# STUDENTS' PERCEPTION OF SYNCHRONOUS ENGLISH LANGUAGE LEARNING DURING COVID – 19 PANDEMIC AT 4th SEMESTER ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

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**PEKANBARU**
**1442 H/2021 M**

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A Thesis
submitted to fulfill one of requirements
for undergraduate degree in english education
(S.Pd.)

By

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# SUPERVISOR APPROVAL

This thesis entitled *students' perception of synchronous english language learning during covid – 19 pandemic at 4th semester english education department uin suska riau* is written by Al Ikhlas SIN. 11414102685. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Education and Teacher Training Faculty of State University Sultan Syarif Kasim Riau.

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# ABSTRACT

**Al Ikhlas (2021):** **Students' Perception of Synchronous English Language Learning during COVID – 19 Pandemic at 4th Semester English Education Department UIN SUSKA RIAU.**

The aim of this research is to determine the student perceptions of online English learning during the COVID-19 pandemic at UIN SUSKA RIAU. This research is a descriptive research with a quantitative approach. The method used is a survey method. The subject of this research is the opinion of students about synchronous learning and the object of this research is the fourth semester English students of UIN SUSKA RIAU. Data was collected through a questionnaire. There were 106 students in the 4th semester of English Education at UIN SUSKA RIAU who participated in this research. In this study, researchers found that English Language Learning during the COVID-19 pandemic received a positive perception because it was flexible and effective. Online learning at UIN SUSKA RIAU is carried out using several application options, namely WhatsApp, Telegram, Zoom and using Google Meet. Based on data analysis, it can be concluded that students' perceptions of online English learning during the COVID-19 pandemic have a positive perception. This can be seen from the percentage of data based on several aspects. Perceptions related to aspects of learning experience with a percentage of 54.06%, perceptions related to aspects of lecturers' abilities with a percentage of 64.7%%, and perceptions related to facilities and infrastructure with a percentage of 45.05%. From the findings that have been discussed that students can adapt and adjust to all aspects contained in the online learning process.

**Keyword:** *Students' Perception of Synchronous English Language Learning*

# ABSTRAK

**Al Ikhlas (2021):** **Persepsi Mahasiswa terhadap Pembelajaran Bahasa Inggris Sinkronus di Masa Pandemi COVID-19 di Semester 4 Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU.**

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang pembelajaran bahasa Inggris secara online selama pandemi covid-19 di UIN SUSKA RIAU. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Metode yang digunakan adalah metode survei. Subjek dari penelitian ini adalah pendapat mahasiswa mengenai pembelajaran sinkronos dan objek dari penelitian ini adalah mahasiwa bahasa inggris semester 4 UIN SUSKA RIAU. Pengumpulan data dilakukan melalui kuesioner. Ada 106 mahasiswa dari semester 4 di Pendidikan Bahasa Inggris UIN SUSKA RIAU yang berpartisipasi dalam penelitian ini. Dalam penelitian ini, peneliti menemukan bahwa pembelajaran bahasa Inggris secara online selama pandemi covid-19 mendapat persepsi positif karena fleksibel dan efektif. Pembelajaran online di UIN SUSKA RIAU dilakukan dengan menggunakan beberapa opsi aplikai yaitu WhatsApp, Telegram, Zoom dan menggunakan Google Classroom. Berdasarkan analisis data tersebut, dapat ditarik kesimpulan bahwa persepsi siswa terhadap pembelajaran bahasa Inggris secara online selama pandemi covid-19 memiliki persepsi yang positif. Hal ini dapat dilihat dari persentase data berdasarkan beberapa aspek. Persepsi terkait aspek pengalaman belajar dengan persentase 54,06%%, persepsi terkait aspek kapabilitas dosen dengan persentase 64,7%%, dan persepsi terkait dengan fasilitas dan infrastrruktur dengan persentase 45,05%%. Dari temuan yang telah dibahas bahwa siswa dapat beradaptasi dan menyesuaikan dengan semua aspek yang terdapat dalam proses pembelajaran secara online.

**Kata kunci:** *Persepsi mahasiswa terhadap pembelajaran bahasa inggris sinkronos.*

# ملخص

الإخلاص (2021): تصورات الطلاب لتعلم اللغة الإنجليزية المتزامن في زمن جائحة COVID-19 في الفصل الرابع من قسم تعليم اللغة الإنجليزية ، جامعة السلطان سياريف قاسم رياو الإسلامية.

كان الغرض من هذه الدراسة هو تحديد تصورات الطلاب لتعلم اللغة الإنجليزية عبر الإنترنت أثناء جائحة COVID-19 في جامعة الدولة الإسلامية في سلطام سياريف قاسم رياو. هذا البحث هو بحث وصفي ذو منهج كمي. الطريقة المستخدمة هي طريقة المسح. موضوع هذه الدراسة هو رأي الطلاب حول التعلم المتزامن والهدف من هذا البحث هو طلاب الفصل الدراسي الرابع لطلاب اللغة الإنجليزية بجامعة الدولة الإسلامية سلطام سياريف قاسم رياو. تم جمع البيانات من خلال استبيان. كان هناك مائة وستة طلاب من الفصل الرابع من تعليم اللغة الإنجليزية في UIN SUSKA RIAU الذين شاركوا في هذه الدراسة. في هذه الدراسة ، وجد الباحثون أن تعلم اللغة الإنجليزية عبر الإنترنت خلال جائحة COVID-19 تلقى تصورًا إيجابيًا لأنه كان مرنًا وفعالًا. يتم التعلم عبر الإنترنت في جامعة سلطام سياريف قاسم رياو الإسلامية باستخدام العديد من خيارات التطبيق ، وهي WhatsApp و Telegram و Zoom واستخدام Google Classroom. استنادًا إلى تحليل البيانات ، يمكن استنتاج أن تصورات الطلاب لتعلم اللغة الإنجليزية عبر الإنترنت خلال جائحة COVID-19 لها تصور إيجابي. يمكن ملاحظة ذلك من خلال النسبة المئوية للبيانات المستندة إلى عدة جوانب. التصورات المتعلقة بجوانب تجربة التعلم بنسبة 54.06 ٪ ، والتصورات المتعلقة بجوانب قدرات المحاضرين بنسبة 64.7 ٪ ، والتصورات المتعلقة بالمرافق والبنية التحتية بنسبة 45.05 ٪. من النتائج التي تمت مناقشتها ، يمكن للطلاب التكيف والتكيف مع جميع الجوانب الواردة في عملية التعلم عبر الإنترنت

الكلمات المفتاحية: تصور الطلاب لتعلم اللغة الإنجليزية المتزامن.

