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THE STUDENTS' PERCEPTION OF ONLINE LEARNING AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

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Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
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Certify that this thesis entitled **"The Students' Perception of The Online Learning at English Education Department in Academic Year 2020 Uin Suska Riau"** is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this thesis. Other's opinion finding include in this thesis are quoted in accordance with ethical standards.

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Pekanbaru, June 26th, 2024

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ABSTRACT

Sensia Miranda Alfasari (2024) : The Students' Perception of Online Learning at English Education Department of UIN Suska Riau

This research aimed to describe how students' perceptions of online learning at Department of English Education of UIN Suska Riau. This research used a quantitative approach using quantitative descriptive technique and survey method. The data in this research were obtained from a questionnaire with 30 students as a sample of the research by using simple random sampling technique in selecting the participants. The findings of this research indicated that the perception of UIN Suska Riau students of online learning is negative with an average score of 2.8%.

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ABSTRAK

Sensia Miranda Alfasari (2024) : Persepsi Mahasiswa Terhadap Pembelajaran Online di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan bagaimana persepsi mahasiswa terhadap pembelajaran online di Jurusan Pendidikan Bahasa Inggris tahun 2020 di UIN Suska Riau. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan teknik deskriptif kuantitatif dan metode survei. Data dalam penelitian ini diperoleh dari kuesioner dengan 30 mahasiswa sebagai sample dari penelitian sedangkan untuk pemilihan sampel peneliti menggunakan teknik pengambilan sampel acak secara sederhana. Temuan dari penelitian ini menunjukkan bahwa hasil dari persepsi mahasiswa UIN Suska Riau terhadap pembelajaran online adalah negatif dengan rata-rata skor 2.8%.

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ملخص

سينسيا ميراندا الفساري، (٢٠٢٤): تصورات الطلاب للتعلم عبر الإنترنت في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو للعام الدراسي ٢٠١٨/٢٠١٩

يهدف هذا البحث إلى معرفة ووصف تصورات الطلاب للتعلم عبر الإنترنت في قسم تعليم اللغة الإنجليزية لعام ٢٠٢٠بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. يستخدم هذا البحث المنهج الكمي باستخدام التقنية الوصفية الكمية وطريقة المسح. تم الحصول على البيانات في هذا البحث من خلال استبيان ضم ٣٠طالباً كعينة البحث، أما لاختيار العينة فقد استخدمت الباحثة تقنية أخذ العينة العشوائية البسيطة. تظهر نتائج هذا البحث أن نتائج تصورات طلاب جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو للتعلم عبر الإنترنت إيجابية بمتوسط درجات ٥.٨٪ مع مؤشرات إمكانية الوصول واستقلالية التعلم وفعالية التعلم والمساواة والتواصل.

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CHAPTER I
INTRODUCTION

A. Background of the Research

Online learning is essentially distance learning (PJJ). As mentioned, online learning was born in the second generation after the Internet. So, online learning is learning that is done through the internet network. Online learning is means as learning in the network' or 'online learning' (Tian Belawati 2019). According to Uno (2010), online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions.

Archambault, Wetzel, Foulger, and Williams (2016) state that the use of social networking tools accommodates feedback between instructors and students and makes them communicate more efficiently and effectively. Since it is easier to access social networking tools, students can receive immediate responses and feedback. Therefore, due to the rapid advancement of technology, teachers are expected to integrate technology into the classroom to engage students who are considered as digital-native. Online learning platforms are also used as a complementary tool to encourage self-directed learning (Cakrawati, 2017).

According to (Belawati, 2019) Synchronous online learning is online learning designed with interaction patterns in real time (real / live), which is different from asynchronous learning where the interaction design is not real time (delay).

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Perception comes from the word "perception" which means observation, stimulation, and sensing. Perception is an experience of objects, events, or relationships obtained by inferring information and interpreting messages (Zhafira 2020: 29). According to Zhafira (2020: 39), Perception is the process of interpreting the stimulus received by the five senses into an understanding.

