

**STUDENTS' PERCEPTION AND MOTIVATION TOWARD E-
LEARNING AS MEDIA IN THE ONLINE ENGLISH CLASS
DURING THE COVID-19 PANDEMIC (A STUDY AT THE
ELEVENTH GRADE OF MAN 1 TAPIN IN ACADEMIC YEAR
OF 2020/2021)**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
2021**

TITLE PAGE

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of English Language Teaching (S.Pd) in
English Education Department



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Malang, June 24th, 2021

The Researcher,



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STUDENTS' PERCEPTION AND MOTIVATION TOWARD E-LEARNING
AS MEDIA IN THE ONLINE ENGLISH CLASS DURING THE COVID-19
PANDEMIC (A STUDY AT THE ELEVENTH GRADE OF MAN 1 TAPIN IN
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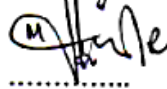

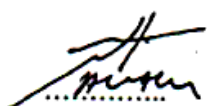
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Appendix : -

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To the Dean of Faculty of Education and Teacher Training
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Assalamu'alaikum Wr. Wb.

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

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therefore, we believe that the thesis of M. Fadel Ihza Islami has been approved by the advisor for further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“An investment in knowledge pays the best interest.” – Fadel Ihza

DEDICATION

This thesis is dedicated to **my beloved parents, Husriansyah, S.Ag, M.Pd., and Husna Wahyuni, S.Ag, M.Pd., and also my beloved wife, Fatimah Azzahra,** who have supported, accompanied, gave me a lot of motivation, love, meaningful life and so much more. Also thank to my friends especially who always support me in finishing this thesis. The last, I would like to say thanks to myself who still survive through all of this. Because, I believe everything is not become easier, but we become stronger.

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In the Name of Allah SWT, The Beneficent, The Merciful

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to arrange this thesis to meet the bachelor's degree requirement. Shalawat and Salam may always be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled “Students’ Perception and Motivation Toward E-Learning as Media in The Online English Class During the Covid-19 Pandemic (A Study at the Eleventh Grade of MAN 1 Tapin in Academic Year of 2020/2021)” will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mrs. Nur Fitria Anggrisia, M. Pd., for her advice, suggestion, motivation, and Her time until the writer finished and complete this thesis.

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7. And everyone whose name cannot be mentioned one by one.

Malang, June 24th, 2021



NIM. 17180011

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphtong Vocal

أَوْ = aw

أَيَّ = ay

أُؤْ = ũ

إِيَّ = î

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ABSTRAK

Islami, M Fadel Ihza. 2021. Persepsi dan Motivasi Siswa Terhadap E-Learning Sebagai Media di Kelas Online Pada Masa Pandemi Covid -19 (Studi di Kelas XI MAN 1 Tapin Tahun Ajaran 2020/2021). Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd.

Kata kunci: E-Learning; Persepsi; Motivasi.

Penggunaan media dalam pembelajaran online berperan penting dalam proses pencapaian tujuan pembelajaran, terutama di masa pandemi Covid-19 yang mengharuskan sekolah-sekolah di Indonesia untuk belajar secara online. Maka e-learning menjadi salah satu solusi yang dianggap mampu menjaga kelancaran proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui persepsi dan motivasi siswa terhadap E-Learning sebagai media dalam pembelajaran bahasa Inggris online selama masa pandemi Covid-19. Jenis penelitian ini adalah penelitian kualitatif. Subyek penelitian ini adalah Siswa Kelas XI MAN 1 Tapin Tahun Pelajaran 2020/2021. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Data dianalisis dan diinterpretasikan melalui prosedur kualitatif melalui reduksi data, penyajian data dan penarikan kesimpulan.

Persentase hasil temuan penelitian ini adalah 50,1% setuju dengan pernyataan bahwa guru menyampaikan materi dengan baik. Materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus diperoleh 60,94%. Hasil wawancara diketahui sebagian besar siswa setuju. kemudian persepsi siswa terkait peningkatan kemampuan bahasa Inggris siswa selama pembelajaran melalui E-Learning diperoleh 44,5% siswa setuju. Setelah itu persepsi siswa tentang guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning diketahui 41,7% siswa sangat setuju. Pada motivasi siswa menunjukkan bahwa keinginan siswa untuk mempelajari media pembelajaran yang digunakan guru pada masa pandemi Covid-19 menyatakan 69,4% setuju, kemudian motivasi terkait aktivitas siswa untuk bertanya kepada guru ketika siswa mengalami kesulitan belajar bahasa Inggris melalui E- Pembelajaran diperoleh 58,3% setuju, motivasi siswa terkait aktivitas siswa untuk mengerjakan tugas bahasa Inggris yang diberikan guru melalui E-Learning selama pandemi Covid-19 diperoleh 61,1% siswa setuju, setelah itu motivasi siswa terkait aktivitas siswa untuk tetap belajar bahasa Inggris walaupun siswa tidak memiliki tugas selama masa pandemi covid-19 diperoleh 50% siswa setuju selanjutnya motivasi siswa terkait motivasi dan semangat siswa untuk belajar bahasa Inggris melalui e-learning pada masa pandemi covid-19 ditemukan bahwa 58,3% siswa setuju.

Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif pada penerapan pembelajaran online selama pandemi Covid-19. Hasil penelitian menunjukkan bahwa persepsi siswa mengenai kemampuan, peran guru, dan juga keaktifan siswa dalam pembelajaran online selama pandemi Covid-19 cukup

efisien karena dapat menjadi alternatif untuk melakukan kegiatan belajar dari rumah. Para siswa juga mendapatkan persepsi positif karena pembelajaran online berlangsung fleksibel dan efektif. Sementara itu, fleksibilitasnya membuat beberapa siswa termotivasi. Namun, beberapa siswa juga malas dalam mengerjakannya dan memilih untuk menunda-nunda dalam mengerjakan tugas.

ABSTRACT

Islami, M Fadel Ihza. 2021. *Students' Perception and Motivation Toward E-Learning as Media in the online Class during the Covid -19 Pandemic* (A Study at the Eleventh Grade of MAN 1 Tapin in Academic Year of 2020/2021) Graduating Paper. English Education Department. Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang, Advisor: Nur Fitria Anggrisia, M.Pd.

Keywords: E-Learning; Perceptions; Motivations.

The use of media in online learning plays an important role in the process of achieving learning goals, especially during the Covid-19 pandemic which requires schools in Indonesia to study by online. Then e-learning is becoming one solution that is considered to be able to maintain the learning process. The purposes of this study were to find out the students' perceptions and motivation toward E-Learning as media in the online teaching English during the Covid-19 pandemic. The research was qualitative research. The subjects were the Eleventh Grade Students of MAN 1 Tapin in Academic year 2020/2021. Questionnaire and interview were used to collect the data. The data were analyzed and interpreted through qualitative procedure through Data reduction, Data display and Conclusion Drawing.

The percentage about the finding of this research was 50.1% agreed with the statement that the teacher delivered the materials well. The English material delivered by the teacher through E-Learning in accordance with the syllabus obtained that 60.94% the results of interviews it was known that most of the students agreed. then students' perceptions related to improving students' English skills while learning through E-Learning obtained that 44.5% of students agreed. After that student' perceptions regarding the teacher conduct question and answer activity about English materials in learning through E-Learning it was known that 41.7% of students strongly agreed. In students' motivation showed that students' desire to learn the instructional media used by teachers during the Covid-19 pandemic stated that 69.4% agreed, then motivation related to the activity of students to ask the teacher when students have difficulty learning English through E-Learning obtained that 58.3% agreed, student motivation related to student activity to work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic obtained that 61.1% of students agreed, after that students' motivation related to student activity to keep learning English even though students don't have assignments during the Covid-19 pandemic obtained that 50% of students agreed furthermore student motivation related to motivated and enthusiastic students about learning English through E-Learning during the Covid-19 pandemic it was found that 58.3% of students agreed.

The findings indicate that the students have positive perception using online learning during the Covid-19 pandemic. Based on the results, it shows that the students' perception about their ability, teacher role and also students' activeness in online learning during the Covid-19 pandemic was efficient because it could

become alternative way to conduct learning activity from home. The students also get positive perception because it is flexible and effective. Meanwhile, its flexibility makes some students motivated but for the other some students also make them lazier in doing it and chooses to procrastinate in doing the assignments.

الملخص

إسلامي، محمد فاضل إهزاء. 2021. تصورات الطلاب وتحفيزهم للتعليم الإلكتروني كوسيلة الإعلام في الفصول الدراسية عبر الإنترنت خلال جائحة كوفيد-19 (دراسة في الفصل الحادي عشر مدرسة الثانوية الإسلامية الحكومية 1 تافين في العام الدراسي 2021/2020). البحث. قسم تعليم اللغة الإنجليزية. كلية التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المشرفة: نور فطريا أنغريسيا، الماجستير.

الكلمات المفتاحية: التعليم الإلكتروني؛ التصور؛ التحفيز.

كان الغرض من هذا البحث هو تحديد تصور وتحفيز التعليم الإلكتروني كوسيلة لتعلم اللغة الإنجليزية عبر الإنترنت أثناء جائحة كوفيد-19. هذا البحث هو بحث نوعي. يجيب هذا البحث بشكل عام على السؤالين التاليين: 1. كيف تصورات الطلاب لتطبيق التعليم الإلكتروني في فصول اللغة الإنجليزية عبر الإنترنت. ما هو التحفيز وراء معتقدات الطلاب حول تطبيق التعليم الإلكتروني في فصول اللغة الإنجليزية عبر الإنترنت. كانت موضوعات هذا البحث هي طلاب الفصل الحادي عشر في مدرسة الثانوية الإسلامية الحكومية 1 تافين في العام الدراسي 2021/2020. تم جمع البيانات عن طريق الاستبيانات والمقابلات. بعد ذلك، تم تحليل البيانات وتفسيرها بإجراءات نوعية من خلال تقليل البيانات وعرض البيانات واستخلاص النتائج.