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# CHAPTER I
## INTRODUCTION

**A.** **Background of the Research**

Starting from the beginning of March since the Covid-19 case was first officially confirmed by the government which was then followed by various policies such as social and physical distancing, Large-Scale Social Restrictions or in Indonesian is Pembatasan Sosial Berskala Besar (PSBB) to a new normal life in order to prevent the spreading of the Corona virus widely. The number of cases considered to have drastically increased which had significant impact on all sectors ranging from health, economy, education, social affairs, and tourism to community worship activities.

Quarantine is also implemented for all community to carry out outside activities from home. Starting from workers who do Work from Home to schools that implement an online learning system as stated in circular Number 2 of 2020 concerning the Prevention and Handling of Covid-19 within the Ministry of Education and Culture, and in Circular Number 3 of 2020 concerning Covid-19 Prevention in the Education Unit, which includes instructions on the learning process from home (Arifa, 2020).

Inadequate situations might affect the process of learning but it doesn't stop as long as there's will of the individual. Therefore, the quality learning process requires quality service administration (Sagala & Syaiful, 2013). Currently, the implemention of online learning is aimed at reducing the impact felt during a pandemic where students have to study at home.

Face-to-face learning is replaced with the help of remote communication tools to maximize the learning process.

In other words, the practice of education in a network (online) or online system-based is an attempt by the government to continue to carry out educational activities in the midst of the Covid-19 pandemic, which has the same meaning as the above statement, namely education must run in any circumstances. Educational activities during covid-19 implemented through online learning. One of the model is synchronous learning. By using this model, educational activities was helpfully then the learning process can be run well even though on distance place.

Synchronous learning was applied in the learning of probability theory in a simulation tool called Kansas (Scanlon et al., 1997). This provided a 2D virtual space for all the students to move around and meet others, and facilitated real-time links among the students, such as video, audio and shared application, so that the students can form groups and work with each other. Synchronous learning was also applied in the learning of a computational science course using TANGO (Scavo et al., 1998). This was a Java-based collaborative tool that included a shared browser, a whiteboard, 2D/3D chat tools, and enabled two-way video and audio streaming. Synchronous learning has been considered as a solution for the difficulties encountered in distant music education—where non-verbal and synchronous interaction is critical for the success of learning (Ruippo, 2002).

Synchronous e-learning, on the other hand, refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity of teacher-student and student-student interaction. Apart from chat, video-conferencing facilitates face-to-face communication. Web conferences through surveys, polls and question-answer sessions can turn out to be more interactive than video conferencing. Synchronous mode instills a sense of community through collaborative learning (Teng, Chen, Kinshuk & Leo, 2012; Asoodar, Atai, Vaezi & Marandi, 2014).

A synchronous virtual classroom is a place for instructors and students to interact and collaborate in real time. Using webcams and class discussion features, it resembles the traditional classroom, except that all participants access it remotely via the Internet. Lessons can be recorded and added to an e-library. Using the archived e-library, students can access and replay teacher's lectures as many times as necessary to master the material.

Direct interaction with teachers and students in real time is very much like a traditional face-to-face classroom, rather better, as distance is no more a barrier and by connectivity via the Internet no time is wasted in traveling. etc. Synchronous sessions can result in high levels of motivation to stay engaged in e-tivities due to teacher and class-fellows presence (Yamagata-Lynch, 2014).

Instant feedback and answers can help students resolve any problems they encounter in learning. Some of the challenges of

synchronous education can be the need of the availability of students at a given time and the necessary availability of a good bandwidth Internet. Participants can feel frustrated and thwarted due to technical problems. In addition, a carefully devised instructional design is required as pedagogy is more important than technologically facilitated media. For example, Murphy et al. (2011) consider synchronous mode more teacher-oriented. Special e-tivities need to be created to broaden the scope of synchronous communication from a lecture or teacher-student discussion only.

Synchronous learning fosters real-time feedback and interaction between the instructor and participants. Synchronous learning may take place in a face-to-face environment, with all participant being in the same physical loaction, or it may occur online, via a virtual platform or video conferencing technology. Synchronous learning have been expanded due to proven demands in various eras such as education. In the online educational environment, there is no physical meeting. Synchronous and asynchronous learning tools, such as threaded discussions, instant messaging and blogs, play an important role in humanizing online course by replicating the calssroom experience of information exchange and social constuct, not just between learners and instructors but among the learners as well.

The roots of synchronous learning are derived from three main influences: the calssroom, the media, and the conference (Clark et al., 2007). Synchronous language learning is closer to the communicative way

of language teaching/learning with whiteboards, video chat or voice chat providing immediate feedback to help students improve their language skills. Thus, it can duplicate the face-to-face real time classroom (Keegan et al., 2005). The familiarity of the classroom model, immediate feedback from teacher and fellow students and creating contents quickly in the classroom are the hallmarks of a synchronous language-learning environment. Synchronous net-based discourses can improve understanding of complex subject matters (Pfister, 2005) and, as a result, non-native English speakers can outperform face-to-face language.

COVID - 19 outbreak impacted all of the aspects of human life, including education. Teaching and learning processes in the classroom had to be avoided, resulting in the use of an online classroom system. The study aimed to reveal the teaching strategies and problem faced by teachers in conducting e – learning. In other hand, learning process during pandemic covid-19 by using model synchronous learning already implemented for all education activities. It is need perception from educators, especially from students who has enjoying learning, comprehending all material, and satisfy in this process learning by using model synchronous.

Based on the phenomena above, the writer is interested to conduct this research which is titled as, **Students' perception of Synchronous English Language Learning during COVID – 19 Pandemic at 4th semester English Education Department of UIN Suska Riau.**

**B.** **Formulation of the Problem**

Based on the description of the research above, the writer would like to formulate the problems as folows:

1. How is Students' perception of Synchronous English Language Learning during COVID – 19 Pandemic at 4th semester English Education Department of UIN Suska Riau.

**C.** **Limitation of the probem**

In this research the writer focuses on the student' perception of Synchronous English Language Learning during COVID – 19 pandemic at 4th semester English Education Department of UIN Suska Riau.