This Perception will then move students to be able to organize and manage themselves in online lecture activities. Students need to have skills regarding how to learn, the thought process, to motivate themselves to achieve learning goals. According to KBBI, perception is a response, direct reception of an absorption, or the process of someone knowing some things through their senses (Wibowo 2013: 59) stated that perception is essentially a process that allows us to organize information and interpret impressions of the surrounding environment. Perception occurs through a process starting when the impulse is received through our understanding.

There are some previous research related to the students' perception of online learning such as Students' perceptions on the use of online learning platforms in EFL classroom (Cakrawati, 2017); Students' perceptions of online learning in higher education during COVID-19: an empirical study of MBA and DBA students in Egypt (Cherine Soliman, 2022); Medical Student's Perception toward Online Learning Behavior During Covid-19 Pandemic (Ainin et al., 2021); Vocational Students' Perception of Online Learning during the Covid-19 Pandemic Hilma Erliana (2021); and other research about Students' Perceptions of

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Online Learning in Indonesian Language Subject at Madrasah Aliyah Negeri 2 Surakarta (Erlina Sulistiyawati, 2020).

Based on the previous research above, the researcher concludes that most previous research discusses students' perception of online learning for medical Students, Madrasah students and vocational high school students. However, the researcher has not found yet research about students' perception of online learning at English Education Department students. So, the researcher thinks that it is necessary to conduct this research.

Based on the preliminary research by interviewing some of English Education Department students of UIN Suska Riau about their perception of online learning, it was found that some students have positive perception of online learning such as they have good accessibility of online learning of location and time, they can study anytime and anywhere without going to campus. On the other hand, some students have negative perception of online learning such as they have pour accessibility of location and cost, and they think that the online learning is not effective.

Based on phenomena depicted above, the researcher is interested in investigating the problems above into research entitled "**Students' Perceptions of Online Learning at English Education Department at UIN Suska Riau"**

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B. Problem of the Research

1. Identification of the Problem

Based on the background of the problem stated above, the researcher identifies the problem as follow: some students of English Education Department have a good perception of online learning, while some other students have negative perception of online learning.

2. Limitation of the Research

After identifying the problems stated above, the researcher needs to limit and focus the students' perception of online learning at English Education Department of UIN 2020 UIN SUSKA Riau.

3. Formulation of the Problem

Based on the discussion of the problem above, the researcher formulates the problem in this research is "How is Students' Perception of Online Learning at English Education Department of UIN SUSKA Riau.

C. Objective and the Significances of the Research

1. The Objective of the Research

To describe students' perception of online learning at English Education Department of UIN SUSKA Riau.

2. The Significance of the Research

Practically, this research gives benefits and contributes to the development of knowledge on the affective factors of online learning.

Theoretically, these research findings are expected to be useful and valuable for the teachers in understanding online learning.

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Conceptual, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language such as foreign language researcher and educational practitioners.

D. Definition of the Term

1. Perceptions

Perception is the acceptance of stimuli through the senses, then processed by the brain and becomes a meaningful experience Bimo (2004) Perception is an experience of objects, events, or relationships obtained by inferring information and interpreting messages (Jalaluddin Rakhmat)

Perception is the cognitive process by which individuals interpret and give meaning to stimuli received through the five senses. It encompasses the way individuals organize, interpret, and associate information received to form an understanding of the world around them. Perceptions are strongly influenced by factors such as previous experiences, values, beliefs, and expectations of the individual. (Goldstein, E. B: 2019) In this research, perceptions refers to opinions or impressions experienced by students during online learning.

2. Online Learning

Online learning is a learning system that is not carried out face-to-face, but uses a platform that can help the teaching and learning process that is carried out even though it is far away (Sofyana & Abdul, 2019: 82). Furthermore, Bilfaqih & Qomarudin, (2015: 1) Online learning is a

program for organizing classroom learning program in the network to reach a wide target group. By using the network, learning can be carried out widely with unlimited students. In this research, online learning refers to learning by using internet connection or media online class like Google Meet, Zoom, and as such.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Perception

a. Definition of Perception

After message information is resumed and interpreted, perception is the object, occurrence, and relationship experience that is learned. It provides a sense of stimulus-response that encompasses focus, hope, motivation, and memory in restarting information and predicting message. According to Michotte (2019) & Septinawati et al., (2020), perception is a crucial element in the whole action process that enables us to modify our behavior in response to our surroundings. According to Martono (2010), perception may also be defined as a perspective that is employed to view a phenomenon or an approach to an issue that arises.