كانت النسبة المئوية لنتائج هذا البحث 50.1% متفقين مع القول بأن المعلم قام بتسليم المواد بشكل جيد. وحصلت مادة اللغة الإنجليزية التي قدمها المعلم من خلال التعلم الإلكتروني وفقاً للمنهج الدراسي على أن 60.94% من نتائج المقابلات كان معروفاً أن معظم الطلاب وافقوا عليها. ثم حصلت تصورات الطلاب المتعلقة بتحسين مهارات الطلاب في اللغة الإنجليزية أثناء التعلم من خلال التعلم الإلكتروني على موافقة 44.5% من الطلاب. بعد ذلك، قامت تصورات الطلاب فيما يتعلق بالمدرس بإجراء نشاط أسئلة وأجوبة حول مواد اللغة الإنجليزية في التعلم من خلال التعلم الإلكتروني، كان من المعروف أن 41.7% من الطلاب يوافقون بشدة. في تحفيز الطلاب أظهر أن رغبة الطلاب في تعلم الوسائط التعليمية ذكرت أن 69.4% وافقوا، ثم كان الدافع Covid-19 التي استخدمها المعلمون خلال جائحة المتعلق بنشاط الطلاب أن يسأل المعلم عندما يواجه الطلاب صعوبة في تعلم اللغة الإنجليزية حصل التعلم على موافقة 58.3% على أن دافع الطلاب المتعلق بنشاط الطلاب E- من خلال للعمل في مهام اللغة الإنجليزية التي قدمها المعلم من خلال التعلم الإلكتروني أثناء وباء حصل على موافقة 61.1% من الطلاب، بعد ذلك التحفيز الطلابي المتعلق Covid-19 بنشاط الطلاب على استمر في تعلم اللغة الإنجليزية على الرغم من أن الطلاب لم يكن لديهم حصلوا على أن 50% من الطلاب وافقوا بالإضافة إلى ذلك على Covid-19 مهام أثناء وباء دوافع الطلاب المتعلقة بالطلاب المتحمسين والمتحمسين لتعلم اللغة الإنجليزية من خلال فقد وجد أن وافق 58.3% من الطلاب، Covid-19 التعلم الإلكتروني أثناء وباء أظهرت النتائج أن الطلاب لديهم التصور الإيجابي عن تطبيق التعليم عبر الإنترنت

خلال جائحة كوفيد-19. أظهرت النتائج أن تصورات الطلاب للقدرات، وأدوار المعلم، وكذلك نشاط الطلاب في التعليم عبر الإنترنت أثناء جائحة كوفيد - 19 كانت فعالة للغاية لأنها يمكن أن تكون بديلاً عن القيام بأنشطة التعليم من البيت. حصل الطلاب أيضاً على التصور الإيجابي لأن التعليم عبر الإنترنت مرن وفعال. وفي الوقت نفسه، تحافظ مرونته على تحفيز بعض الطلاب. ولكن، فإن بعض الطلاب كسالى أيضاً في قيام ذلك واختاروا المماثلة في أداء الواجبات.

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research focuses, objectives of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of The Study

Since the cultural diversity in the world, people have been faced by a foreign language when they had communication with others. Fasold and Linton (2006) have demonstrated that a foreign language is a condition within the community who speaks other languages as a second language and their first language in daily communication simultaneously. Delahunty (2010) has pointed out that English becomes the first foreign language due to its position as an international language especially used for education. Furthermore, English is the most important subject in the schooling system in Indonesia. The students are required to master English for the development of the world.

However, the pandemic of Covid-19 has been spreading around the world since 2020/2021. To avoid the increasing of Covid-19 cases, the Minister of Education and Culture, Nadiem Anwar Makarim, instructs that the educational activities in Indonesia should be conducted by online learning. The use of e-learning is the wisest option as a media for education to conduct online learning. Media Opportunity has a very important role in the learning process. Therefore, educators must have sufficient knowledge

and understanding of learning media and technology. It is in concordance with Al-Qur'an surah Al-Alaq (55); 3-4:

(٣) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

(٤) الَّذِي عَلَّمَ بِالْقَلَمِ

“Read: And thy Lord is the Most Bounteous, Who teacheth by the pen.”

In terms of online learning, the researcher believes that the use of media will help to reach the learning objectives. However, in Indonesia, many students are not familiar with the method of e-learning system, so this has become a new thing that needs adaptation.

Based on the previous research by Mihhailova (2005) that investigate the perception of lecturers and students using e-learning as a strategy in higher education, showed the result that the key problem areas for e-learning lecturers are: lack of time, lack of interest/motivation and lack of cooperation. The difference with this research was about the aim of the research, therefore this research was aimed to find how about students' perception and motivation in using E-learning method during the Covid pandemic beside that the previous research also aimed to know the perception in both ways between students and lecturers, in this research only at students' perceptions.

Another research conducted by El Seoud et al (2014) that focused on the students' learning motivation toward e-learning, showed that self-motivation is one of the important factors for the students' success in their e-learning process. The integration of information technology and communication with the learning process depends on the individual

motivation of the participants. Sabah (2013) carried out research on the attitude and motivation of students to e-learning. The results of this study revealed a good correlation between technical skills and e-learning attitudes of the students. However, in this research aimed to know about students' perception and motivation while using e-learning in the Covid – 19 pandemic but at that previous research aimed to find out the correlation between students' attitude and motivation during learning using e-learning method.

According to Mohammadi (2010) online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Online learning can be defined in this way too: the application of electronic systems such as the internet, computers, multimedia CDs which their aim is to reduce the number of expenses and goings and comings. Another statement from Goyal (2012), online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Thus, in using online learning some alternative media or applications can be used to support the learning process.

The Association for Education and Communication Technology (AECT) defined media as all forms that are used to convey the information. While the National Education Association (NEA) defined media as the objects that can be manipulated, seen, heard, read or talked about along with instruments that are used in teaching and learning activities, it can affect the effectiveness of instructional programs Asnawir & Usman (2002) Media also can be defined as technology;

another definition is proposed by Clark (1983) as cited in Abdulhak & Darmawan (2017) who stated that media as technology and machine are tools that can deliver learning, but they do not have influence towards students' ability if they do not relate to the learning content and context.

The researcher knows that the role of media and applications facilitates the learning net, of course, and balanced with the conditions in each student because of the online learning system. The learning process should be more evenly distributed to students. The researcher discovered it in using online learning some many alternative media or applications can be used to support the learning process. The application can be adjusted with media that is quickly owned, and almost every student has a laptop or smartphone.

Thus, the perception will arise because the learning system that usually uses the face to face method turns into total online learning. Wilson et al (1974) proposed the term perception as the shaping of information that someone obtains from the senses. It is a kind of neurological activity that deals with associative learning. Humans percept something through their sense and interpret their perception through their action and ideas While motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action with a specific purpose (Prihartanta, 2015). By knowing students' perception, the teacher can understand students better. However, in this study, the researcher also pays attention to students' motivation.

Based on the preliminary observation, in MAN 1 Tapin, especially for eleventh grade found that almost all the learning system used online teaching method in the pandemic situation. Based on the pre observation above, showed that the students were most interested in used online teaching as a

media of teaching learning process. Some students were more active while following the class and doing teachers' assignments but for the other also becomes a burden in their study, it was not irrespectively from the student motivation toward following online teaching learning method. Those problems faced in online teaching learning method made the researcher more interested in analyzing how the students perception and motivation toward E-Learning as a media in Online teaching English Class in Pandemic situation.

In this research, the researcher is interested in exploring student perceptions and motivations were focusing on e-learning that can be used as media in e-learning process. By knowing students' perception, the teacher can understand students better. However, in this study, the researcher also pays attention to students' motivation. It was because the researcher belief that intrinsic motivation would guide to the best students' perception in learning English well in this research will analyze that students' perception and motivation were good enough or not toward E-learning as a media in online teaching. The researcher conducted the research at *MAN 1 Tapin*. The subject of the study was taken from 36 students in the eleventh grade of *Ilmu Agama* in the academic year 2020/2021. This school was chosen because the e-learning applied at this school as the most effective and has good facilities in the regency area beside that the reason why researcher choose the Eleventh grade of *Ilmu Agama* it was because these students were mostly affected by Covid Pandemic which pushed them to follow the teaching learning by online method, therefore many of them had different life background either from

economical or other factors. In addition, the time allocation in this study is the striking difference from this research, especially regarding when the Covid-19 pandemic, so that e-learning is the only solution to keep going the learning activities.

1.2 Research Question

According to the background above, the research questions were formulated as:

1. How are the students' perceptions toward the use of e-learning in the online English class?
2. How are students' motivations beliefs toward the use of e-learning in the online English class?

1.3 Research Objectives

In line with the research questions, the objectives of this study are:

1. To identify how students' perception toward e-learning as media in the online English class during the covid-19 pandemic either they were agree with the method or not included the reason and also how were the students' acceptance about the e-learning system.
2. To identify how was students' motivation toward e-learning as media in the online English class during the covid-19 pandemic, which was describe the students' courage and their readiness which will influence their enjoyment in following e-learning method.

1.4 Significance of the Study

Generally, this study provides students' perception and motivation of learning experiences to potentially maximize the English learning language in general by online. Theoretically, the results of this research were expected to support and complement previous theories related to the use of E-Learning to learn English. Practically, this study can provide inspiration or ideas to teachers in teaching English through E-Learning. Teachers can use E-Learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then, from the students' perception, the teacher could know the extent of student understanding of the material delivered through E-Learning to find out if there are any obstacles or not, in additional the students' Parents are also expected to be good study partners for their children at home. Parents should supervise, accompany and provide full support to their children to continue to study hard at home.

1.5 Limitation of the Study

In this study, the researcher focuses on exploring the students' perceptions and motivation of the use of E-Learning in learning English. The subjects of the study were taken from 36 students in the eleventh grade of *Ilmu Agama* at MAN 1 Tapin in the academic year 2020/2021. The reason why this subject chosen by the researcher was based on the academic survey shown that the use of e-learning media in the English learning process in this class is quite significant compared to other classes. In this research, the subjects were interviewed by questioner that was contained 10 questions that

focused on their perception and motivation toward the English E-Learning. The triangulation stage in qualitative methodology will be used to analyze the result.

1.6 Definition of Key Terms

To avoid misconception of terms used in the study, the following definitions are provided below:

1. Perception is an act of interpreting information through the process of sensory stimulation. These processes of perception began by preceded the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception in other word means that perception was the process of receiving and transforming the information or idea into a knowledge.
2. Motivation is a process that describes the passionate drive to achieve something. This means that student motivation is an internal energy that makes students become excited in learning to achieve goals. Students' motivation would very influence their success of learning.
3. E-Learning is a practical web-based learning system in education. The letter E means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. E-Learning which is one of the new ways in the teaching and learning

process and uses electronic media specifically the internet as a learning system.

CHAPTER II

LITERATURE REVIEW

This chapter concern with some theories that are used to strengthen the study. This chapter consists of the theoretical framework for definitions of perception, motivation, media, and E-Learning.

2.1 Perception

2.1.1 The Definition of Perception

Perception runs an important part in the process of learning. Haryanto (2015) has pointed out that perception is the process of how people experience what they view through sensory receptors. It is also supported by the research of Unumeri (2009) that stated perception as a process of thinking or feeling something. Furthermore, to ease the understanding of perception, it can be simplified as the process in which people interpret something as a result that is affected by their own experience.

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

perception. So, from the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

2.1.2 The Process of Perception

Based on Qiong (2017), the process of human perception is divided into three steps. They are as follows:

1. Selection

In this stage, the stimulus will be shown through the human experience. It becomes the foundation as a recognition process to gain the human perception.