**D.** **The Objectives and Siginificant of the Research**

**1.** **The Main Objectives of this Research are:**

a. To know the students' perception of Synchronous English Language Learning during COVID – 19 pandemic at 4th semester English Education Department of UIN Suska Riau.

**2.** **The Significant of the Research**

The result of the research will hopefully be useful for many people especially in English education. This research is expected to give contribution for the following study and may contribute ideas to people involved in the education field. This research is significant for several reasons. First, this research hopefully can enrich the educators' knowledge

about the students' perception of Synchronous English Language Learning during COVID – 19 pandemic at 4$^{th}$ semester English Education Department of UIN Suska Riau.

The teacher as an educator can also improve the quality of the teaching English especially in English Language Learning and the teacher can be more creative in teaching process with steps or procedures of teaching using the Synchronous model. Second, this research expects that the student will enjoy and fun in learning English especially in the Synchronous Learning and this research will give input knowledge that useful in daily life. Third, this reseach is hoped will enlarge the reader's knowledge about the student' perception of Synchronous English Language Learning during COVID – 19 pandemic. Fourth, the other researcher will indirectly enlarge knowledge and get a new experience that can be implemented for their own research.

**E. Defenition of the 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.

**Synchronous Learning**

Synchronous Learning is When learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom. On the basis of these components defines Synchronous e-learning as "Interact of participants with an instructor via Web in real time" (Khan, 2006).

**Synchronous Model**

Synchronous modes can be beneficial for language learning (Pérez, 2013). A blend of the two models can give students an opportunity to better learn than any of the individual models. A/ synchronous modes can complement each other in teaching/learning language through the conversational framework (Laurillard, 2007) and constructivist approaches of creating meaning through dialogue, reflection and experience (Reynolds, Wang & Poor, 2002).

UIN SUSKA RIAU

## CHAPTER II
## REVIEW OF RELATED LITERATURE

### A. Theoritical Review

#### 1. Synchronous Language Learning

##### a) Defenition on Synchronous Language Learning

Synchronous language learning is closer to communicative way of language teaching/learning with whiteboards, video chat or voice chat providing immediate feedback to help students improve their language skills. Thus, it can duplicate the face-to-face real time calssroom (Keegan et al., 2005). The familiarity of the classroom model, immediate feedback from teacher and fellow students and creating contents quickly in the classroom are the hallmarks of a synchronous language learning environtment.

Synchronous net-based discourses can improve understanding of complex subject matters (Pfister, 2005) and, as a result, non-native English speakers can outperform face-to-face language. However, it can be problematic fot students due to being time bound and the availability of technology on a schedule time.

Synchronous modes can be benficial for language learning (Perez, 2013). A blend of the two models can give students an opportunity to better learn than any of individual modelss. Synchronous models can complement each other in teachiong/learning language through the conversational framework (Laurillard, 2007) and constuctivist approaches of creating meaning through dialogue, reflection and experience (Reynold,

Wang & Poor, 2002). When blended, they can provide a wonderful models for enhancing language learners' cognitive participation, information processing and motivation (Ge, 2011).

Language learning is more of a skill-oriented process rather than content mastery. To develop listening and speaking skills, recurrent synchronous sessions are required (Wang & Chen, 2009). As most online students work and study simultaneously, synchronous models is more appropiate (Mcloughliln & Lee, 2010) to avoid anxiety resulting from being timed bound in synchronous session (Guichon, 2010). Most of the studies realted to synchronous media have explored students' performance and level of engagement so far; however, the context od learning is mostly ignored, especially with reference to EFL/ESL learners (Yang, 2011). It is important to learn students' perception about the impact of synchronous sessions on their behavior to improve online learner-centered language pedagogy (Sun, 2011).

All terms imply that students are far from tutors or instructors, that students use several form of technology (usually computers) to access learning materials, that students use technology to interact with teachers or instructors and with other students, and that some form of support is given to leraners.

**b) Form of Online Learning**

**a)** According to Hardjito (2002)

There are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely:

1. Web Course

    Web Course is the use of the internet for learning purposes,all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.

2. Web-Centric Course

    Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations, discussions, and exercises are conducted face to face.

3. Web-Enhanced Course

    Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

**b)** According to Kaye (2003)

1. Web Supported Online Learning

   Web Supported Online Learning is done face-to-face and supported by the use of websites that contain summaries, learning objectives, learning materials, assignments, and short tests.

2. Blended or mixed Online Learning

   Blended or mixed Online Learning that is part of the learning process is done face-to-face and partly done online.

3. Fully Online Learning format

   Fully online Learning format which is the entire learning process carried out online including face-to-face meetings between educators and students which are also conducted online, teleconference technology is usually an option.

**c) Characteristics of Online Learning**

   The following are the characteristics of Online Learning proposed by Rudi and Riyana (2007):

a. The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;

b. The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it;

c. Teachers / educational institutions function as mediators / mentors;

d. Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

The four characteristics above are the things that distinguish online learning from conventional learning activities. In online learning, students' capture of learning material is no longer dependent on instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread everywhere and can be easily accessed by everyone.

### d) Advantages and Disadvantage of Online Learning

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005). According to (L. Tjokro, 2009), Online learning has many advantages, namely:

a. It is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos.

b. Much more effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, and so on.

c. Much more concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs.

d. Available in 24 hours per day, meaning that mastery in a material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of Online Learning described by (Nursalam, 2008) include the following:

a. The lack of interaction between learners and students or also even between students themselves.

b. This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.

c. The teaching and learning process tends towards training rather than education itself.

d. Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).

e. Not all internet facilities are available in all places.

f. The lack of a human resource that understands the internet

g. Lack of mastery in computer languages.

h. Access on an adequate computer can be a problem for students.

i. These students may be frustrated if they cannot access graphics, images, and videos because of inadequate equipment (software and hardware).

j. Availability of an infrastructure that can be fulfilled.

k. This information varies in quality and also accuracy so guidance and also question features are needed.

l. These students can feel isolated.

**e) Obstacles of Online Learning**

Obstacles in the implementation of online learning, are (Effendi, 2005):

a. Investigation

Although online learning can ultimately save on education costs, it requires a very large investment at the outset.

b. Culture

The use of online learning requires a culture of independent learning and the habit of learning or the following learning through computers.

c. Technology and infrastructure

Online learning requires computer devices, reliable networks, and the right technology.

d. Material design

Submission of material through e-learning needs to be packaged in a learner-centric form. Currently, there are very few instructional designers who are experienced in making an adequate package of e- learning lessons.

