPENDIX

1

RESEARCH INSTRUMENT

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RESEARCH QUESTIONARE

Name:
Class/Semester:
Age:

This questionare is only a tool to measure the students' perception in online learning for the COVID-19 or pandemic issue. Please answer the stated with the scale on the table with cross or checklist!

SA: Strongly Agree
A: Agree
D: Disagree
SD: Strongly Disagree

No.	Statement	SA	A	D	SD
1	The leacturer explains English material well through online learning.				
2	The English material delivered by the leacturer through online learning is in accordance with the syllabus				
3	Online assignments given by the leacturer will be evaluated if there are errors				
4	Conditions that are conducive to online learning are when the leacturer delivers the material				
5	English learning through online learning was effective during the covid-19 pandemic				
6	The English learning schedule is very supportive, even though it was done online during the covid-19 pandemic				
7	I want to study the English learning media subject that is taught by the leacturer during the covid-19 pandemic				
8	I am diligent in working on the English assignments given by the leacturer through online learning during the covid-19 pandemic				
9	I continue to learn English even though there are no assignments during the covid-19				
10	I am motivated and excited to learn English trough online learning during the covid-19 pandemic				

11	Online learning English can train in managing time				
12	Online learning teaches honesty in doing assignments from the teacher				
13	Online learning English is not boring				
14	I take English lessons online more actively in order to get good grades				
15	My English skills increase during learning through online learning				
16	The leacturer conducts question and answer activities about English material in learning through online learning				
17	The leacturer provides motivation before online learning English				
18	The leacturer explains the purpose of learning English which is given online				
19	The leacturer provides examples of material in the form of video or picture before online learning English				
20	I ask the leacturer when having difficulty learning English through online learning				

Adopted from Angraini (2021)

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Nama:
Kelas/Semester:
Usia:

Kuesioner ini hanya sebagai alat untuk mengukur persepsi siswa dalam pembelajaran online untuk isu COVID-19 atau pandemi. Jawablah pernyataan yang tertera dengan skala di atas meja dengan tanda silang atau daftar periksa!

SA: Sangat Setuju
A: Setuju
D: Tidak setuju
SD: Sangat Tidak Setuju

Tidak.	Penyataan	SA	SEBUAH	D	SD
1	Dosen menjelaskan materi bahasa Inggris dengan baik melalui pembelajaran online.				
2	Materi bahasa Inggris yang disampaikan oleh dosen melalui pembelajaran online sesuai dengan silabus				
3	Tugas online yang diberikan oleh dosen akan dievaluasi jika ada kesalahan				
4	Kondisi yang kondusif untuk pembelajaran online adalah ketika dosen menyampaikan materi				
5	Pembelajaran bahasa Inggris melalui pembelajaran online efektif selama pandemi covid-19				
6	Jadwal belajar bahasa Inggris sangat mendukung, walaupun dilakukan secara online di masa pandemi covid-19				
7	Saya ingin mempelajari matakuliah media pembelajaran bahasa Inggris yang diajari oleh dosen selama pandemi covid-19				
8	Saya rajin mengerjakan tugas bahasa Inggris yang diberikan oleh dosen melalui pembelajaran online selama pandemi covid-19				
9	Saya tetap belajar bahasa inggris walaupun tidak ada tugas selama masa covid-19				

10	Saya termotivasi dan bersemangat untuk belajar bahasa Inggris melalui pembelajaran online selama pandemi covid-19				
11	Belajar bahasa Inggris online bisa melatih dalam mengatur waktu				
12	Pembelajaran online mengajarkan kejujuran dalam mengerjakan tugas dari dosen				
13	Belajar bahasa Inggris online tidak membosankan				
14	Saya mengambil pelajaran bahasa Inggris online lebih aktif untuk mendapatkan nilai bagus				
15	Kemampuan bahasa Inggris Anda meningkat selama belajar melalui pembelajaran online				
16	Dosen melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui pembelajaran online				
17	Dosen memberikan motivasi sebelum belajar bahasa Inggris online				
18	Dosen menjelaskan tujuan pembelajaran bahasa Inggris yang diberikan secara online				
19	Dosen memberikan contoh materi berupa video atau gambar sebelum pembelajaran bahasa Inggris online				
20	Saya bertanya kepada dosen ketika mengalami kesulitan belajar bahasa Inggris melalui pembelajaran online				

Diadopsi dari Anggraini (2021)