2. Organization

The second step is the organization in which the fundamental process of human perception. The information that they had based on their experience needs to be arranged in a certain way by finding the meaningful pattern. A lot of the duration are taken by this process to integrate the information.

3. Interpretation

The last stage is interpretation in which refers to the process of attaching meaning to what the stimulus decides. However, despite getting the same stimulus, each individual will give a different interpretation.

2.2 Motivation

2.2.1 The Definition of Motivation

Prihartanta (2015) stated that motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action for a particular purpose. In addition, Saptono (2016) stated that motivation can be considered as a fundamental part toward students' achievement. The more active classroom can be indicated that there also presents a big motivation. The impact will be given by the students through the improvement of their learning outcomes. However, student motivation is an internal energy that makes students feel excited about learning to achieve goals.

2.2.2 The Variables of Motivation

According to Fatiha et al (2014), two motivational variables are explained as follows:

a. Instrumental motivation

People are highly motivated and want to learn languages for practical reasons, such as getting a salary or college bonus are the essence of instrumental motivation.

b. Integrative motivation

Motivated people want to learn languages in integrative motivation, so that they can better understand the people who speak using language and the culture associated with that language as

well.

2.2.3 The Types of Motivation

Prihartanta (2015) stated about two different types of motivation which are explained as follows:

a. Intrinsic Motivation

Intrinsic motivation is arising from their own individual. It does not need to be stimulated from the outside to become active or functioning because there is already an urge to do something in each individual.

b. Extrinsic Motivation

Extrinsic motivation is motives that are active and functioning because of external stimuli. It can also be described as a form of inspiration in which learning activities start and continue on the basis of external encouragement that is not entirely linked to learning activities.

2.3 Media

Asnawir and Usman (2002) define media as something that conveys the message and allows students' mindset, feelings, and anxiety to be stimulated. in order to push the learning process on themselves. Sanaky (2013) pointed out that in terms of education, the media is being an important part to take a position as a mediator to improve the effectiveness and efficiency of the teaching-learning process. Another supporting element is proofing by Chan et

al (2011) that stated media is something on which data can be stored. It will be helped the teacher to pack the relevant related to the students' material.

Those explanations above could be assumed that media is an alternative way to conduct the learning process within technological features to ease the knowledge transition.

2.4 E-Learning

According to Naidu (2006), e-learning is an online platform to build communication by using technology in the teaching and learning system. The letter E in the word E-learning means "electronic". Indrakusuma and Putri (2016) indicated that the use of e-learning is one of the new teaching and teaching methods. Within e-learning, the teacher has the possibility to combine (learning) activities by individuals or groups, using computers, other networked, and independent electronic devices. In addition to the material that can be enriched or provided with a range of learning resources, including multimedia that teachers can support, student material can be accessed anytime from anywhere via e-learning (Suartama, 2014).

2.4.1 Characteristics of E-Learning

Rudi and Riyana (2007) have stated that four e-learning characteristics are as follows:

1. Building their own knowledge through the media material.
2. Easy and practical to access the material, anytime and anywhere.
3. Educational institutions/learners function as mediators/mentors.

4. Optimally support the application of information and communication technologies in education.

2.4.2 Advantages and Disadvantages of E-Learning

1. Advantages of E-Learning

In Indrakusuma and Putri (2016) stated that there are benefits from the application of E-Learning as follows:

- a. Easier to absorb, which means that multimedia facilities can be used for e-learning in the form of images, text, animation, sound, and video.
- b. A cost-effective solution, which means that an instructor is not required to learn e-learning, also no minimum audience is needed, it can be anywhere and so on.
- c. More concise, meaning that there are not many class formalities in learning e-learning, directly into a subject, subjects as required.
- d. Available anytime.

2. Disadvantages of E-Learning

According to Nursalam (2008) as referenced in Indrakusuma and Putri (2016), there are disadvantages to the application of e-learning as follows:

- a. Lack of teacher-student interaction or even between students themselves.
- b. Instead of education itself, the teaching and learning process

tends toward training.

- c. Difficult to provide an internet connection.
- d. Lack of the human resources
- e. The quality and accuracy of the data changes, so guidelines and feature questions are required.
- f. Students are expected to feel isolated.

2.4.3. The E- Learning in MAN 1 Tapin

E- Learning in MAN 1 Tapin as known as the best school role models' in teaching learning online using a media in the Regency had proven by several good facilities and also some useful online teaching media which could assessed by their students.

Through E-Learning, material provided for the students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teacher. For example, the E-learning facilities that were provided at MAN 1 Tapin such as: teachers' forum, academic calendar, e-absent, v- conference, e- lesson plan, e-test and evaluations, etc. those facilities can be found at website of MAN 1 Tapin and those would make teachers and students were easier to prepare and held the online class especially during this Covid-19 pandemic.

These pictures below were shown how the online English Class held in MAN 1 TAPIN:

Figure 2.1. E-Learning of MAN 1 Tapin

The screenshot displays the teacher's dashboard on the 'elearning.man1tapin.sch.id/teacher' page. The header includes navigation links for Forum Madrasah, Kelas Online, Kalender, Komunikasi, Notifikasi, and Log Out. The main content area is divided into several sections:

- Profile:** Husna Wahyuni, S. Ag, M.Pd, Guru di MAN MAN 1 TAPIN. It also shows the current semester: Tahun Pelajaran 2020/2021 Semester Genap.
- Message:** A message from ADMIN E-LEARNING MAN 1 TAPIN regarding a meeting for Class X MIA 1.
- Kelas Online Anda:** A list of online classes:
 - Husna English Classroom XI MIA 1 (10 Pertemuan - Ganjil)
 - Husna English Classroom XI MIA 2 (10 Pertemuan - Ganjil)
 - Husna English Classroom XI IS 1 (10 Pertemuan - Ganjil)
- VIDEO CONFERENCE:** A section indicating no virtual meeting is currently active.
- Absensi Guru:** A section for marking teacher absence.
- Daftar Siswa:** A list of students including Azzahra Miranti Hafid, Muhammad Razan Hakim, and Muhammad Afidhol.

Figure 2.2. E-Learning of MAN 1 Tapin

The screenshot displays the classroom page for 'Husna English Classroom XI IA'. The header is consistent with the previous image. The main content area includes:

- FORUM MADRASAH:** A section for class communication.
- TIMELINE KELAS:** A section for class activities and announcements.
- VIDEO CONFERENCE:** A section for virtual meetings.
- STANDAR KOMPETENSI(KU/KD):** A section for curriculum standards.
- KRITERIA KETUNTASAN MINI...:** A section for mini-achievement criteria.
- RENCANA PEMBELAJARAN:** A section for lesson plans.
- BAHAN AJAR:** A section for teaching materials.
- DATA SISWA TERGABUNG:** A section for student data.
- ABSENSI KELAS:** A section for class absence.
- JURNAL GURU:** A section for teacher journals.
- COMPUTER BASED TEST(CBT):** A section for computer-based tests.
- PENILAIAN PENGETAHUAN (K13):** A section for knowledge assessment.
- PENILAIAN KETERAMPILAN (K14):** A section for skill assessment.
- PENILAIAN AKHIR SEMESTER (...):** A section for final semester assessment.

The central message from the teacher, Husna Wahyuni, S. Ag, M.Pd, reads: "Good Morning All My beloved Students! Today I want you all to learn and answer 'Final Semester Assessment' on page 75-76-77-78. Number 1-25. Well, Have a nice time to study English. Thank you." The message has 14 likes and 0 comments.

Figure 2.3. E-Learning of MAN 1 Tapin

The screenshot displays the E-Learning interface for MAN 1 Tapin. The top navigation bar includes 'Forum Madrasah', 'Kelas Online', 'Notifikasi', 'Kalender', 'Tugas Kelas', and 'Log Out'. The user is logged in as 'Muhammad'. The main content area is titled 'Husna English Classroom XI IA' and features a post by 'HUSNA WAHYUNI, S. Ag, M.Pd' with the text: 'Good Morning All My beloved Students! Today I want you all to learn and answer "Final Semester Assessment" on page 75-76-77-78. Number 1-25. Well, Have a nice time to study English. Thank you.' The post has 14 likes and a comment section. On the right, there is a 'Tentang Kelas' section for 'HUSNA WAHYUNI, S. Ag, M.Pd (Online)' and a 'RUANG KELAS ANDA' section listing 'XI IA1 SENIN Ilmu Hadits_RISNIY' and 'Oleh: RISNIYAWATI, S.'.

Figure 2.4. E-Learning of MAN 1 Tapin

The screenshot displays the E-Learning interface for MAN 1 Tapin, showing a student profile page for 'Muhammad Mahbub'. The top navigation bar is the same as in Figure 2.3. The user is logged in as 'Muhammad'. The main content area shows a search bar for 'Masukkan Kode Kelas' and a post by 'ADMIN E-LEARNING MAN 1 TAPIN' with the text: '*Pemberitahuan kedua* Assalamu alaikum wr:wb Pemberitahuan utk wali kelas X. Siswa yg belum mengumpul fotocopy ijazah smp/mts: Kelas X MIA 1 (@Bu Norhikmah) 1. Ahmad Rifai Kelas X IS (@Bu Lisa) 1. Adhitya Salim 2. Chusnul Chotimah 3. M. Aldi 4. M. Arif Maulana 5. M. Amin Quthbi 6. M. Taufik Rahman 7. Nadifa Aulia Agustina 8. Pudza Nabella S'. On the right, there is a 'VIDEO CONFERENCE' section with a 'Masukkan ID Room' field and a 'Join Meeting' button, and a 'Bimbingan Konseling' section with a 'Layanan BK' button. The bottom right section is titled 'Daftar Siswa' and lists 'Muhammad Imaduddin M' and 'Kheirunnida'.

CHAPTER III

METHODOLOGY

This part features the methodology of this research which explains how the researcher collecting the data and detailed analysis with what method uses. This chapter includes research design, subject of the research, research instrument, data collection, and data analysis.

3.1 Research Design

Regarding the research objective, this study applied qualitative methodology. In depth, the researcher used a case study to get focuses on the investigation of the phenomenon appeared. Furthermore Creswell (2013) describe that a case study is part of qualitative methodology, which focuses on exploring several factors that affect the progress or development of the object.

A case study is an in-depth, detailed examination of a particular case (or cases) within a real-world context for example, case studies in medicine may focus on an individual patient or ailment; case studies in business might cover a particular firm's strategy or a broader market; similarly, case studies in politics can range from a narrow happening over time to an enormous undertaking so in this case study was focuses on how far students' perception and motivation in following e-learning system during Covid -19 Pandemic.