**f) Benefits of Online Learning**

Simmon (2002) states that gradually, many organizations have adopted online learning as the main delivery method for training employees. Although the use of online learning systems is relatively expensive, a huge benefit can be drawn from these strategies for both students and educators. In synchronous Online Learning, students can access subject matter at any time, while Synchronous Online learning enables real-time interaction between students and instructors (Ally, 2007). Students can use the internet to access new and relevant material and can communicate with educators in the field they are studying. Thus students can learn or access subject material without being limited in time and place, allow real interaction with educators and other students and can contextualize learning. For educators also get the same benefits that can be done learning at any time and from anywhere, can update material that can be immediately known by students, direct students to information according to their needs, and if designed appropriately can be used to determine needs and levels students' expertise and provide appropriate material to students to be selected in order to achieve the desired outcome.

**B. Perception**

**a) Defenition of Perception**

The Perception from the Latin percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. (Goldstein, 2009) all perception involves signals that go through the nervous system, which

in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves.

Barry (1998) in his study reveals that perception is the set of the process by which we recognize, organize, response and make stimuli in our environment. The sky distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto (2003) found that perception process to input message or information to the human brain by the human perception that continuously makes relation with the environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

Perception is defined differently by different scholars. According to Chee and Phaik (2002), an individual's mental awareness, past experience, knowledge, motivation, and social relationships can all influence how they perceive stimuli. An individual's opinions are ultimately shaped by his or her perceptions. Perception, according to Millikan (2004), is a means of comprehending.

Lindsay and Norman (1977) state that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory

receptors in the eyes, ears, noses, tongue, or skin.

From the definitions above, the researcher concludes that all of them have certain things in common. All the definitions describe perception as the process or phenomenon by which a person perceives any object and interprets it. This involves our five sense organs and the brain, which help in interpreting and organizing the whole process.

Thus, all the definitions commonly define Perception as the process in which an individual receives information through the sense organs. The incoming stimuli interact with the stored information in brain (memory) to give rise to perception. It is the process by which an individual interprets various stimuli received and forms a picture of the world. The stimuli are received through the sense organs namely eyes, ears, nose, mouth and skin and are organized by brain. It is then stored as information. While doing so the individuals brain colours and tags the information using its own logic and previous memory and experience, if any.

**b) Indicators of Perception**

    a.    According to Robbin (2003)

        There are three kinds of perception indicators, namely:

        1.  Acceptance

            The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals

to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.

2. Understanding

It means as the results of analysis which is subjective, or different for each individuals.

3. Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

b.      According to Bimo Walgito (1990)

1. Absorption of stimuli or objects from outside the individual

These stimuli or objects are absorbed or received by the five senses, both vision, hearing, touch, smell, and taste, individually or together. From the results of absorption or reception by sensory devices would get a picture, response, or impression in the brain. These images can be single or plural, depending on the object of perception observed. Inside the brain, there are images or

impressions, both old and newly formed. Clear whether or not the picture depends on whether or not stimulation is clear, sensory normality and time, just or long ago.

2. Understanding

After the images or impressions occur in the brain, the picture is organized, classified (classified), compared, interpreted, so that understanding or understanding is formed. The process of understanding or understanding is very unique and fast. The definition formed depends also on the old images that have been owned by the individual before (called apperception).

3. Assessment or evaluation

After understanding or is formed, there is an assessment of the individual. Individuals compare the understanding or understanding that has just been obtained with the criteria or norms that individuals have subjectively. Individual judgments are different even though the object is the same. Therefore perception is individual.

c)  **Types of Perception**

There are many types of perception according to Zaden (1984) there are person perception, social perception, and situation perception.

1.  Person Perception

Person perception refers to those processes by which we come to know and think about others, their characteristics, qualities, and inner state. We construct an image of other ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extent to which we attribute stable straits and enduring disposition to others people. We feel that we are better able to understand their behavior and predicted their future actions and we use their nations to guide our interaction which them.

A person without sight may perceive sound different that somebody with the ability to see. Each person's individual perception is based on that people perceive life experience and with that being the case no two people perception of the same situation is likely to be exactly the same.

In these types, it has a correlation to students who have personal perception or ow perception. Every student has a different perception to think about the characteristic of the teacher, the way teacher to teach, the quality of a teacher, even the instructional media used teacher in teaching and learning process. Every student also has a different perception of what the material is taught by the teacher. So it could be concluded that person perception

refers to a general tendency to form impressions of other people, the different conclusion we make about other people based on our impressions.

2. Situation Perception

Social psycholinguistics views a situation as all the social factors that influence a persons' experience or behavior a given time and given a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Anyone of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

This typically means that people perceive are different based on the situation. The students' attitude in the past is different students' attitude now. It is because the social factors that influence a person behavior and it also about the difference of knowledge students that flow the information and technology, thereby affecting the students' thought.

3. Social Perception

Social perception means that trying To understand people whether they are professional athletes, political, criminal, leader, entertainer, or loved and closer to home is

not an easy task. Knowing that other people have thoughts, beliefs, emotions, intentions, and desires, being able to read other people's inner states based on their words, behavior, and facial expression. Social perception is a complex process; people observe other people's behavior carefully until they get a complete analysis of the person, situation, and behavior. This means that people perceive something to depend on the quality would give good perception. They are able to read other people's perception of a different activity.

4. Factors Influencing Perception

There are two factors that influencing perception, According to Jalaludin Rahmat these two factors include:

a. Functional Factor

Functional factors come from needs, past experiences and other things that are included in personal factors, which determine perception not the type or form of stimuli, but the characteristics of people who respond to the stimuli.

b. Structural Factor

Structural factors originate solely from the nature of physical stimuli and the neural effects that they have on the individual nervous system. The point here is that in understanding an event one  cannot examine separate facts

but must look at them in the overall relationship, see them in their context. In their environment and the problems they face.

In this research, those factors influencing perception are important to be used as the basis information of implementation toward the students' perception of using online learning.

## C. Operational Concept

According to Fortune et al. (2011) stated that there are three problems that usually arise in Synchronous learning:

1. Aspects Experience Learning

2. Aspects Lecture Capability

3. Aspects Facilities and Infrastrucutre

# CHAPTER III
# RESEARCH METHOD

## A. The 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 class XII students toward online learning English during the covid-19 pandemic at MAN 1 Kota Jambi 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 July 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 fourth semester at English Education Department of UIN SUSKA RIAU. The object of the research will be the students' perception of synchronous English Language Learning during COVID – 19 Pandemic at English Education Department of UIN SUSKA RIAU.