Consequently, the perception can be summarized the process of deciphering a stimulus's significance is known as perception. Perception is the first step in the cognitive process; stimuli from events, objects, or relationships between symptoms are sensed and processed by the brain.

According to Qiong (2017), perception is a process that one goes through in order to become aware of or comprehend sensory data. Furthermore, according to Bimo (2004), the process of sensing also known as sensory processes is what comes before perception. Sensing is the act of a human receiving stimuli through a sensory apparatus. However, the

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process does not end here; rather, the stimulus is maintained, and perception is the subsequent process. Based on the definitions of perception above the researcher can summarize students' perception as their interpretation of the image and comprehension of their feelings, based on the definitions of perception given above. This procedure involves several steps, the first of which is gathering, identifying, and evaluating the sensory data. based on prior knowledge and how you perceive or comprehend things through one of your senses.

b. Kinds of Perceptions

According to Rismayanti in Aini et al (2021), there are two kinds of perception, positive perception and negative perception, as follow:

1) Positive Perception

Positive perception is when someone sees something or the world positively, most people who have positive perceptions will bring a lot of positive things to their lives in the future and generally someone who has positive perceptions feels cheerful and uses their life to the best of it. The statement of students can said that 'positive perceptions', if the students choose 'Strongly Agree' and 'Agree' on questionnaire.

2) Negative Perception

Negative Perception is a perspective that is antagonistic to something or the world they see. In general, someone with negative perceptions, they tend to observe the world negatively as well observing the world more often. The statement of students can say that 'negative

perceptions', if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

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.

c. Factors Influencing Perception

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The process of forming perceptions shows that individuals are influenced by various stimuli that are received by their minds so that they create a mindset towards a phenomenon. Students' readiness or willingness to engage in collaborative learning, as well as the factors that influence readiness for online learning, can be defined as student perceptions (Muthuprasad T. et al., 2020). While some students thrive in an online learning environment, others struggle. Students' perceptions of online learning are influenced by a variety of factors such as course structure, curriculum and instruction, course technology, student connection, readiness perception, and age (Ariana Eichelberger, 2019).

According to Thoha (2011), the factors that influence a person's perception are as follow:

1) External factor. It is a factor consisting of family, school, community, information obtained from various media, adopted culture, and knowledge obtained from the surrounding environment.
2) Internal factor. It is a factor that comes from within, such as learning motivation, focus of attention, the process of responding, psychological, gender, individual behavior, values in oneself, decency, desires, ideals, and hopes.

In general, the factors that influence perception according to Miswanto (2015), include:

1) Internal factors refer to various things that come from within such as psychological, biological, or physical related to attention, attitudes, and education.
2) External factors are external factors, namely events that shape the perception of the mind.
3) Perception is also formed from information obtained from various media.

d. Indicators of Perception

According to Bimo (2004), the indicators that influence the perception are as follows:

1) Outside stimulus is received by the individual in order to form acceptance, which determines perception. The stimulus is received by the five senses and creates a mental image or impression.
2) Understanding of objects that determine perception in the brain. The picture will be interpreted in the form of understanding and mindset so as to form a perception of the events that occur.
3) An individual's evaluation of an object is related to the understanding that is built from observation. This understanding is compared to become a reality that occurs in the field so as to form a subjectively formed assessment, in other words, perception is individualistic because the assessment is individual and has differences from one another.