Generally, a case study can highlight nearly any individual, group, organization, event, belief system, or action. A case study does not necessarily have to be one observation, but may include many observations

(one or multiple individuals and entities across multiple time periods, all within the same case study). Research projects involving numerous cases are frequently called cross-case research, whereas a study of a single case is called within-case research. Case study research has been extensively practiced in both the social and natural sciences.

This study focuses on discovering students' perception and motivation toward e-learning as media in the online English class during the covid-19 pandemic.

This research is conducted online because the Covid-19 pandemic does not allow the researcher to go directly to the field and the subjects of this study. In collecting data, the researcher makes questionnaires in the form of Google Forms. The, the researcher distributed it through students' Whatsapp groups on May 10th, 2021. The researcher also conducted interviews on May 20th, 2021. However, the researcher hopes that this study can give a clear explanation about students' perception toward e-learning as media in the online English class during the covid-19 pandemic.

3.2 Subject of the Research

The participants of this research will be eleventh-grade of *Ilmu Agama* students at MAN 1 Tapin. The researcher has determined 36 students as the amount of the participants in his research, the researcher given the authority by the English teacher to choose any class as a sample. The researcher is interested in applying the convenience non-probability sampling technique by

adjusting and prioritizing the result of the survey. Then, the researcher chooses this subject (at eleventh grade of *Ilmu Agama*) because the students are often and easily available in following English Class.

Moreover, the students are also more interested in the use of e-learning media in their English learning process beside that in this class is also quite has significant capability and competence compared to other classes. However, this school was chosen because in this Regency, the most effective e-learning teaching method was applied at this school, beside that this school also has good facilities. It has even been used as a reference by several schools. This can be proven by the IT Team at this school often received invitations to design e-learning in other schools in the area.

3.3 Research Instrument

At this stage, the research instruments are applied online, so that researcher can collect data more efficiently. The instruments used in this research are interview and questionnaire. To answer the research questions, the researcher conducts an online interview by using recorded video calls in WhatsApp and online questionnaire in Google Form to investigate and identify the student perception and motivation toward e-learning as media in the online English class during covid-19 pandemic.

3.4 Data Collection Technique

During the research, the data collection stage should be considered carefully by the researcher. In this study, the researcher determined two

techniques of data collection that is interviews and online questionnaires. Those techniques are used by the researcher to collect the data about students' perception and motivation toward e-learning as media in the online English class during the covid-19 pandemic. Further description of those techniques will be explained below:

3.4.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post.

Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. Closed questions structure the answer by only allowing responses which fit into pre-decided categories.

Data that can be placed into a category is called nominal data. The category can be restricted to as few as two options, i.e., dichotomous (e.g., 'yes' or 'no,' 'male' or 'female'), or include quite complex lists of alternatives from which the respondent can choose (e.g., polytomous).

In this research, the researcher used the technique of closed

questionnaire. It means the researcher determined the range of responses that can be chosen within the questions. The questions must be well-designed to give the data result can be received by treatment and statistical analysis.

The questionnaire consists of ten closed questions that were focused on 5 questions about students' perception and 5 questions about motivation of English E-Learning during the Covid-19 pandemic. In order to ease the participants, the questionnaire is designed in *Bahasa* rather than English. The researcher made an electronic questionnaire in the form of a Google Form. Thus, it is shared through students' WhatsApp chatting group on May 10th, 2021. There are 36 students were answered the questionnaire. Related to the type of closed questionnaire, students only choose the provided answers without having to think about their own answers to avoid bias in this research.

By using closed questions can also provide ordinal data (which can be ranked) about the measurement in students' perception and motivation toward e- Learning which those could answer the research problems

3.4.2 Interview

According to Kvale (1996) an interview is “a conversation, whose purpose is to gather descriptions of the life-world of the interviewee” with respect to interpretation of the meanings of the 'described

phenomena'. In a similar vein, Schostak (2006) adds that an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meaning's interviewees bring to it. Accumulating such meanings can be done in various ways, of which one-on-one interviews are the most common.

In this research, the researcher made an online video call using WhatsApp to those ten students who as the sample of the research one by one. Therefore, to maintain the validity and the originality of the data, all conversations in the video call will be transcribed. The researcher designed an open-ended interview approach which means the words and sequence of questions must have been predetermined. All respondent were asked the same basic questions in the same order.

In this research, interview questions were taken from the questionnaire with additional questions to support the data obtained. Interview guidelines can be seen in the appendix. There were 10 students interviewed who participated in this study on May 20th, 2021. The list of interview questions shown in the appendix.

To optimize the technique the interview guidelines above were prepared and the data collected by recording, rewriting, summarizing, and analyzing data. In conducting interviews, *Bahasa* is used to facilitate eleventh-grade students answering questions. After that, the researcher translated the results of the interview into English. By using

an interview, the researcher has an evidence to proof the result of the research and also in aim to know how far is the students' perceptions and motivation toward E- Learning method.

In line with the evidence, the researcher has to conduct several stages such as transcribing the record voice, summarized and collected in full, then analyzed, looking for themes and patterns (Raco, 2010).

3.5 Data Analysis

After collecting the data through an online questionnaire and interview, the data will be analyzed using several techniques. This research used three qualitative techniques which described by Helaludin and Wijaya (2019). Those are data reduction, data display, and conclusion. Further explanation about each term will be provided below:

3.5.1 Data Reduction

This step means making a summary, choosing a theme, making certain categories, and patterns, so that it has meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data are selected and reduced, so that only relevant data is used. Qualitative data obtained from the field is the result of interviews and questioners with all informants.

After the data from the questionnaires and interviews were collected, the researcher reduced the data by separating important and unnecessary data in the form of tables and transcripts of interview results. Its purpose is to make easier for the researcher to collect

valuable data and draw conclusions.

The Step in doing data reduction were began by making certain categories which were contain of four criteria contain of 4 : Strongly Agree ,3 : Agree , 2 : Disagree , 1 : Strongly Disagre, after all the students' answered were separated by those four categories then the researcher make a conclusion and summarizing those students' answered into a table which finally would shows students' perception and motivation toward E-learning.

3.5.2 Data Display

Data display is the process of presenting data after data reduction. it means that data display refers to the process of displaying compressed information from the data reduction process. Looking at data display allows us to know what is going on and become aware when we are going to do for further research. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others, so that it is easily understood by the reader. Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, relationships, and differences of each pattern or category.

This Step done by making a conclusion then makes those into a table which could show the students' response in answering the interviews and questionnaire.

3.5.3 Conclusion Drawing

The third step in the interactive model is decision making and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusions of the results of the study must be able to provide answers to the students' perception and motivation toward e-learning as media in the online English class during covid-19 pandemic.

3.6 Data Validaty

This research used data validity of triangulation. Triangulation is an effort to examine the validity of the data by utilizing anything else outside for the purposes of checking and also comparing between one data with the other data (Miles and Huberman, 2015). Triangulation can be done on the basis of data sources, data collection techniques or methods, timing and theory (Miles and Huberman, 2015).

The process of triangulation in this research used sources and methods triangulation. Source triangulation is a way to test the credibility of the data that is done by checking the data that obtained through several sources. In this case, the researcher conducted accuracy of study by taking a different data source and people who are also different, this was refers to the sample of population who took 36 students at the eleventh grade of MAN 1 Tapin especially in Ilmu Agama Class. Then, the methods triangulation ia a way to

test the validity of the data that is done by checking the data that obtained through several methods or data collections that is interviews and questionnaires. This method of triangulation data were represented by ten questions provided in questionnaire to get the evidence answers of this research.

The step of process triangulation of the data that conducted by researcher are :

1. Checking data by doing a comparison between the statements from one informant with other informants.

This was also proved as the different source of triangulation and also could be an objective data to support the research.

2. After doing data comparison in interview, then researcher compare the data obtained from interviews with the data obtained from questionnaires. Thus, when the data comparison is already saturated or same, means that data can be said to be accurate. However, when the data comparison is still not saturate or same, then it will need extra time to take research in the field to seek the certainty of data.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the research findings, analysis of the data, and discussion. This research was conducted to investigate two research problems regarding students' perception and motivation towards English E-Learning during the Covid 19 pandemic.

4.1 Research Findings

From the instruments of data collection which were questionnaire and interview shown that the research result could be explained below:

The questionnaires and interview were contained of ten questions about learning English through E-Learning during the Covid-19 pandemic. As many as 36 students gave responses to this questionnaire and 10 students gave response to the interview. In the questionnaire, the students only give a checklist in the box provided in Google Form.

The questions used in the questionnaire and interview to answer two research problems about students' perceptions and motivations. For the questionnaire question points, 1 to 5 discuss students' perceptions of English through E-Learning while points 6 to 10 discuss students' motivation towards learning English through E-Learning during the Covid-19 pandemic. The questionnaire result shown below, the scale can be even or odd. For research in Indonesia, it is recommended to use a balanced Likert scale for example with 4 levels. In presenting the following data description of the use of scale:

4 : Strongly Agree

3 : Agree

2 : Disagree

1 : Strongly Disagree

a. Students' perceptions

The first research problem is about perception, where there are 5 questions in the questionnaire to get the data. The data is classified into four scales that is strongly agree, agree, disagree, and strongly disagree.

The following table shows the results of data about students' perceptions.

Table 4.1 Questionnaire Data About Students' Perceptions

No Statements	Questionnaire Statements	Scale	Frequency	Percentage
1	<i>Apakah guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning?</i> (Does the teacher explain English material well through E-Learning?)	4	14	38,9%
		3	18	50,1%
		2	2	5,5%
		1	2	5,5%
2	<i>Apakah materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus?</i> (Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)	4	11	30,6%
		3	25	69,4%
		2	0	0%
		1	0	0%
3	<i>Apakah pembelajaran</i>	4	13	36,1%

	<i>bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19?</i> (Is learning English through E-Learning effective during the Covid-19 pandemic?)	3	12	33,4%
		2	8	22,2%
		1	3	8,3%
4	<i>Apakah kemampuan bahasa Inggris kamu meningkat selama pembelajaran melalui E-Learning?</i> (Did your English skills improve while learning through E-Learning?)	4	3	8,3%
		3	16	44,5%
		2	14	38,9%
		1	3	8,3%
5	<i>Apakah guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning?</i> (Does the teacher conduct question and answer activities about English material in learning through E-Learning?)	4	15	41,7%
		3	14	38,9%
		2	7	19,4%
		1	0	0%

Based on the result above, the researcher found out the data as follow: From the results of the questionnaire above, it can be seen that the students' response about teachers' explanation in online learning during the Covid-19 pandemic as many as 5,5% of respondents chose a total strongly disagree of 36 respondents, 5.5% chose a total disagree of 36 respondents whom This means that 2 respondents chose disagree with the statement. 50.1% chose total to agree from 36 respondents, which means that 18 respondents chose agree with the statement and 38.9% chose

strongly disagree from 36 respondents which means as many as 14 respondents who chose strongly agree with the statement. So it can be concluded that the respondents chose to agree as to the most answers for the statement that the teacher explained well about the materials.