**D.** **The 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 teachers, 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 fourth grade semester of English Education Department at UIN SUSKA RIAU. Focus on English subject while online learning during the COVID - 19 pandemic.

Table of population

| CLASS | POPULATION | POPULATION | |
| --- | --- | --- | --- |
| | | MALE | FEMALE |
| 4 A | 26 | 4 | 22 |

| 4 B | 28 | 3 | 25 |
|---|---|---|---|
| 4 C | 27 | 4 | 23 |
| 4 D | 25 | 3 | 22 |
| Total | 106 | 14 | 92 |

2. **Sample of the Research**

According to Sugiyono (2009), random sampling is the way to select the sample that the number of population can be selected randomly.

Suharsimi (1986) states that if the total of population is less than 100, it is better to take all of them as the sample but if the total population are more than 100 students, the sample can be taken between 10-15% or 20-25% or more. In this research, the writer takes 15% from the population as the sample.

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.

The questionnaire instrument was chosen because, as Sugiyono (2010) claimed that questionnaire is an efficient data collection technique if the researcher knows exactly what variables to measure and what can be expected from the respondent. Efficient here can mean saving time and

costs. Arikunto (2013) claimed that questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about their personality or things they know. The researcher collecting the data used a questionnaire whose contents are adaptation from Sri Mulyanis' thesis and Mardianto Prabowos" thesis. Sri Mulyanis' thesis entitled students' perception and motivation toward English learning during the covid- 19 pandemic, and Mardianto Prabowos" thesis entitled Persepsi Siswa Kelas XII Terhadap Pembelajaran Daring Dalam Mata Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan Pada Masa Pandemi Covid-19.

The research questionnaire consists of 17 close questionnaires that focusing on students' perceptions of online learning English during the covid-19 pandemic. The data in this research was collected by share a questionnaire via Telegram or media social, due to current circumstances it is not possible to distribute questionnaires directly because of this pandemic.

Likert Scale used to scoring perception of students. Students" perception can be said to be positive if the most answer are strongly agree, and perceptions can be said to be negative if the most answer are in strongly disagree choices. The data from each item is sorted based on the dynamics of online learning. According to Fortune et al. (2011) stated that there are three problems that usually arise in Synchronous learning namely; aspects experience learning to item number 1 until 5, aspects lecture capability to item number 6 until 11, and the last aspects facilities

and infrastrucutre to item number 12 until 17. The data in this research collecting by share a questionnaire via Google Form, due to current circumstances it is not possible to distribute questionnaires directly because of this pandemic.

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.

**Table III. I** 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 :

**Table III. II** Likert Scale for scoring perception of students

| Perception | SS | S | TS | STS |
|------------|-----|-----|-----|-----|
| + | 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.

**Table III.III** Questionnaire Statement

| No | Questionnaire Statement | Alternative Jawaban | | | |
|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1 | The implementation of online lectures can be accessed easily. | | | | |
| 2 | Implementation of online lectures on time and according to schedule. | | | | |
| 3 | Online lectures increase theoretical understanding and skills. | | | | |
| 4 | The material presented online is in accordance with the lecture contract. | | | | |
| 5 | Easy in sending task/reports. | | | | |
| 6 | Lecture always accompanies online learning until the end. | | | | |
| 7 | Lectures explain directions and objectives in every online learning. | | | | |
| 8 | Lectures give students opportunities to ask and discussion. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 9 | Lectures give responses to question that appear during lecture online. | | | | |
| 10 | Your level of understanding of course served online is highly. | | | | |
| 11 | Your average of activity and attitude during online learning is great and positive. | | | | |
| 12 | Materials on online learning is well available. | | | | |
| 13 | In general, used online learning media (Google classroom, Zoom, Cloudx, Google meet, Youtube, and Whatsapp) enough. | | | | |
| 14 | I have adequate devices for online learning. | | | | |
| 15 | I have no problems with the internet connection to be able to follow online learning. | | | | |
| 16 | In general, you are ready to take a daily online lecture. | | | | |
| 17 | In general, I am satisfied with the online learning done. | | | | |

(Mulyani, 2020; Prabowo, 2020)

## 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.

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 Persentase

(Sudijono, 2008)

**Table 3. The Student's Perception on English Language Learning**

**Table III.IV** Score Interpretation Criterion

| Interval | Interpretation |
|---|---|
| 0% - 39 % | Low |
| 40% - 59% | Mediim |
| 60% - 79% | High |
| 80% - 100% | Very High |

(Sugiyono, 2012)

# CHAPTER V
## CONCLUSION AND SUGGESTION

### A. Conclusion

This study is aimed to find out the students perceptions of English Language Learning during the covid-19 pandemic. Based on the analysis of the data, and the discussion in the previous chapter, the conclusion can be drawn that students" perceptions of online learning English during the covid-19 pandemic have a positive perceptions. This can be seen from percentage of the data based on some dimensions. Perception related to the aspects experience learning with a percentage 54,06% with category *enough* interpretation, perception related to the lecture capability with a percentage 64,7% with category *high* interpretation (High) , and perception related to facilities and infrastructure with a percentage 45,05% with category *enough* interpretation. So, it can be concluded that students" perceptions of online learning English during the covid-19 pandemic at 4th semester English Education Department of UIN SUSKA RIAU is 54,7% with category enough interpretation.

Online learning English during the covid-19 pandemic has many benefits, such as they can learn independently and do not depend on the teacher, they can train time managing and instill an honest attitude in their assignments, time and place to learn can also be flexible anytime and anywhere, they are more easily access information related to the material being studied, and can also reopen learning videos provided by teacher in their learning application.

**B. Suggestion**

Based on the research finding, the researcher tries to give some suggestions after finishing this study. The suggestions are listed below.

1. Suggestions for teacher

Learning will be effective if there is interaction between teacher and student. Learning will also be effective if student learning outcomes are assessed or evaluated, the goal is to measure how successful a teacher is in teaching his student, in addition to measuring how much the percentage of the student understand the material that has been taught by the teacher.

2. Suggestions for students

Students can ask the teacher if encounter difficulties while online learning, not delaying work because of delaying one assignment then there will be more and more other assignments.