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The explanation above leaves the conclusion that the indicators of perception consist of three things, namely the stimuli absorbed by the individual from outside himself, the individual's understanding of the object or phenomenon, and the evaluation made by the individual on the object. The first indicator states that the image in the brain is produced by the person's external stimuli. The third indicator is created after the evaluation results from the understanding in the brain. The image in the brain then gives the person an understanding of the symptoms that occur as in the second indicator.

Based on the results of a survey conducted by Misran and Ulfa (2020) it was found that there were five aspects measured from the student's perspective on the implementation of online learning, namely:

1) Accessibility is a measure of the convenience or ease of how to interact with each other and the ease or difficulty of the location being reached through a network system. Measures of affordability or accessibility include the ease of time, cost, and effort in moving between places or an activity. According to misran and ulfa (2020),

   There are four points that are measured, namely:

   a. Location. It is meant by location is where the online learning process takes place. Is learning access to online learning effective anywhere, such as at home or other places?
   b. Time. The meaning is the time used in online learning. How the schedule or time used students during online learning.

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c. Cost. The point is how students think about the costs used in online learning. Is it more effective to study online or face to face.

d. Media. The point is how to use online learning media from the perspective of students.

2) Independent learning.

Independent learning is the ability of students to learn independently through online learning. For example, students are able to set study schedules independently and students are able to find information and references from various sources to support the learning process that is carried out independently.

According to Inswirohmawati (2021). Learning independence can be measured using several indicators. The indicators to measure learning independence are:

a) Discipline is a condition in which a person obeys and implements the provisions, rules, regulations, values and rules that apply with self-awareness without any coercion.

b) Initiative, Initiative is a person's ability to take a role in what is good for him today or tomorrow. Example: Students have the initiative to study diligently and independently.

c) Self-confidence, is a strong belief from within that all abilities including in understanding lessons or interactions in the learning process.

3) Effectiveness of learning

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Effectiveness learning is the achievement of learning objectives during the process learning is carried out. For example, students are able to understand the learning material that has been given by the teacher online and students are able to use applications that support the learning process. There are several indicators in measuring the effectiveness of learning, namely:

a) Quality of Learning, is how far the information is described so that students can learn it with a small error rate.
b) Incentives are how much effort to motivate students to complete learning tasks and study the material provided.

4) Equality

Equality is a student's perception of the same treatment for each student by the teacher during the online learning process. Equality of educational opportunity refers to the provision of education to all people, regardless of their religion, caste, creed, gender, or geographic region. It does not refer to a specific educational opportunity, but rather to a method that is best suited to each student's intelligence and aptitude.

5) Communication

The interaction of students with students and students with lecturers must always be built to improve communication and discussion about every activity in the teaching and learning process (Lin & Lin, 2015). For example, if a student does not understand a question or concept, he can ask the student to explain the problem until he understands and vice versa if the

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student who explains the problem has a problem then he can ask other students. If these students do not overcome the problem, they can ask the lecturer. This interaction must be maintained because it can help them achieve better learning outcomes. Therefore, communication in online learning can be divided into several types, namely:

a) Communication between students and students.

b) Communication between students and teacher

e. Perception Measurement

According to Notoatmodjo (2010), perception can be measured using a Likert skala scale. This is based on the understanding that perception can be measured with an attitude scale because perception also alludes to various attitudes of individuals towards various phenomena that occur around them (Sugiyono, 2017). The Likert scale consists of five scale options, namely strongly agree, agree, disagree, strongly disagree. Likert is a scale that asks respondents to choose the five levels according to the conditions offered by the researcher. Respondents were asked to choose a scale according to the conditions that occurred in the item.

2. Online Learning

Online learning is a program of organizing learning classes in the network to reach a wide target group. By using the network, learning can be carried out widely with unlimited students (Bilfaqih & Qomarudin, 2015: 1). Meanwhile, according to (Romli 2012: 34) the definition of online media in

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general is any type or format of media that can only be accessed via the internet containing text, photos, videos and sound, as a means of online communication, while the specific definition of online media is interpreted as a medium in the context of mass communication.