In line with GH and SH statement that showed they both were agree that the teacher explained the materials well enough even though the class held in Online Teaching.

*“I think the teacher is good enough when explaining English material in online learning. It is just because we are often used to face-to-face, so it seems like something's by GH
it is good enough because the teacher explains in detail and we can ask questions when we do not understand. By SH”*

The second table showed that the English material delivered by the teacher through E-Learning in accordance with the syllabus, it could be seen from the percentage which showed in a range 69, 4 % the respondent were agree with the statement, which means that 25 students of 36 respondent were choose agree, while 11 students from 36 respondents were choose strongly agree with the statement, means that it reach in 30, 6 %. Furthermore that 0% of the respondents was choosing the statement disagree and strongly disagree with that statement.

The result proven by four statements stated by respondents' below:

*“It is in accordance with the syllabus given by the teacher at the beginning of the lesson” by GH”
“I think it is appropriate” by SH”
”.Yes, it is in accordance with the syllabus” by AP.
“The English material delivered by the teacher is in accordance with the English learning syllabus” by PK (Translated)*

From the result above could be concluded if most of the respondents was agree with statement that state if the English material delivered by the teacher through E-Learning in accordance with the syllabus.

The next questionnaire was about the effectiveness learning English through E-Learning during the Covid-19 pandemic. The result showed that about 36,1% of the respondents were chose the answer strongly agree with the statement, that means if 13 respondents from 36 chose that answer. About 33,4% the respondents was chose agree with the statement, this means as many as 12 respondents chose agree, while 22,2 % respondents or 8 respondents was chosen disagree with the statements while the rest 8,3% or 3 respondents were chosen strongly disagree with the statement`

Those results prove by these quotes:

“It is effective because we are required to be more independent. We have more flexible time, so we can have more time to read and study independently” by GH”

“I think it is effective, but it depends on whether the students are lazy or not” by SH” (Translated)

From the result could be concluded if mostly the respondents were chose strongly agree with the statement if through E-Learning the English learning held effectively during Covid-19 pandemic.

At the fourth result showed that there was an improvement of English skill through E-learning and about 44,5% of the respondents or it means as many as 16 respondents was choose the agree answer, while the other 38,9% or 14 from the respondents was choose disagree with the

statement, the other answer were at the same percentage which was at 8,3% or three respondents was chose strongly agree and strongly disagree with the statements, that was in line with this statement:

“My grades increased despite studying online. Because when I do not understand, I usually study again, so I understand better” by GH”

“In my opinion, my abilities have improved, such as speaking English more fluently and i am more easier to understand what the teacher explains “by SH” (Translated)

From those result could be concluded if mostly the respondents felt if there is an improvement in their English skill in learning English trough E-learning in Covid-19 pandemic.

Next result was about does the teacher conduct question and answer activities about English material in learning through E-Learning. About the 41, 7% of the respondents or as many as 15 respondents was chose strongly agreed with the statement. While the other 38, 9 % or 14 respondents were chosen agree with the statement. About 19, 4% or as many as 7 respondents was choose disagree with the answer and about 0% was chose disagree with the answer.

The quotes below showed as prove for the result above:

“Yes, at the end of the session, the teacher usually does a question and answer activities with the students” by GH”

“Usually, the teacher conducts question and answer activities, especially for material that is considered difficult” by SH”

From the result above it can be conclude most of respondents was chose strongly agree with statements.

Those results above were synchronized with Haryanto (2015) who has

pointed out that perception is the process of how people experience what they view through sensory receptors. All those results showed that the students experience in learning interpret their own perception about what they gained. In other words, the teacher played a key role in during learning process, how good they gave role models the better students' perception will be.

b. Students' Motivation

The second research problem is about motivation where there are 5 questions in the questionnaire to get the data. The data is classified into four scales that is strongly agree, agree, disagree, and strongly disagree. The following table shows the results of questionnaire data about students' motivations.

Table 4.2 Questionnaire Data About Students' Motivations

No Statements	Questionnaire Statements	Scale	Frequency	Percentage
1	<i>Apakah kamu mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19?</i> (Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?)	4	7	19,5%
		3	25	69,4%
		2	4	11,1%
		1	0	0%
2	<i>Apakah kamu bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning?</i>	4	3	8,3%
		3	21	58,3%
		2	10	27,9%
		1	2	5,5%

	(Do you ask the teacher when you have difficulty learning English through E-Learning?)			
3	<i>Apakah kamu rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19?</i> (Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?)	4	11	30,6%
		3	22	61,1%
		2	2	5,5%
		1	1	2,8%
4	<i>Apakah kamu tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19?</i> (Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?)	4	2	5,5%
		3	18	50%
		2	15	41,7%
		1	1	2,8%
5	<i>Apakah kamu termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19?</i> (Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?)	4	5	13,9%
		3	21	58,3%
		2	10	27,8%
		1	0	0%

Based on the table of questionnaire result above, it can be seen that the students' motivation in learning instructional media during the Covid-

19 pandemic as many as 0% of respondents chose a total strongly disagree of 36 respondents, which means that 0 respondents chose the statement, 11.1% chose a total disagree of 36 respondents whom This means that 4 respondent chose the statement, 69,4% chose agree from the 36 respondents, which means that 25 respondents chose agree with the statement, and the last 19,5 % Of 36 respondents that means 7 of students were chose strongly agree with the statement. That could be concluding that most of the respondents were motivated in learning instructional media used by the teacher during the Covid- 19 pandemic.

In line with GH and FG statements that showed if they agree with statements if they both were still motivated with the E-Learning system during Pandemic Situation.

“Yes, I am still motivated because I really want to be proficient in English” by GH

“I stay motivated because I like English lessons. I like watching English movies and listening to English songs, so I am motivated to be fluent in English” by FG (Translated)

For the next questionnaire were about asking the teacher when you have difficulty learning English through E-Learning, from the result showed that 58,3% or as many as 21 respondents was chose agree with the statement that means they usually ask their teacher when they had difficulties, then 27,9% respondent or as many as 10 respondents was chose disagree with the statement, while another 8,3% respondents or three students were chose strongly agree means that they active in asking their teacher when met difficulties in their learning, and for the rest or

5,5% or as many as 2 respondents was choose strongly disagree with the statements. This result supported by the quotes below:

“Yes, usually if there is material that I don't understand, I always ask the teacher when the teacher opens the question and answer session” by GH
“Yes, because asking questions makes us understand and know things we did not know before”by CV” (Translated)

From the result above could be concluded that most of the respondents chose agree with the statements, that means if the respondents usually asking their teacher when they had difficulties in their learning.

Next question about student diligence on doing English assignment given by the teacher through E-Learning during the Covid-19 pandemic. The questionnaire showed that 61,1% respondents or as many as 22 of them was chose the agree statements, while 30,1% respondents or 11 students was chose strongly agree then 5,5% respondents was chose disagree that means 2 students chose that answer. And the rest of 2, 8% respondents or 1 student chose strongly disagree statements. This result was proved by the result of interview state by GH and SH:

“Yes. I always do the assignments given by the teacher because it really affects the grades I get” by GH
“Yes. I always do assignments because if I do not do it, I do not get grades and usually get punished in the form of more assignments” by SH

From the result above could be concluded if the student even they were doing online teaching in pandemic situation, they still diligently doing assignment given by their teacher.

Next question was about students keep learning English even

though you don't have assignments during the Covid-19 pandemic, 50% of respondents or 18 of them were chose the agree answer related to the statement while 41,7% or 15 respondents was choosing disagree with the statements. Another 5, 5% or 2 of respondents was choosing strongly agree with the statements while the rest of 2.8% or 1 respondent was choosing strongly disagree. Those statements proved by GH and SH statement that state below:

“Yes, I often keep learning even though I only learn a little, such as learning vocabulary or material that I do not understand” by GH
“Yes i am when other subjects do not have assignments, so I choose to learn English because I like it” by SH

From those result could be concluded if the most of students choose agree with the statements means that almost of the students still learning even though they had no assignments from their teacher.

The last question was about the motivation and enthusiastic about learning English through E- Learning during the Covid-19 pandemic. Is about 58,3% or as many as 21 respondent was choose agree with the statement, while 27.8% or as many as 10 respondent was chose disagree with the statements. Then about 13, 9 % or as many as 5 respondents chose strongly agree with the statement and there were 0% of the respondents was chose strongly disagreeing with the statements. This result proof by GH and SH statement below:

“Yes, I am still motivated because I really want to be proficient in English”by GH
“I am still motivated because my parents often accompany me when I study and often give me encouragement” by PK” (Translated)

It could be concluded if the most students were still motivated and enthusiastic in learning English through E-learning during the Covid-19 pandemic.

Those results all proved by Prihartanta (2015) who stated that motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action for a particular purpose. In addition, Saptono (2016) stated that motivation can be considered as a fundamental part toward students' achievement. The more active classroom can be indicated that there also presents a big motivation. The impact will be given by the students through the improvement of their learning outcomes.

4.2 Analysis of The Data

4.2.1 Students' Perception

To answer the first research question about students' perceptions related to learning English through E-Learning during the Covid-19 pandemic, the researcher distributed questionnaires, there are 36 students voluntarily participated in filling out the questionnaire. In addition, the researcher also conducted interviews with ten students to strengthen and obtain additional information. After the questionnaire and interview data are completed, there is some data that can be described:

- a. The first was about students' perceptions related to the teacher's role in explaining English material through E-Learning is good or

not. In this case, the data obtained in the questionnaire showed the highest frequency with a percentage of 50.1% agree with the question, and after further interviews, 4 students stated that the teacher was good in explaining English material through E-Learning, then 4 students stated that it was quite good, and only 2 students stated that it was not good. From the 10 students interviewed, the difference is not so far only a small difference. Based on the answers of the majority of students, it is known that the teacher has explained the English material in detail, clearly, and simply so that students understand more easily. In addition, the teacher also uses various kinds of media in explaining English material, such as videos, pictures, and so on. This is because in online learning, the media plays an important role in making students easier to understand the teacher's explanations. However, there is still student who think that the teacher is not clear in explaining the English material and immediately gives assignments. This was included in the disadvantages of E-Learning that is the teaching and learning process tends towards training rather than education itself. So it was more dominant given the task that explained about the material. From the first data, it can be concluded that according to students' perceptions, the delivery of material by teachers in learning English through E-Learning during the Covid-19 pandemic was good.