3. Suggestions for other researcher

For future researcher can discuss the use of online media specifically, with a large population, and with different types of the research. The future researcher can correlations the perception with learning objectives, and can also focus on knowing whether learning media are effectively used in online learning. The future researcher can also make questions related to the application used, direct or delay learning and also related to skills in learning English.

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# APPENDIX 1

# Instrumen of the Research

UIN SUSKA RIAU

# KUISIONER PENELITIAN

this questioner for researching "Students' Perception of Synchronous English Language Learning During Covid-19 Pandemic at 4th Semester of English Education Department UIN SUSKA RIAU".
all of inputting data only for this research, bot publicised. Thank you for your kindly.

*Wajib

Section 1 data demography of respondents

1. GENDER

*Tandai satu oval saja.*

◯ MALE

◯ FEMALE

2. AGE

_____

3. PREVIOUS ONLINE LEARNING EXPERIENCE

*Tandai satu oval saja.*

◯ PERNAH

◯ TIDAK PERNAH

4. DEVICE USED

*Tandai satu oval saja.*

◯ HANDPHONE

◯ LAPTOP

5. ONLINE LEARNING COSTS MORE THAN OFFLINE LEARNING

*Tandai satu oval saja.*

◯ YES

◯ NO

6. ISSUANCE OF INTERNET QUOTA

*Tandai satu oval saja.*

◯ 50.000

◯ 100.000

◯ 150.000

◯ 200.000

◯ 250.000

◯ MORE THAN 250.000

This section belongs to:
1. Aspects Experience Learning
2. Aspects Lecture Capability
3. Aspects Facilities and Infrastructure

Section 2 Aspects Experience Learning

7. THE IMPLEMENTATION OF ONLINE LECTURES CAN BE ACCESSED EASILY

*Tandai satu oval saja.*

◯ STRONGLY AGREE

◯ AGREE

◯ DISAGREE

◯ STRONGLY DISAGREE

8. IMPLEMENTATION OF ONLINE LECTURES ON TIME AND ACCORDING TO SCHEDULE

*Tandai satu oval saja.*

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

9. ONLINE LECTURES INCREASE THEORETICAL UNDERSTANDING AND SKILLS

*Tandai satu oval saja.*

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

10. THE MATERIAL PRESENTED ONLINE IS IN ACCORDANCE WITH THE LECTURE CONTRACT

*Tandai satu oval saja.*

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

UIN SUSKA RIAU

11. EASY IN SENDING TASKS/REPORTS

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

Section 3 Aspects Lecture Capability

12. LECTURERS ALWAYS ACCOMPANIES ONLINE LEARNING UNTIL THE END

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

13. LECTURERS EXPLAIN DIRECTIONS AND OBJECTIVES IN EVERY ONLINE LEARNING

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

14. LECTURERS GIVE STUDENTS OPPORTUNITIES TO ASK AND DISCUSSION

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

15. LECTURERS GIVE RESPONSES TO QUESTIONS THAT APPEAR DURING LECTURE ONLINE

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

16. YOUR LEVEL OF UNDERSTANDING OF COURSES SERVED ONLINE IS HIGHLY

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

17. YOUR AVERAGE OF ACTIVITY AND ATTITUDE DURING ONLINE LEARNING IS GREAT AND POSITIVE

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

Section 4 Aspects Facilities and Infrastructure

18. MATERIALS ON ONLINE LEARNING IS WELL AVAILABLE

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

19. IN GENERAL, USED ONLINE LEARNING MEDIA (GOOGLE CLASSROOM, ZOOM, CLOUDX, GOOGLE MEET, YOUTUBE, AND WHATSAPP) ENOUGH

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

20. I HAVE ADEQUATE DEVICES FOR ONLINE LEARNING

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

21. I HAVE NO PROBLEMS WITH THE INTERNET CONNECTION TO BE ABLE TO FOLLOW ONLINE LEARNING

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

22. IN GENERAL, YOU ARE READY TO TAKE A DAILY ONLINE LECTURE

*Tandai satu oval saja.*

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

23  IN GENERAL, I AM SATISFIED WITH THE ONLINE LEARNING DONE *

*Tandai satu oval saja.*

⬭ STRONGLY AGREE

⬭ AGREE

⬭ DISAGREE

⬭ STRONGLY DISAGREE

Thank You for your Response

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

UIN SUSKA RIAU

# APPENDIX 2
# Recommendation Letters

**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**
# FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
**FACULTY OF EDUCATION AND TEACHER TRAINING**
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan  Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

### PENGESAHAN PERBAIKAN
### UJIAN PROPOSAL

Nama Mahasiswa             : AL IKHLAS

Nomor Induk Mahasiswa    : 11414102685

Hari/Tanggal Ujian          : Senin/ 12 Juli 2021

Judul Proposal Ujian         :   STUDENTS' PERCEPTION OF SYNCHRONOUS ENGLISH LANGUAGE LEARNING DURING COVID 19 PANDEMIC AT 4th SEMESTER 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. | Robi Kurniawan, MA | PENGUJI I | | |
| 2. | Zelly Putriani, M.Pd | PENGUJI II | | |

Mengetahui                                         Pekanbaru,...........................
a.n.  Dekan                                       Peserta Ujian Proposal
Wakil Dekan I

Dr. Zarkasih, M. Ag                        Al Ikhlas
NIP. 19721017 199503 1 004         NIM. 11414102685

**KEMENTERIAN AGAMA**
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor    : Un.04/F.II.4/PP.00.9/1252/2021          Pekanbaru, 19 Juli 2021
Sifat    : Biasa
Lamp.    :
Hal      : *Mohon Izin Melakukan PraRiset*

Kepada
Yth. Prodi 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           : AL IKHLAS
NIM            : 11414102685
Semester/Tahun : XIV (Empat Belas)/ 2021
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. Drs. Nursalim, M.Pd.
NIP. 19660410 199303 1 005

# SURAT KETERANGAN
No: 01.12/Sket/PBI/XII/2021

Berdasarkan surat rekomendasi Nomor : Un.04/F.II.4/PP.00.9/14687/2021, dengan ini menerangkan bahwa:

Nama                  : Al Ikhlas
NIM                   : 11414102685
Program Studi     : Pendidikan Bahasa Inggris
Jenjang          : S1 Universitas Islam Negeri Sultan Syarif Kasim Riau

Di beri izin untuk melakukan pra-riset untuk pengumpulan data tesis yang berjudul "Students' Perception of Synchronous English Language Learning during COVID – 19 Pandemic at 4th Semester English Education Department of UIN SUSKA RIAU" di jurusan pendidikan bahasa inggris UIN Suska Riau.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih

Pekanbaru, 19 juli 2021
Mengetahui,
Ketua Jurusan PBI

Drs. Samsi. M.H.Sc.
NIP. 19630803 199303 1 003

**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**
# FAKULTAS TARBIYAH DAN KEGURUAN
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Nomor    : Un.04/F.II/PP.00.9/3532/2021              Pekanbaru, 22 Juli 2021 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             : AL IKHLAS
NIM              : 11414102685
Semester/Tahun   : XIV (Empat Belas)/ 2021
Program Studi    : Pendidikan Bahasa Inggris
Fakultas         : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students' Perception of Synchronous English Language Learning during COVID – 19 Pandemic at 4th Semester English Education Department of UIN SUSKA RIAU.
Lokasi Penelitian : Universitas Islam Negeri Sultan Syarif Kasim Riau
Waktu Penelitian : 3 Bulan (22 Juli 2021 s.d 22 September 2021)

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

    Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

## SURAT PERMOHONAN IZIN PENELITIAN

Pekanbaru, 23 Juli 2021

Lampiran : 2 ( lembar ) lembar

Perihal : Surat Permohonan Izin

Kepada Yth,

Kepala Jurusan Tarbiyah Program Studi

Pendidikan Bahasa Inggris

Di Tempat

Assalamuaikum Wr. Wb

Sehubungan dengan akan diadakannya Penelitian dalam rangka Penulisan Karya Tulis Ilmiah (Skripsi). Maka dengan ini kami memohon kepada Bapak untuk dapat memberikan surat Pra Riset penelitian, adapun identitas Mahasiswa yang bersangkutan sebagai berikut:

Nama : Al Ikhlas

NIM : 11414102685

Tempat penelitian: Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris,

Judul : Students ' Perception of Synchronous English Language Learning

During COVID-19 Pandemic at 4th Semester English Education

Department of UIN SUSKA RIAU

Demikianlah surat permohonan ini kami sampaikan, atas perhatian dan izin yang diberikan terimakasih

Mahasiswa

Al Ikhlas
11414102685

# PEMERINTAH PROVINSI RIAU
## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
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/38647
T E N T A N G

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.00.9/1453/2021 Tanggal 10 Februari 2021**, dengan ini memberikan rekomendasi kepada:

1. Nama : **AL IKHLAS**
2. NIM/ KTP : 11414102685
3. Program Studi : PENDIDIKAN BAHASA INGGRIS
4. Jenjang : S1
5. Alamat : PEKANBARU
6. Judul Penelitian : STUDENTS' PERCEPTION OF SYNCHRONOUS ENGLISH LANGUAGE LEARNING DURING COVID – 19 PANDEMIC AT 4TH SEMESTER ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU.
7. Lokasi Penelitian : PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN 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 : 25 Juli 2021

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

DPM PTSP

**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU**

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

# APPENDIX 3

# Blue Print

# KUISIONER PENELITIAN

this questioner for researching "Students' Perception of Synchronous English Language Learning During Covid-19 Pandemic at 4th Semester of English Education Department UIN SUSKA RIAU".

all of inputting data only for this research, bot publicised. Thank you for your kindly.

Section 1 data demography of respondents

GENDER

- ◉ MALE
- ○ FEMALE

AGE

20

PREVIOUS ONLINE LEARNING EXPERIENCE

- ◉ PERNAH
- ○ TIDAK PERNAH

## DEVICE USED

- ( ) HANDPHONE
- ( ) LAPTOP

## ONLINE LEARNING COSTS MORE THAN OFFLINE LEARNING

- ( ) YES
- (•) NO

## ISSUANCE OF INTERNET QUOTA

- (•) 50.000
- ( ) 100.000
- ( ) 150.000
- ( ) 200.000
- ( ) 250.000
- ( ) MORE THAN 250.000

## Section 2 Aspects Experience Learning

This section belongs to:
1. Aspects Experience Learning
2. Aspects Lecture Capability
3. Aspects Facilities and Infrastructure

THE IMPLEMENTATION OF ONLINE LECTURES CAN BE ACCESSED EASILY

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

IMPLEMENTATION OF ONLINE LECTURES ON TIME AND ACCORDING TO SCHEDULE

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

ONLINE LECTURES INCREASE THEORETICAL UNDERSTANDING AND SKILLS

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

THE MATERIAL PRESENTED ONLINE IS IN ACCORDANCE WITH THE LECTURE CONTRACT

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

EASY IN SENDING TASKS/REPORTS

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

Section 3 Aspects Lecture Capability

LECTURERS ALWAYS ACCOMPANIES ONLINE LEARNING UNTIL THE END

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

LECTURERS EXPLAIN DIRECTIONS AND OBJECTIVES IN EVERY ONLINE LEARNING

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

LECTURERS GIVE STUDENTS OPPORTUNITIES TO ASK AND DISCUSSION

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

LECTURERS GIVE RESPONSES TO QUESTIONS THAT APPEAR DURING LECTURE ONLINE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

YOUR LEVEL OF UNDERSTANDING OF COURSES SERVED ONLINE IS HIGHLY

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

YOUR AVERAGE OF ACTIVITY AND ATTITUDE DURING ONLINE LEARNING IS GREAT AND POSITIVE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

Section 4 Aspects Facilities and Infrastructure

MATERIALS ON ONLINE LEARNING IS WELL AVAILABLE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

IN GENERAL, USED ONLINE LEARNING MEDIA (GOOGLE CLASSROOM, ZOOM, CLOUDX, GOOGLE MEET, YOUTUBE, AND WHATSAPP) ENOUGH

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

I HAVE ADEQUATE DEVICES FOR ONLINE LEARNING

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

I HAVE NO PROBLEMS WITH THE INTERNET CONNECTION TO BE ABLE TO FOLLOW ONLINE LEARNING

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

IN GENERAL, YOU ARE READY TO TAKE A DAILY ONLINE LECTURE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

IN GENERAL, I AM SATISFIED WITH THE ONLINE LEARNING DONE *

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

Thank You for your Response

Formulir ini dibuat dalam Universitas Islam Negeri Sultan Syarif Kasim Riau.