Online learning is a learning system that is not carried out face-to-face, but uses a platform that can help the teaching and learning process that is carried out even though it is far away (Sofyana & Abdul, 2019: 82). The purpose of online learning is to provide quality learning services in a massive and open network to reach more and wider learning enthusiasts. Based on several definitions of online learning above, researchers conclude that online learning is learning by using application media to facilitate students in carrying out the learning process remotely. The progress of technology is an important part of improving the quality of learning and research results. Research results are supported by various sources of literature, which can be accessed via the internet (online), and information collected is discussed through an offline face-to-face meeting. The combination or mixture of online and offline learning activities is called Blended Learning, which is a learning strategy that combines face-to-face learning and learning that uses online learning resources (Daulay, 2016). Utilization of technology in learning with the PBLRQA (Problem Based Learning. Reading Questioning Answering) integrated blended learning model can create more effective, efficient and attractive learning patterns following students' interest within the utilize of intuitive media such as portable workstations and smartphones so that

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theoretical material can be more effectively caught on and issues related to science learning anticipated to be settled.

Online learning can be experienced in synchronous (where learners meet in real-time) or asynchronous (where participants interact at different times) environment using different devices such as mobile phone, laptops, etc, with internet access (Dhawan, 2020; Singh & Thurman, 2019; Smart & Cappel, 2006). A synchronous learning environment is an environment where the teacher and the students meet online on a specific online platform for teaching and communicate about a lesson. The collaboration between the two has showed us that synchronous learning can have its advantages and disadvantages. As stated by Skylar (2009). As known a synchronous class, means first starting a videoconference with a camera, the teacher and the students are all gathered. It should be a learner centered class, where the teacher gives the instructions in the beginning and afterwards the students have all the attention (Flora 2020). The National Education Association (n.d.) discusses that online courses should be asynchronous and scheduled, since there should be a flexibility for students. However, it was stated that there should be a time frame where the students should complete the assignments, and it is an advantage for students to have the activities "24/7" and access them whenever they want to.

a. Factors Influencing Online Learning

We identified that teaching & professional behaviour is one of the most important elements that influenced the online learning effectiveness (Álvarez,

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Guasch, & Espasa, 2009; Gartmeier et al. 2015). The studies done so far have manifested that efficient teaching & professional behaviour helps students to adapt online learning system (Noesgaard, & Ørngreen, 2015). The commitment and seriousness of the instructor affects in turn the commitment of the students. Our study finds a strong correlation between an instructor's professionalism, behavior, availability and interaction with students.

In case of second construct, it is found that instructional planning & methodology significantly and positively impacts the effectiveness of the online learning. Therefore, to increase effectiveness and sustainability of online learning systems the instructors should focus on including a clear course outline and maintain relevance of the quizzes and assignments given to students. The instructor's way of managing the courses, workload on students and the relevance of the material being taught to the practical world; all of this will play an important role in planning and methodology of any subject (Baker, 2010). Also, as the interaction on online systems is totally different from face-to-face lectures. Therefore, many new variables (discussed below) will affect planning and methodology of a course. Thus, instructors should focus on all these elements while teaching an online course on a web based system (Al-Summarise et al. 2018). Thus, our findings reveal that virtual platform of learning provides many opportunities for teachers which they can apply for increasing the effectiveness of online learning. This finding is consistent with the results of the past studies (Wang & Wang, 2009; Chen & Tseng, 2012).

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According to Álvarez, Guasch, & Espasa (2009) and Gartmeier et al. (2015) found that teaching and professional behavior had a significant impact on online learning efficacy. According to Noesgaard and Ørngreen (2015), effective teaching and professional behavior can assist students in adapting to online learning environments. The instructor's devotion and sincerity influence the pupils' commitment. Our findings indicate a substantial link between an instructor's professionalism, demeanor, availability, and interaction with students. The second construct reveals that instructional planning and methodology have a large and favorable impact on the effectiveness of online learning. To boost the effectiveness and longevity of online learning systems, teachers should focus on providing a clear course outline and maintaining relevance.