- b. The second was about student perceptions related to the teacher's role in delivering English material through E-Learning according to the syllabus or not. In this second point, the data obtained in the questionnaire showed the highest frequency with a percentage of 69.4% agree with the question, then deepened with further interviews. From interviews result, many students agreed with the question so that the data obtained were the same. The way they know is because what was taught by the teacher was in accordance with the syllabus agreed between the teacher and students at the beginning of the lesson.
- c. The third was about student perception related to the effectiveness of using E-Learning for learning during the Covid-19 pandemic. In this third point, the data obtained in the questionnaire showed the highest frequency with a percentage of 36.1% strongly agree with the question, then deepen with further interviews. From interviews the result was obtained that 5 students answered effectively, 3 students answered quite effectively, and 2 students answered not effectively. Students who answered effectively had a reason that learning English online actually made students more independent in learning and had more time to study. Meanwhile, students who answered ineffectively believed that learning English online made students lazier to study because of the lack of interaction with teachers and friends. From these results, it can be concluded that

half the students feel that E-Learning is effective and the other half feel less effective. The effectiveness during E-Learning is flexibility in choosing the time and place to access the trip, so students find learning at home more enjoyable. Then the ineffectiveness of E-Learning is the lack of interaction between teacher and student or even between students themselves.

- d. The fourth was about student perceptions related to improving in students' English ability while learning English through E-Learning. In this fourth point, the data obtained in the questionnaire showed the highest frequency with a percentage of 44.5% agree with the questions presented. But, this result is not much different from the students who answered disagree with a percentage of 38.9% with the questions presented. This result then deepened with further interviews. From interviews result obtained that the difference between students who stated agree and disagree were only 5.6%. Students who agree argue that while studying at home, their abilities were improved because they can study independently and had more time to study. Then, students who disagree argue that while studying at home, their abilities do not improve because they do not understand with the teacher explaining and they feel lazier because of lack of interaction with teachers and friends. From these results, it can be concluded that more students feel that E-Learning was improve their English skills because they more

study independently at home.

- e. The fifth was about student perceptions related to the teacher's role in the question and answer activity during E-Learning. At this fifth point, the data obtained in the questionnaire the highest frequency with a percentage of 41.7% strongly agree with the questions presented, then deepening with further interviews. The results of the interviews showed that the teacher often asked questions during English learning through E-Learning in the end of the lesson or on the sidelines of learning. The question and answer session conducted by the teacher in online English learning was very important because students often do not understand the teacher's explanation. Thus, having a question and answer session during online learning can increase students' understanding and courage to ask questions.

4.2.2 Students' Motivation

The second research problem is investigating students' motivations related to learning English through E-Learning during the Covid-19 pandemic. After the questionnaire and interview data are completed, there are some data that can be explained:

- a. The first is students' motivation related to students' willingness to learn the media used during learning through E-Learning. At this first point, data obtained from the results of the questionnaire showed the highest frequency with a percentage of 69.4% agree

with the questions presented, then deepened with interviews. The interview result obtained that the more students want to learn the learning media used by the teacher. It can be concluded that from the two research instruments used indicate that the results are mutually supportive. Then, in practice during E-Learning the English teacher concerned was more using learning media learning activities during the Covid-19 pandemic like Whatsapp group, youtube, zoom, book, video, pictures, and others.

- b. The second is students' motivation related to the students' activeness to ask the teacher when they have difficulty in English material. In this second point, the data obtained from the questionnaire results showed the highest frequency with a percentage of 58.3% agree with the questions presented, then deepened with interviews. The interview results obtained are balanced. More students want to ask questions when it is difficult because asking questions can make students who initially do not understand become more understand. Then, some students did not want to ask the teacher because time is limited, shy, fear, and other reasons. It can be concluded that the two research instruments used indicate that the results were balanced.
- c. The third is students' motivation related to Students' activeness in doing English assignments during the Covid-19 pandemic. In this third point, the data obtained from the questionnaire results showed

the highest frequency with a percentage of 61.1% agree with the questions presented, then deepened with the interview. From interviews result were obtained that 7 students answered always doing task and 3 students answered sometimes doing task. Students who answered always doing task had a reason that doing the task is an obligation and a form of appreciation to the teacher. In addition, doing assignments diligently can increase the value of the English language obtained. Meanwhile, students who answered sometimes doing task had a reason that sometimes they forget if there is an assignment because they are fun to play. In addition, sometimes they feel lazy to do assignments. It can be concluded that Students' motivation in doing their assignments diligently is quite high, so make students more diligent to do assignments.

- d. The fourth is students' motivation related to students' habits to study even though they have not assignments. In this fourth point, the data obtained in the questionnaire showed the highest frequency with a percentage of 50% agree with the questions presented. But, this result was not much different from the students who answered disagree with a percentage of 41,7% with the questions presented. This results then deepen with further interviews. From the interviews, the researcher found the fact that 5 students still learn and 5 students do not study if there were no assignments. Students who keep studying because they want to improve their ability in

- English. In addition, they keep learning because they have more time. Meanwhile, students who do not study because they learn only if there were assignments. This is because other assignments accumulate so that the available time is used to complete the assignments of other subjects. In addition, they are usually lazy and prefer to do other activities such as playing or helping their parents.
- e. The last is students' motivation and enthusiasm when learning English through E-learning during the Covid-19 pandemic. At the last point, the data obtained from the results of the questionnaire showed the highest frequency with a percentage of 58,3% agree with the questions presented. This result then deepened with the interview. From the interviews, the researcher found that some students were motivated and enthusiastic about learning English during the Covid-19 pandemic because they liked English and wanted to improve their English skills. Meanwhile, some students are not motivated because they feel learning at home is boring especially if learning English. In addition, they are not motivated because they are lazy and prefer to learn face to face in class. Face-to-face learning is more fun because it makes them interact more with teachers and friends.

4.3 Discussion

This study to figure out students' perception toward the use of media and for further e-learning research which was conducted at MAN 1 Tapin and based on the research result can be concluded that the Covid-19 pandemic has forced the world of education to adapt quickly due to restrictions on interacting directly at school. The solution proposed is to do E-learning. According to Naidu (2006), e-learning is an online platform to build communication by using technology in the teaching and learning system. E-learning is the most widely used medium in the teaching and learning process during Covid-19.

Within e-learning, the teacher has the possibility to combine (learning) activities by individuals or groups, using computers, other networked, and independent electronic devices. In addition to the material that can be enriched or provided with a range of learning resources, including multimedia that teachers can support, student material can be accessed anytime from anywhere via e-learning (Suartama, 2014).

The importance of E-learning during the Covid-19 pandemic makes students must have a good perception and motivation towards E-learning. In measuring students' perceptions of English learning through E-learning used several indicators.

According to the research findings, it is resulted that students gave a positive response about using applications as learning media during the pandemic. Mostly students said that the used of application in online learning is efficient for learning during the Covid-19 pandemic and this result was

synchronize with the statement from Goyal (2012), which said that online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Thus, in using online learning some alternative media or applications can be used to support the learning process. It can be concluded if E-learning system can be used as an alternative way to conduct teaching learning process during this Covid Pandemic.

Based on students' responses on interview shows the evidence that mostly of students have positive perception toward the efficient application used in online learning either related to the teacher's role in explaining materials as the prove of the advantages of E-learning such as easier to absorb, which means that multimedia facilities can be used for e-learning in the form of images, text, animation, sound, and video (Indrakusuma and Putri, 2016).

Haryanto (2015) that has pointed out that perception is the process of how people experience what they view through sensory receptors. been agreed with students at the beginning of learning. This perception arises because of what they see and live thus difference in perception occurs because the process of forming each person's perception is different and also the difference grade of independences' of the students beside that as the

impact of E-learning method the students should spend more of their time to study at home or the places that are comfortable and signal serves' .thus condition related with Harsasi and Sutawijaya (2018) who state that because this platform (E-Learning System) involves the use of technology in the form of internet connections and devices, various issues are often encountered such as unstable connections, lagging and other technical issues with devices.

All those results above showed that the students experience in learning interpret their own perception about what they gained. In other words, the teacher played a key role in during learning process, how good they gave role models the better students' perception will be and for the teacher side they must also always improve their ability and competence in teaching so will build up good atmosphere in teaching learning process.

Second point as the objective of this research is related to student motivation, several indicators were also used to measure student motivation. From the entire interview result showed that mostly students' either in student' willingness, activeness, and study habits or with their motivation and enthusiasm were increasing as the impact of using E-learning system. Motivation is internal energy that makes students feel excited about learning to achieve goals (Saptono, 2016).

This result due to students stronger motivation to improve their ability in English. Students who are more active, including activeness in doing assignments can be indicated that there also presents a big motivation (Saptono, 2016).

In correlations with what Prihartanta (2015) said that motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action for a particular purpose, by using E-learning system made the students more courage to be active in online class and also be more motivated in following class beside that based on the questionnaire result also show if by using E-learning system also can build up students' extrinsic motivation due to their perception by seeing and live in E-learning system which will pursue their motivation so as a impact will also improve their learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on research findings, data analysis, and discussion from the previous chapter, the researcher draws conclusions as follow:

1. Students' perception of learning English through E-learning can be said to be good both from interview and questionnaire result. It was prove by most of score from interview question the respondents got above range of good scoring and show positive answer. Those can be described as follow: First, students' perceptions regarding the teacher explain English material well through E-Learning, which based on the results of the questionnaire stated that 50.1% agreed and based on the results of interviews it was known that most of the students agreed. Furthermore, perceptions related to the English material delivered by the teacher through E-Learning in accordance with the syllabus, which based on the results of the questionnaire obtained that 60.94% agreed and based on the results of interviews it was found that most of the students agreed. Third, students' perceptions regarding the effectiveness of English learning through E-Learning during the Covid-19 pandemic, which based on the results of the questionnaire obtained that 36.1% of students strongly agreed and based on the results of interviews it was known that most of the students agreed. Furthermore, students' perceptions related to improving students' English skills while learning through E-Learning,

which based on the results of the questionnaire obtained that 44.5% of students agreed and based on the results of interviews it was known that most of the students agreed. The last is students' perceptions regarding the teacher conduct question and answer activity about English materials in learning through E-Learning, which based on the results of the questionnaire it was known that 41.7% of students strongly agreed and based on the results of interviews it was known that most of the students agreed.