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QUESTIONNAIRE RESPONDS

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APPENDIX 3

DATA RECAPITULATION

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4

Recommendation Letters and Supervisions

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5

DOCUMENTATION

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1C04 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Proposal
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Bukhori S.Pd.I., M.Pd
   a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Etha farlina putri
4. Nomor Induk Mahasiswa : 11614201056
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	15-09-2021	- Cover - Background of the problem - Formulation of the problem		
2.	23-09-2021	- Background of the problem - Problem of the research - Formulation of the problem		
3.	1-10-2021	- Tittle - Grammar and research design - Background of the problem		
4.	2-10-2021	proposul seminar examination Acc		

Pekanbaru, 07 juni 2022
Pembimbing,

Dr. Bukhori, S.Pd.I., M.Pd
NIP. 197905122007101001

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama	:	Etha Farhana Putri
Induk Mahasiswa	:	11614201056
Tanggal	:	Selasa / 14 Desember 2021
Proposal Penelitian	:	Perceptions of Online English Learning During covid-19 Pandemic by the Fifth Semester Students of English Education Department of UIN SUSKA - RIAU

URAIAN PERBAIKAN

1. Revise background of the study! Make it shorter!
2. Revise grammatical mistakes!
3. Revise your writing!
4. Revise spacing!
5. Revise Chaptr 3!.
6. Revise Capitalization!.

Pekanbaru, 14 Desember 2021

Penguji I

Dr. Riza Amelia, M.Pd

Penguji II

Mainar Fitri, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : ETHA FARHANA PUTRI
Nomor Induk Mahasiswa : 11614201056
Hari/Tanggal Ujian : Selasa, 14, Desember, 2021
Judul Proposal Ujian : Perception of online English learning during covid-19 pandemic by the fifth semester student of English education department of uin suska Riau
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Riza Amelia, M.Pd	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag
NIP. 19721017.199703 1 004

Pekanbaru,
Peserta Ujian Proposal

11614201056
NIM.

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mor : Un.04/F.II.4/PP.00.9/5682/2022 Pekanbaru, 19 April 2022
at : Biasa
mp. : -
l : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Ketua jurusan
Pendidikan Bahasa Inggris
UIN Suska Riau
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: ETHA FARHANA PUTRI
NIM	: 11614201056
Semester/Tahun	: XII (Dua Belas)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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SURAT KETERANGAN

Pekanbaru, 9 Mei 2022

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Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Etha Farhana Putri
NIM	:	11614201056
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	Perception of Online English Learning During Covid-19 Pandemic by the Fifth Semester Students of English Education Department of Uin Suska Riau

Nama yang bersangkutan di atas di izinkan melakukan penelitian di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

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Nomor : Un.04/F.II/PP.00.9/5981/2022 Pekanbaru,13 Mei 2022 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: ETHA FARHANA PUTRI
NIM	: 11614201056
Semester/Tahun	: XII (Dua Belas)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Perception of Online English Learning During Covid-19 by The Fifth Semester Studenst of English Education Department UIN Suska Riau
Lokasi Penelitian : UIN Suska Riau
Waktu Penelitian : 3 Bulan (13 Mei 2022 s.d 13 Agustus 2022)

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Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/47666
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/5981/2022 Tanggal 13 Mei 2022**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**ETHA FARHANA PUTRI**
2. NIM / KTP	:	116142010560
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**PERCEPTION OF ONLINE ENGLISH LEARNING DURING COVID &NDASH; 19 PANDEMIC BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**
7. Lokasi Penelitian	:	UIN SUSKA RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Mei 2022

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

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Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Bukhori, S.pdi, M.pd
   a. Nomor Induk Pegawai (NIP) : 197905122007101001
3. Nama Mahasiswa : Etha Farhana putri
4. Nomor Induk Mahasiswa : 11614201056
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	09/05 22	- Revisi Result & discussion		
2	23/05 22	- Revisi Abstrak		
3	2/06	- Revisi Abstrak		
4	6/06 22	- Approved for examination		

Pekanbaru, 06 Juni 2022
Pembimbing,

Dr. Bukhori, S.pdi, M.pd
NIP. 197905122007101001

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CURRICULUM VITAE

etha farhana putri is the second daughter of Mr. Khairuddin, TD and Mrs. Sasra Harsa. She was born in Santul, August 24th, 1997. She lives at Santul, Kampar Utara, she graduated from SDN 018 Sawah, Kampar Utara. She also finished her study from SMP and SMA at PP.ASSALAM Naga Beralih in 2016.

In 2016, she was accepted to be a student at English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On June until August 2019 she was doing KKN (Kuliah Kerja Nyata) Program in Sibiruang, Koto Kampar Hulu. Then, she was doing Pre-Service Teacher Practice (PPL) program at Pondok Pesantren Madrasah Tarbiyah Islamiyah until December 2019. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on May 2022 – September 2022 by the thesis entitled "Perception toward online English learning during covid-19 pandemic by the fifth semester student toward English education department of UIN SUSKA RIAU".

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