b. Types of Online Learning Methods

1) E-Learning method, which is an electronic-based learning process. One of the media used is computer network. E-Learning is also defined as distance learning using computer technology or usually called internet. E-Learning is an instruction or learning process that involves the use of electronic equipment in creating, assisting the development, delivering, assessing and facilitating a teaching and learning process where the learner is the center and is carried out interactively anytime and anywhere (Setiawardhani, 2013: 10).
2) Mobile Learning, is a learning media that utilizes cellular phone technology. The presence of mobile learning is intended as a complement

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to learning and provides opportunities for students to learn material that is not mastered anywhere and anytime. Many students still use laptops or manual books to support learning lessons in campus. Using a laptop as a learning media will make it difficult for students to carry the device because it is heavy and seems troublesome. Seeing this potential, the development of learning media by utilizing cell phones is to create mobile learning aimed at all cell phones with the Android platform (Aziz & Nana, 2020: 50).

B. Relevant Research

Students' Perceptions on The Use of Online Learning Platforms in EFL Classroom by (Cakrawati, 2017) This study focuses on students' perceptions on the use of online learning platform in English as a Foreign Language (EFL) Classroom. The research involved 40 participants consist of junior and senior high school students in Bandung, West Java. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach. The results of the study indicated that majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time.

Students' perceptions of online learning in higher education during COVID-19: an empirical study of MBA and DBA students in Egypt by Cherine Soliman (2022) This study's goal is to find out how students felt about the sudden shift to online education. As well as to provide an assessment of online education performance in higher education from the

students' perception was it a success or a failure, or a path for change based on the findings? The study also considers the peculiarities of the Egyptian higher education system as well as the students' environment, capabilities and limitations. An online questionnaire was used to survey 625 MBA and 41 DBA students. Results show that students' satisfaction with online education is influenced by several factors, including their resources and talents. Student initiative was discovered to play a moderating role in the effects of student, instructor, and institution factors on students' satisfaction with online education. This research is being carried out during the COVID-19 outbreak to see how online instruction affects student achievement.

Medical Student's Perception Toward Online Learning Behavior During Covid-19 Pandemic (Ainin et al., 2021) This study aimed to analyze the correlation between medical student's perception toward online learning behavior. This was a cross-sectional study at the Al-Azhar Islamic University, Mataram, West Nusa Tenggara. A total of 260 medical students were enrolled in this study. The dependent variable was online learning behavior and the independent variable was student's perception. Data were collected using questionnaires and analyzed using Chi-square table 2x2. Medical student's perception was correlated with online learning behavior during pandemic COVID-19 (OR= 2.78; $p<0.001$), and it was statistically significant. This study concludes that online learning

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behavior is associated with the medical student's perception of online learning during the COVID-19 pandemic.

Vocational Students' Perception of Online Learning during the Covid-19 Pandemic Hilma Erliana (2021) This study discusses vocational students' responses to the practice of online learning during the COVID-19 pandemic. Data were collected through a questionnaire created on Google form consisting of 20 questions. The questionnaire used a Likert scale to find out the attitudes and students' perceptions of the implementation of online learning. The number of research respondents was 107 people consisting of 45 respondents from the West Aceh State Community Academy and 62 respondents from Lhokseumawe State Polytechnic, Aceh, Indonesia. The results of this study found that 59.81% of students disagree with online learning. The results also showed a score of 76.95% of the students agree that internet access is the main obstacle in online learning. However, students' satisfaction with the current online learning system for students shows a score of 67.50%. Opinions related to online learning from 107 respondents showed that 45.42% of them less agree if online learning is still applied when the COVID-19 pandemic ends.

Students' Perceptions of Online Learning in Indonesian Language Subject at Madrasah Aliyah Negeri 2 Surakarta (Erlina Sulistiyawati, 2020). From the research results, it is known that students' perceptions of online learning in Indonesian language subjects can be seen from the researcher's questions through questions number 3, 5, and 6, namely

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students' perceptions of online learning in Indonesian language subjects. Students' perceptions are known from the level of student understanding, understanding the material that is interesting material, and students' opinions while implementing online learning in Indonesian in Indonesian language subjects. This is evidenced by grouping of data generated from research.