2. Students' motivation of learning English through E-learning can be said to be good both from interview and questionnaire result. It shown by most of scoring in questionnaires answer were shown positive answer and also most of respondents said that they were motivated by using E-learning system during Covid Pandemic even be more motivated in following online class. And this focus was students' extrinsic motivation that was motives students' to become active and functioning motives due to external stimuli. It can also be said as a form of motivation in which learning activities begin and continue based on outside encouragement learning activities. First, students' desire to learn the instructional media used by teachers during the Covid-19 pandemic, which based on the results of the questionnaire stated that 69.4% agreed and based on the results of interviews it was known that most of the students agreed. Furthermore, the motivation related to the activity of students to ask the teacher when students have difficulty learning English through E-

Learning, which based on the results of the questionnaire obtained that 58.3% agreed and based on the results of interviews it was known that most of the students agreed. Third, student motivation related to student activity to work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic, which based on the results of the questionnaire obtained that 61.1% of students agreed and based on the results of interviews it was found that most of the students agreed. Furthermore, students' motivation related to student activity to keep learning English even though students don't have assignments during the Covid-19 pandemic, which based on the results of the questionnaire obtained that 50% of students agreed and based on the results of interviews it was known that most of the students agreed. The last one was student motivation related to motivated and enthusiastic students about learning English through E-Learning during the Covid-19 pandemic, which based on the results of the questionnaire it was found that 58.3% of students agreed and based on the results of interviews it was known that most of the students agreed.

5.2 The Suggestion

Based on the conclusions above, some suggestions are given, including:

1. Teacher already has good performance, but are expected to further improve his performance of teaching English through E-learning during the Covid-19 pandemic. Teacher can further activate the online classroom atmosphere by frequently inviting students to discuss and open

question and answer sessions more often. In this case, teachers are also advised to use more supporting media to make online learning more effective, such as using Google classroom, Schoology, and others.

2. Students are expected to be more independent and spend more time studying at home. Students can focus more on learning than playing. Students must also reduce laziness and increase the spirit of learning at home. Because the spirit and study diligently will be able to improve their ability in English.
3. Parents are expected to be good study partners for their children at home. Parents should supervise, accompany and provide full support to their children to continue to study hard at home.
4. For other researchers, in further research. This research is expected to benefit other researchers and as a reference or inspiration to conduct further research related to this field especially in the use of E-learning in variative school of developed area for better references.

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APPENDICES

Appendix I Research Permission Letter



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

Nomor : 1152/Un.03.1/TL.00.1/01/2021 2 April 2021
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala Madrasah Aliyah Negeri 1 Tapin
di
Jl. Brigjen H. Hasan Basry Km. 1 No. 5A Kec. Tapin Utara, Kab. Tapin,
Kalimantan Selatan 71111

Assalamu'alaikum Wr. Wb.

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

Nama : M. Fadel Ihza Islami
NIM : 17180011
Jurusan : Tadris Bahasa Inggris - S1
Semester - Tahun Akademik : Genap - 2020/2021
Judul Skripsi : : **Students' Perception and Motivation Toward E-Learning as Media in The Online English Class During The Covid-19 Pandemic (A Study at the Eleventh Grade of MAN 1 Tapin in Academic Year 2020/2021)**

Lama Penelitian : **April 2021** sampai dengan **Mei 2021**

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

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

Wassalamu'alaikum Wr. Wb.

 Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Appendix II List of Interviews

1. *Apakah guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning?*

(Does the teacher explain English material well through E-Learning?)

2. *Apakah materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus?*

(Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)

3. *Apakah pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19?*

(Is learning English through E-Learning effective during the Covid-19 pandemic?)

4. *Apakah kemampuan bahasa Inggris kamu meningkat selama pembelajaran melalui E-Learning?*

(Did your English skills improve while learning through E-Learning?)

5. *Apakah guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning?*

(Does the teacher conduct question and answer activities about English material in learning through E-Learning?)

6. *Apakah kamu mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19?*

(Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?)

7. *Apakah kamu bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning?*

(Do you ask the teacher when you have difficulty learning English through E-Learning?)

8. *Apakah kamu rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19?*

(Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?)

9. *Apakah kamu tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19?*

(Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?)

10. *Apakah kamu termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19?*

(Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?)

Appendix III List of Questionnaires

No.	Questionnaire Statement (<i>Penyataan Kuesioner</i>)	SA	A	D	SD
1.	<i>Apakah guru menjelaskan materi bahasa Inggris dengan baik melalui E- Learning?</i> (Does the teacher explain English material well through E-Learning?)				
2.	<i>Apakah materi bahasa Inggris yang disampaikan oleh guru melalui E- Learning sesuai dengan silabus?</i> (Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)				
3.	<i>Apakah pembelajaran bahasa Inggris melalui E- Learning efektif selama pandemi Covid-19?</i> (Is learning English through E-Learning effective during the Covid-19 pandemic?)				
4.	<i>Apakah kemampuan bahasa Inggris kamu meningkat selama pembelajaran melalui E-Learning?</i> (Did your English skills improve while learning through E-Learning?)				
5.	<i>Apakah guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E- Learning?</i> (Does the teacher conduct question and answer activities about English material in learning through E-Learning?)				
6.	<i>Apakah kamu mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19?</i> (Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?)				
7.	<i>Apakah kamu bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E- Learning?</i>				

	(Do you ask the teacher when you have difficulty learning English through E-Learning?)				
8.	<p><i>Apakah kamu rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19?</i></p> <p>(Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?)</p>				
9.	<p><i>Apakah kamu tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19?</i></p> <p>(Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?)</p>				
10.	<p><i>Apakah kamu termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19?</i></p> <p>(Do you motivated and enthusiastic about learning English through E- Learning during the Covid-19 pandemic?)</p>				

Appendix IV Interview Transcripts

1.

Subject	:	Student 1
Date	:	May 20 th , 2021
Coding Description	:	A (Interviewer) GH (Respondent)

A1		Does the teacher explain English material well through E-Learning?
GH		I think the teacher is good enough when explaining English material in online learning. It is just because we are often used to face-to-face, so it seems like something's interesting.
A1		Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
GH		It is in accordance with the syllabus given by the teacher at the beginning of the lesson
A1		Is learning English through E- Learning effective during the Covid-19 pandemic?
GH		It is effective because we are required to be more independent. We have more flexible time, so we can have more time to read and study independently
A1		Did your English skills improve while learning through E-Learning?
GH		My grades increased despite studying online. Because when I do not understand, I usually study again, so I understand better
A1		Does the teacher conduct question and answer activities about English material in learning through E-Learning?
GH		Yes, at the end of the session, the teacher usually does a question and answer activities with the students
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?

GH		I want as long as it is not complicated. Teacher usually only uses wa group, but several times he uses zoom. Then, the teacher also often gives material via YouTube, voice records, books, and so on
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
GH		Yes, usually if there is material that I don't understand, I always ask the teacher when the teacher opens the question and answer session
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
GH		Yes. I always do the assignments given by the teacher because it really affects the grades I get
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
GH		Yes. I always do the assignments given by the teacher because it really affects the grades I get
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
GH		Yes, I often keep learning even though I only learn a little, such as learning vocabulary or material that I do not understand).
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
GH		Yes, I am still motivated because I really want to be proficient in English

2.

Subject		Student 2
Date		May 20 th , 2021
Coding Description		A1 (Interviewer) GH (Respondent)

A1	Does the teacher explain English material well through E-Learning?
SH	it is good enough because the teacher explains in detail and we can ask questions when we do not understand
A1	Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
SH	I think it is appropriate
A1	Is learning English through E- Learning effective during the Covid-19 pandemic?
SH	I think it is effective, but it depends on whether the students are lazy or not
A1	Did your English skills improve while learning through E-Learning?
SH	In my opinion, my abilities have improved, such as speaking English more fluently and i am more easier to understand what the teacher explains
A1	Does the teacher conduct question and answer activities about English material in learning through E-Learning?
SH	Not always, but teacher often does question and answer activities when learning takes place or at the end of learning
A1	Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
SH	Sometimes i want but sometimes no. Because the obstacles in the online system are difficult to signal and spend packages to be able to access the media used in learning
A1	Do you ask the teacher when you have difficulty learning English through E-Learning
SH	Yes, sometimes I ask but sometimes not if the time is tight or running out
A1	Do you diligently work on English assignments given by the teacher

	through E-Learning during the Covid-19 pandemic?
SH	Yes. I always do assignments because if I do not do it, I do not get grades and usually get punished in the form of more assignments
A1	Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
SH	No, because other subjects often have assignments, so I use the available time to do other assignments
A1	Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
SH	Honestly, I am not motivated, it is not like face-to-face learning, where I meet many friends directly, so we can encourage each other

3.

Subject	Students 3
Date	May 20 th , 2021
Coding Description	A1 (Interviewer) AP (Respondent)

A1	Does the teacher explain English material well through E-Learning?
AP	it is good because the teacher often explains accompanied by videos, so it is more fun
A1	Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
AP	Yes, it is in accordance with the syllabus
A1	Is learning English through E- Learning effective during the Covid-19 pandemic?
AP	It is not effective because there are more tasks and we required to be independent in learning without any more assistance
A1	Did your English skills improve while learning through E-Learning?
AP	It is actually decreasing because I cannot understand what the teacher

		is explaining
A1		Does the teacher conduct question and answer activities about English material in learning through E-Learning?
AP		Usually the teacher conducts question and answer activities, especially for material that is considered difficult
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
AP		Yes, like it or not, i must want it because there are usually tasks. For example, the teacher asks us to access YouTube to do assignments, so yes, we have to access the media that is used)
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
AP		No, I rarely
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
AP		Sometimes yes sometimes no because sometimes I forget that I have an assignment
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
AP		Yes i am when I am not lazy and I have extra time
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
AP		Less motivated, lazier

4.

Subject		Students 4
Date		May 20 th , 2021
Coding Description		A1 (Interviewer) PK (Respondent)

A1		Does the teacher explain English material well through E-Learning?
PK		it is good because the teacher often explains accompanied by videos, so it is more fun
A1		Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
PK		The English material delivered by the teacher is in accordance with the English learning syllabus
A1		Is learning English through E- Learning effective during the Covid-19 pandemic?
PK		It has been effective because the teacher has also explained well and provided all the materials needed
A1		Did your English skills improve while learning through E-Learning?
PK		I think my ability is still the same, it does not go down and it does not increase, because the score I get is the same
A1		Does the teacher conduct question and answer activities about English material in learning through E-Learning?
PK		Yes, teacher often does question and answer activities. Even the teacher often tells us to ask questions directly when we do not understand the material presented, without the teacher having to open a question-and-answer session
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
PK		I do not want it because it is a bit complicated
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
PK		Yes, I always ask questions when I do not understand, even before the teacher opens the question-and-answer session
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?

PK		Yes. I do it because it is my duty
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
PK		Yes. I study even though sometimes I do not understand the material I study
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
PK		I am still motivated because my parents often accompany me when I study and often give me encouragement

5.