Google Formulir

# KUISIONER PENELITIAN

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IN GENERAL, I AM SATISFIED WITH THE ONLINE LEARNING DONE *

○ STRONGLY AGREE

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Thank You for your Response

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○ TIDAK PERNAH

DEVICE USED

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- ◯ LAPTOP

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- ⦿ NO

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- ⦿ 100.000
- ◯ 150.000
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◉ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

EASY IN SENDING TASKS/REPORTS

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Thank You for your Response

Formulir ini dibuat dalam Universitas Islam Negeri Sultan Syarif Kasim Riau.

Google Formulir

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◉ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

I HAVE ADEQUATE DEVICES FOR ONLINE LEARNING

○ STRONGLY AGREE

◉ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

I HAVE NO PROBLEMS WITH THE INTERNET CONNECTION TO BE ABLE TO FOLLOW ONLINE LEARNING

○ STRONGLY AGREE

○ AGREE

◉ DISAGREE

○ STRONGLY DISAGREE

IN GENERAL, YOU ARE READY TO TAKE A DAILY ONLINE LECTURE

○ STRONGLY AGREE

⦿ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

IN GENERAL, I AM SATISFIED WITH THE ONLINE LEARNING DONE *

○ STRONGLY AGREE

⦿ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

Thank You for your Response

Formulir ini dibuat dalam Universitas Islam Negeri Sultan Syarif Kasim Riau.

Google Formulir

# KUISIONER PENELITIAN

this questioner for researching "Students' Perception of Synchronous English Language Learning During Covid-19 Pandemic at 4th Semester of English Education Department UIN SUSKA RIAU".

all of inputting data only for this research, bot publicised. Thank you for your kindly.

Section 1 data demography of respondents

GENDER

⦿ MALE

◯ FEMALE

AGE

20

PREVIOUS ONLINE LEARNING EXPERIENCE

⦿ PERNAH

◯ TIDAK PERNAH

## DEVICE USED

1. ( ) HANDPHONE
2. ( ) LAPTOP

## ONLINE LEARNING COSTS MORE THAN OFFLINE LEARNING

( ) YES
( ) NO

## ISSUANCE OF INTERNET QUOTA

( ) 50.000
( ) 100.000
( ) 150.000
( ) 200.000
( ) 250.000
( ) MORE THAN 250.000

## Section 2 Aspects Experience Learning

This section belongs to:
1. Aspects Experience Learning
2. Aspects Lecture Capability
3. Aspects Facilities and Infrastructure

THE IMPLEMENTATION OF ONLINE LECTURES CAN BE ACCESSED EASILY

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

IMPLEMENTATION OF ONLINE LECTURES ON TIME AND ACCORDING TO SCHEDULE

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

ONLINE LECTURES INCREASE THEORETICAL UNDERSTANDING AND SKILLS

○ STRONGLY AGREE

○ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

## THE MATERIAL PRESENTED ONLINE IS IN ACCORDANCE WITH THE LECTURE CONTRACT

- ( ) STRONGLY AGREE
- (●) AGREE
- ( ) DISAGREE
- ( ) STRONGLY DISAGREE

## EASY IN SENDING TASKS/REPORTS

- (●) STRONGLY AGREE
- ( ) AGREE
- ( ) DISAGREE
- ( ) STRONGLY DISAGREE

## Section 3 Aspects Lecture Capability

## LECTURERS ALWAYS ACCOMPANIES ONLINE LEARNING UNTIL THE END

- (●) STRONGLY AGREE
- ( ) AGREE
- ( ) DISAGREE
- ( ) STRONGLY DISAGREE

LECTURERS EXPLAIN DIRECTIONS AND OBJECTIVES IN EVERY ONLINE LEARNING

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

LECTURERS GIVE STUDENTS OPPORTUNITIES TO ASK AND DISCUSSION

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

LECTURERS GIVE RESPONSES TO QUESTIONS THAT APPEAR DURING LECTURE ONLINE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

YOUR LEVEL OF UNDERSTANDING OF COURSES SERVED ONLINE IS HIGHLY

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

YOUR AVERAGE OF ACTIVITY AND ATTITUDE DURING ONLINE LEARNING IS GREAT AND POSITIVE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

Section 4 Aspects Facilities and Infrastructure

MATERIALS ON ONLINE LEARNING IS WELL AVAILABLE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

IN GENERAL, USED ONLINE LEARNING MEDIA (GOOGLE CLASSROOM, ZOOM, CLOUDX, GOOGLE MEET, YOUTUBE, AND WHATSAPP) ENOUGH

- ( ) STRONGLY AGREE
- ( ) AGREE
- ( ) DISAGREE
- (•) STRONGLY DISAGREE

I HAVE ADEQUATE DEVICES FOR ONLINE LEARNING

- ( ) STRONGLY AGREE
- (•) AGREE
- ( ) DISAGREE
- ( ) STRONGLY DISAGREE

I HAVE NO PROBLEMS WITH THE INTERNET CONNECTION TO BE ABLE TO FOLLOW ONLINE LEARNING

- ( ) STRONGLY AGREE
- ( ) AGREE
- (•) DISAGREE
- ( ) STRONGLY DISAGREE

IN GENERAL, YOU ARE READY TO TAKE A DAILY ONLINE LECTURE

○ STRONGLY AGREE

◉ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

IN GENERAL, I AM SATISFIED WITH THE ONLINE LEARNING DONE *

○ STRONGLY AGREE

◉ AGREE

○ DISAGREE

○ STRONGLY DISAGREE

Thank You for your Response

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Google Formulir

# CURRICULUM VITAE

Al Ikhlas, the third son from Mrs. Nurbaitt and Mr. Sirin, was born in Kuntu, September 23th 1996. He lives at Duri, Bengkalis, Riau. In 2008, he was graduated from SDN 007 Mandau Duri and continued his study at State Junior High School YLPI MUTIARA Duri. In 2011, he finished his study at State Junior High School YLPI MUTIARA Duri and continued his Senior High School at Senior High School 4 Mandau duri and he was graduated from Senior High School 4 Mandau Duri in 2014.

In 2014, he was accepted become one of the students in English Education Department, Faculty of Education and Teacher and Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, he was doing KKN (Kuliah Kerja Nyata) in Sungai Buluh, Singigi Hilir, Kuantan Singingi Regency. Then he was doing Pre-Service Teacher Training Practice at Senior High School 5 Tapung Pekanbaru.

Finally, he followed Final Examination of his thesis entitled "Students' Perception of Synchronous English Language Learning during COVID – 19 Pandemic at 4th Semester English Education Department UIN SUSKA RIAU".