C. Operational Concept

The operational Concept is the concept used to explain the theoretical framework and avoid misunderstanding in this research. The operational concept of Perception on Online Learning in this research can be describes in this chart.

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CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative approach descriptive quantitative and the survey method.

According to Sugiyono (2018) states that quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical analysis, with the aim of describing and testing predetermined hypotheses.

The survey method Sugiyono (2018) is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, variable relationship behavior and to test several hypotheses about socialogical and psychological variables from samples taken from certain populations, data collection techniques with observations (interviews or questionnaires) that are not in-depth, and research results tend to be generalized.

Based on the type of data, this research includes quantitative research. Quantitative research methods are used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses (Sugiyono, 2008: 8).

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B. Time and Location of the Research

This research was conducted from May until August 2024. The place of the research is in English Education Department UIN Suska Riau which is located at Panam, Jl. HR. Soebrantas No.Km. 15, Simpang Baru, Kota Pekanbaru, Riau.

C. Subject and Object of the Research

a. Subject of the Research

The subject of this research was in English Education Department academic year 2020/2021 eight semester.

b. Object of the Research

The object of this research was on student's perception on the online learning

D. Population and Sample of the Research

a. Population

Population according to Sugiyono (2008: 80), is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population in this research are all students of English Language Education Class of 2020.

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Table III. 1 Table of Population

Population of the Research

No.	Classes	Total of Students
1	Class VIII A	25
2	Class VIII B	24
3	Class VIII C	26
4	Class VIII D	24
5	Class VIII E	24
Total of Populations		123

b. Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2008: 81). Suharsimi Arikunto (2002: 112) suggests that in determining the size of the sample, if the subject is less than 100 then it is better to take all, but if the number of subjects is large, it can be taken between 10%-15% or 20%-25% or more. According to Sugiyono (2017) Simple Random Sampling is the taking of sample members from a population that is carried out randomly without regard to the strata in that population. In the research, the researchers took a sample of approximately respondents, considering that this number was expected to represent the research sample.

According to Cohen et al. (2007), the larger the sample, the better size of the existing population, but there is a limited amount the minimum that researcher must take is as many as 30 samples 25% from the population.

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Table III. 2 Table of Sample

Sample of the research

No	Classes	Total of Students
1	Class VIII A	6
2	Class VIII B	6
3	Class VIII C	6
4	Class VIII D	6
5	Class VIII E	6
	Total of Sample	**30**

E. Technique of Collecting Data

The data were collected through the following procedures: a. The researcher distributed the questionnaire to 30 students in the class. b. The researcher evaluated the answers of 30 students by using Microsoft Excel. c. After getting the score, the researcher categorized the score into the scale of each indicator to determine students' perceptions of online learning

1. Questionnaire

Questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babie,1990).

This research used the questionnaire adopted from Misran and Ulfa (2020), containing 12 items. The questionnaire consisted of five indicators such as 1) Accessability, 2) Independent Learning, 3) Effectiveness, 4) Equality, and 5) Communication.

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Table III. 3 Questionnaire Scope

No	Indicators	Items
1	Accessibility	1,2,3,4
2	Independent of Learning	5,6,7
3	Effectiveness of Learning	8,9
4	Equality	10
5	Communication	11,12

Every question or statement in the questionnaire had four answer choices. The answer from the respondent written by giving the checklist on the available questionnaire, there are strongly agree (4), agree (3), disagree (2), strongly disagree (1).

F. Technique of Data Analysis

In this research, the researcher analyzed the data of questionnaires by using the following formula

$$Percentage = \frac{Mean\ Score\ of\ Each\ Indicator}{Sum\ of\ Mean\ Score}$$

The researcher used the scale from Sudijono (2011) to measure the level classification percentage of mean score for the questionnaire as follows:

Table III. 4

Classification of Perception

Percentage (%)	Classification
0-19.99	Very Negative
20-39.99	Negative
40-59.99	Uncertain
60-79.99	Positive
80-100	Very Positive

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the researcher concludes that the majority of the students have negative perception of online learning in the indicator of Accessibility 22%, Independent Learning 21%, Equality 21%, and some of them have very negative perception of online learning in the indicators of Effectiveness Learning with the Percentage 19%, communication 17%.