Subject		Students 5
Date		May 20 th , 2021
Coding Description		A1 (Interviewer) TR (Respondent)

A1		Does the teacher explain English material well through E-Learning?
TR		it is good enough because the teacher explains the material very clearly and easy to understand
A1		Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
TR		It is in accordance with the syllabus
A1		Is learning English through E- Learning effective during the Covid-19 pandemic?
TR		It has been effective enough because now is the era of all online and technology literate
A1		Did your English skills improve while learning through E-Learning?
TR		It has been effective enough because now is the era of all online and technology literate
A1		Does the teacher conduct question and answer activities about

		English material in learning through E-Learning?
TR		My abilities have increased and my grades have also increased).
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
TR		Usually like that, at the end of the lesson, the teacher usually opens a question and answer session
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
TR		It depends. If I think the answer can still be found by myself, I do not ask, but if it looks very difficult, I will ask the teacher
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
TR		I definitely do my homework because my parents at home always control and ask me if I have an assignment or not
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
TR		Not really because when I am at home I often help my parents and sometimes play too
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
TR		My motivation has been up and down during this pandemic. I am more motivated when learning face to face

6.

Subject		Students 6
Date		May 20 th , 2021
CodingDescription		A1 (Interviewer) GH (Respondent)

A1	Does the teacher explain English material well through E-Learning?
DR	I think it is a bit lacking because it is not explained directly through face to face, so we are sometimes bored and lazy just looking at the laptop, so the explanation is not maximal
A1	Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
DR	It is in accordance with the syllabus. However, sometimes the time is not suitable because it adjusts to national holidays, school events that make learning closed, and so on
A1	Is learning English through E- Learning effective during the Covid-19 pandemic?
DR	In my opinion, it is not effective because there are more tasks and we are getting confused with the learning material
A1	Did your English skills improve while learning through E-Learning?
DR	A lot decreased during this corona pandemic because honestly I feel Lazier and can not understand what the teacher is explaining
A1	Does the teacher conduct question and answer activities about English material in learning through E-Learning?
DR	Sometimes yes, sometimes no, it depends on the time and level of difficulty of the material being taught
A1	Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
DR	It depends, as long as it is not complicated, I want it. Incidentally, teacher also uses easy-to-use media, such as wa group
A1	Do you ask the teacher when you have difficulty learning English through E-Learning
DR	No, because usually a lot of friends have asked
A1	Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
DR	Sometimes, because sometimes I am lazy and forget when I have an

		assignment
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
DR		No, because there are many other tasks too
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
DR		I am not motivated, I am really sad because I can not meet, play, and learn together with my friends

7.

Subject		Student 7
Date		May 20 th , 2021
Coding Description		A1 (Interviewer) FG (Respondent)

A1		Does the teacher explain English material well through E-Learning?
FG		It is good because the teacher explains the material accompanied by videos, pictures, and other media that allow me to better understand the material being taught
A1		Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
FG		Already appropriate
A1		Is learning English through E- Learning effective during the Covid-19 pandemic?
FG		it is effective because it saves time and we can be more independent in learning and do not depend on teachers or friends
A1		Did your English skills improve while learning through E-Learning?
FG		It has increased, although not by much. I also became more understand of the material presented by the teacher
A1		Does the teacher conduct question and answer activities about

		English material in learning through E-Learning?
FG		Often the teacher opens a question and answer session, but sometimes the teacher does not open a question and answer session if time is up for material explanation
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
FG		I want it because the media makes our knowledge increase
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
FG		Yes, I always ask the teacher at the end of the lesson when I don't understand
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
FG		I always do my assignments to appreciate the teacher who has worked hard to teach us and give us assignments
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
FG		yes i am when other subjects do not have assignments, so I choose to learn English because I like it
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
FG		I stay motivated because I like English lessons. I like watching English movies and listening to English songs, so I am motivated to be fluent in English

8.

Subject		Student 8
Date		May 20 th , 2021
Coding Description		A1 (Interviewer) CV (Respondent)

A1		Does the teacher explain English material well through E-Learning?
CV		it is good enough because the teacher is able to explain the material more simply, so that it is easier for me to understand the material being taught
A1		Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
CV		I think it is appropriate. All the material in the syllabus has been taught, it is just that sometimes the time is not in accordance with what is written in the syllabus
A1		Is learning English through E- Learning effective during the Covid-19 pandemic?
CV		I think, it is been effective because all the materials have also been provided by the teacher. It is just a matter of whether we want to learn independently or not
A1		Did your English skills improve while learning through E-Learning?
CV		My ability has increased a little. Besides, my grades have also increased
A1		Does the teacher conduct question and answer activities about English material in learning through E-Learning?
CV		Yes, when learning takes place or at the end of learning, the teacher always opens a question and answer session
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
CV		I really want it because in online learning all the material is delivered through the media, so if we do not use the media then we are the losers and we will find it difficult during the exam
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
CV		Yes, because asking questions makes us understand and know things

		we did not know before
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
CV		I always do assignment because it is important in the learning process
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
CV		Yes, I am still learning because I want to be proficient in English)
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
CV		I am less motivated because I am lazier hehe

9.

Subject		Student 9
Date		May 20 th , 2021
Coding Description		A1 (Interviewer) YT (Respondent)

A1		Does the teacher explain English material well through E-Learning?
YT		Good enough, but it is not like face-to-face learning. Because with face-to-face learning, the learning that is carried out seems more alive
A1		Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
YT		The material taught by the teacher is in accordance with what is written in the syllabus
A1		Is learning English through E- Learning effective during the Covid-19 pandemic?
YT		In my opinion, it is less effective because we are required to be more independent in learning and I am not ready yet
A1		Did your English skills improve while learning through E-Learning?
YT		It is come down because during this online learning, I became more

		lazy to study and do assignments. I prefer to study and do assignments together because if I do not understand, I can ask questions
A1		Does the teacher conduct question and answer activities about English material in learning through E-Learning?
YT		Not always, but teacher often does question and answer activities with students. Sometimes students also take the initiative to ask questions even though the teacher does not open a question and answer session
A1		Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
YT		I want, so that my score and understanding increase)
A1		Do you ask the teacher when you have difficulty learning English through E-Learning
YT		Yes, I am asking for difficult materials that I do not understand
A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
YT		Yes. I work on assignments to increase the grades I get
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
YT		No, I do not have enough time hehehe
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
YT		I am motivated even though it is not much but at least I am still enthusiastic about learning English even though it is online

10.

Subject		Student 10
Date		May 20 th , 2021

Coding Description	A1 (Interviewer) DS (Respondent)
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A1	Does the teacher explain English material well through E-Learning?
DS	The teacher is good at explaining the material because it is very detailed and clear
A1	Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)
DS	It is in accordance with the syllabus
A1	Is learning English through E- Learning effective during the Covid-19 pandemic?
DS	it is effective enough because we become more independent in learning
A1	Did your English skills improve while learning through E-Learning?
DS	It is actually decreasing. My grades have also decreased. I also sometimes d not understand the material being taught.
A1	Does the teacher conduct question and answer activities about English material in learning through E-Learning?
DS	Usually the teacher opens a question and answer session so that students dare to express their opinions and so that students who do not understand can better understand the material that has been taught
A1	Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?
DS	sometimes I want to, but sometimes I am a bit lazy because the use of media sometimes actually makes me not understand the material presented, unlike face to face learning
A1	Do you ask the teacher when you have difficulty learning English through E-Learning
DS	Sometimes, if there is still time, I willl ask if I do not understand

A1		Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?
DS		I do my homework, but sometimes I do not do it because I am too busy playing with friends
A1		Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?
DS		No, because usually, if I do not have work, I am lazy to open a book, let alone study
A1		Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?
DS		I am less motivated when learning online at home because I play more than learn

Appendix V. Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPIN
MADRASAH ALIYAH NEGERI 1 TAPIN
Jl. Brigjend H. Hasan Basri Km. 1 No.5A Telp.(0517) 31057 Rantau Kab. Tapin
e-mail : man1rantau@kemenag.go.id

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 322/Ma.17.04-1/3/TL.00/06/2021

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 1 Tapin, dengan ini menerangkan bahwa :

N a m a : M. FADEL IHZA ISLAMI
NIM : 17180011
Jenis Kelamin : Laki-laki
Jurusan : Tadris Bahasa Inggris – S1

Telah selesai melaksanakan Riset/Penelitian Ilmiah di MAN 1 Tapin Kabupaten Tapin, dalam rangka Penyusunan Skripsi dengan judul :

“ STUDENTS’ PERCEPTION AND MOTIVATION TOWARD E-LEARNING AS MEDIA IN THE ONLINE ENGLISH CLASS DURING THE COVID-19 PANDEMIC (A STUDY AT THE ELEVENTH GRADE OF MAN 1 TAPIN IN ACADEMIC YEAR 2020/2021) ”

Penelitian dilaksanakan selama 2 bulan mulai bulan April 2021 sampai dengan Mei 2021.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Rantau, 26 Juni 2021

Kepala MAN 1 Tapin



HAMAD RIFANI, S.Pd,MM
NIP. 197004031995121005

Appendix VI Consultation Logbook



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Cajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Nama : M. Fadel Ihza Islami
 NIM : 17180011
 Judul : **Students' Perception and Motivation Toward E-Learning as Media in The Online English Class During The Covid-19 Pandemic (A Study at the Eleventh Grade of MAN 1 Tapin in Academic Year of 2020/2021)**
 Dosen Pembimbing : **Nur Fitria Anggrisia, M. Pd**
 NIP. 19890901201802012156

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	26/01/2021	BAB I: Background of The Study	
2	29/01/2021	BAB I: The Rest of The Chapter	
3	01/02/2021	BAB II: Literature Review; Theories Details	
4	16/01/2021	BAB III: Methodology	
5	24/02/2021	BAB III: Research Instrument	
6	02/03/2021	BAB III: Data Validity	
7	14/04/2021	BAB IV: Research Findings (Concept)	
8	20/05/2021	BAB IV: Research Findings Interpretation	
9	29/05/2021	BAB IV: Research Findings & Discussion	
10	02/06/2021	BAB V: Discussion	
11	15/06/2021	BAB V: Discussion Revision	



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12	22/06/2021	APPENDIX	
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Menyetujui,
Dosen Pembimbing

Nur Fitria Anggrisia, M. Pd
NIP. 19890901201802012156

Malang, 24 Juni 2021
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langeng Budianto, M.Pd
NIP. 19810202003122001

Appendix VII Curriculum Vitae

Nama : M. Fadel Ihza Islami
Tempat, Tanggal Lahir : Martapura, 15 April 1999
Jenis Kelamin : Laki-laki
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Perumahan Sigura Hills Blok E5
Malang
No. HP : 0812 5686 0299
Alamat Email : fadelihzaislami@gmail.com
Nama Wali : Husna Wahyuni



Riwayat Pendidikan		
1	2004 – 2005	TK Idhata Tapin
2	2005 – 2011	MI Muhammadiyah Tapin
3	2011 – 2014	MTsN 2 Tapin
4	2014 – 2017	MAN 1 Tapin
5	2017 – Sekarang	UIN Maulana Malik Ibrahim Malang

Malang, 24 Juni 2021

Mahasiswa,

M. Fadel Ihza Islami

NIM. 17180011