B. Suggestions

The researcher gives a suggestion for teacher who conduct online learning should consider the aspects of online learning. Make sure that all indicators of online learning are fulfilled. Such as accessibility and equality. Furthermore, for students, the researcher expects that when they do online learning they should try to fulfil all aspects of online learning such as accessibility, independent learning, effectiveness learning, equality and communication. If the teacher and students cannot fulfil all indicators of online learning, it is better for them to have offline learning.

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APENDIX

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Acc as the research instrument 20/5/2024

No	Question	SA	A	D	SD
1	I can easily access the online materials everywhere				
2	I feel the cost for online learning is cheaper				
3	I can access learning anytime				
4	I have technology media that supports online learning				
5	I always look for information related to material from various sources during online learning				
6	I can do learning independently during online learning				
7	I can arrange schedules independently during online learning				
8	I can understand learning during online learning				
9	My ability to use technology has increased during online learning				
10	I am treated as an equal to other students during online learning				
11	I have good communication with lecturers during online learning				
12	I have good communication with other students during online learning				

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Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Item_11	Item_12
		4	3	2	3	3	3	3	3	3	2
		4	3	4	4	4	3	4	4	3	3
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		1	1	2	2	2	3	2	2	2	2

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Sensia Miranda Alfasari
Nomor Induk Mahasiswa : 12010425325
Hari/Tanggal : Selasa / 30 April 2024
Judul Proposal Penelitian : The Effect of Online and Offline Learning on Learning Outcomes of English Language Education Students at State Islamic University of Sultan Syarif Kasim Riau

NO	URAIAN PERBAIKAN
	Revise the title! Revise the background of problem! Revise the sample! Revise the instrument! Revise all tables & references! Revise the grammatical mistakes!

Pekanbaru, 30 April 2024

Penguji I

Dr. Faurina Anastosia, SS., M.Hum

Penguji II

Kurnia Budiyanti, M. Pd
130 117 076

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Adilda Maharani
Nomor Induk Mahasiswa : 12010425325
Hari/Tanggal Ujian : Senin, 06 Mei 2024
Judul Proposal Ujian : The Effect of Online and Offline Learning on Student Learning Outcomes English Education Department 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. Faurina Anastasia, S. S., M. Hum	PENGUJI I		
2.	Kurnia Budianti, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 6/5/2024
Peserta Ujian Proposal

Sensia Miranda Alfasari
12010425325

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Nomor: Un.04/F-II.4/PP.00.9/22923/2023 Pekanbaru,27 Desember 2023
Sifat : Biasa
Lamp : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Mainar Fitri, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:SENSIA MIRANDA ALFASARI
NIM	:12010425325
Jurusan	:Pendidikan Bahasa Inggris
Judul	:The effect of online and offline learning on the learning outcomes of English Language Education students Class of 2020 at the State Islamic University of Sultan Syarif Kasim II Riau.
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diucapkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

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CURRICULUM VITAE

Sensia Miranda Alfasari is the third child of Mr. Gusalfira and Mrs. Ratna Sari Dewi. She was born on Pekanbaru, Oktober 27th, 2001. In 2014 she graduated from SDN 114 Pekanbaru. She also finished her study at SMP IT Bangkinang in 2017 and SMA IT Bangkinang in 2020.

In 2020, she was accepted to be a Students at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until Agustus 2023, She was doing *KKN (Kuliah Kerja Nyata)* Program at Sialang Palas Village in Lubuk Dalam District, Siak. Then, on September until November 2023, she was doing Pre-Service Teacher Practice (PPL) Program at SMA Babussalam Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, She was conducted the research on December 2023 by thesis entitled "The Students' Perception of The Online Learning at English Education Department in Academic Year 2020 Uin Suska Riau".

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