

**STUDENT'S PERCEPTION ON THE USE OF ENGLISH ONLINE
LEARNING PLATFORMS IN TANJUNGBALAI**

SKRIPSI

*Submitted in Partial Fulfillment as The Requirements
For the Degree Of Sarjana Pendidikan (S.Pd)
English Education Program*

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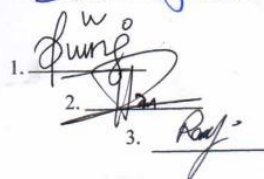
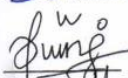



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Hormat saya
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ABSTRACT

May Dilla Sari Claudia, 1702050080. Student's Perception on The Use of English Online Learning Platforms in Tanjungbalai. Skripsi English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan.2020.

This research was aim to analysis how is student's perception on the use of english online learning platforms in tanjungbalai and to know does Quipper helps the students in english online learning in the Covid-19 Pandemic. In this research technique of collecting data researcher used observation and interview method. The source of data in this reseach is students in Senior Highschool 1 Tanjungbalai was focused on eleventh grade with gave 15 questions to interview the students using WhatsApp. The researcher instrument of this studey is researcher self. This study was applied qualitative design. The technique of analyzing data researcher used three steps, there are 1) Data Reduction, 2) Data display, and then 3) conclusion/verifocation. The findings from the data analysis, the student's give negative perception on English online learning because not easier, but english online learning give positive impact such as: be independent attitude, and add the motivation to them. In using Quipper in English online learning the students give perception because the explanation in Quipper is video form so the students enjoy and understand, but they help problems in internet quota and network in using Quipper so the students sometimes difficult in using Quipper.

Keywords: student's perceptions, english online learning, Quipper platforms

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Finally, words cannot be enough to expressed, except praise to be Allah the lord of the world, for blessing and guidance. Hopefully, the finding of this research are expected to be useful for those who read this thesis and interested to the topics.

Also the researcher that her thesis is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive critic, comments, suggestions are welcomed for further improvement of this thesis.

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CHAPTER I

INTRODUCTION

A. Background of Study

Education is needs all of people without distinction religion, gender, age, and also country. Every human needs education in real life. There are many education we can get and also learn where we go. In Indonesia there are many lesson that we have learning, for example: math, english, indonesian, geography, chemistry, accounting, etc. In this I choose English Foreign Language (EFL) as an object learning. English Foreign Language is the english that we are usually learn and use in the school as the english lesson every week, when we study english in the school we will learn about EFL. EFL also used in Indonesia, so the students in Indonesia learn english from grammar, listening, writing, and reading.

One of the steps to get education is study in the school. As we know, in Indonesia we always study from the morning until afternoon, from the afternoon until finished, and also in university we also study in campus in the morning, afternoon, and the last in the evening. For almost the year, we know the world have the problems, the problems come to the world is a Virus. The virus is Corona Virus and also we called Covid-19. All of the human and place facing the problems. The corona virus was confirmed to have spread to Indonesia in March 2020. As of April 2020, this pandemic has spread to all provinces in Indonesia, except Nusa Tenggara and Gorontalo Province. All provinces had reported suspected cases. As the coronavirus spread continues in many areas, Mr. Joko Widodo as the Indonesian's president putting affected areas into lockdowns and closing down the insitution and certain places. According to the Cambridge

Dictionary, a lockdown is a situation in which people are not allowed to enter or leave a building or area freely due to an emergency.

Covid-19 gave the positive impact and also negative impact. As we know from the problem we can also get the wisdom. The wisdom from corona virus like : we have more time for family, we also care about each other, we pay more attention to cleanliness, and we are more careful for ourselves (love ourselves). Of it all we get the negative impact too from Covid-19. Most of people be afraid with this situation, because this virus make us be sick, and also we can died and make the other people feel what we feel, because corona virus can be contagious if we near the people didn't use personal protective equipment, and if the stamina of those around us is weak. Not only that there is lockdown, every country afraid if their country have the big problems because corona.

The foreigners can't come to another country, anyone who can come must meet several conditions such as must have a health certificate that they are not infected with the corona virus, and learning process not offline (face to face) again, but be online learning. This negative impact from Covid-19 will we discuss in this proposal, that is the school must be closed, all of school in Indonesia closed because there is social distancing we must do. So, we can't learn face to face. We can't practice in the school. Not only for elementary but also junior high school, senior high school, and the univeristy has been closed too. The school has closed but we still learn all of the lesson. Now, we learn from home not from school again. So, all of activities always we do in the school will we do from home.

Talk about learn from home, this condition is be my references to take the problems in this proposal because students undergo this situation (online learning)

and I will doing analysis from student's perception on the use of english online learning platforms in SMA Negeri 1 Tanjungbalai.

Taks Executor. Director General of Higher Education of the Ministry of Education and culture , Nizam said, the development of online learning is actually not a new thing for Indonesia. He said that the history of online learning began around 1980 in the country. The development at that time was based on Indonesia's desire in the development of information technology. "Online learning in Indonesia has started since the late 1980s and grew quite rapidly again in the 2000s". Nizam said in a video conference, Friday, April 17, 2020 as quoted in Putra (2020). We will talk about the media used in help students learn in home easily. As we know if we learn face to face we always get knowledge from teacher directly through lectures, games, etc, but learn from home (online learning) make us must found media for study aids. Teacher still teach the students but not from directly but from online, so the teacher must found or choose some media will they use for online learning.

Without media, teacher can't teach by online learning, because online learning is certainly using network and internet. Even, when this country not lockdown and we study at the school we using media too for example when online learning using google classroom/ whatsapp group in giving video to learn speaking.

Now, we will talk platform digital as the study aids in online learning especially in english lesson. Online-based learning on the implementation process certainly cannot be separated from use of various platforms digital. Typical Platform Types used include Google Classroom, WhatsApp, Email, Youtube,

Zoom, Moodle, Google for Education, Quipper School, Learning House, Ruangguru, etc. Platform is used in the process online learning or online. In addition, in online learning or distance learning, of course must use a software as well as the hardware used to support the implementation online learning Ansori (2018) as quoted in journal Sulastri (2020). This software can be opened on a PC or android system. If it is on an android system, the digital platform can be in the form of an application. This make student and teacher be easily to take and give the lesson, because although we can't meet in person but we can see each other through the zoom application, we can talk from the message from WhatsApp, Telegram, and also we can learn by games in Kahoot. We can send and learn material, assignment from google classroom, whatsapp group, telegram group, etc. Teacher can choose the media based on the students need and what media is effective to help online learning. Because every media by platform digital have the advantages and disadvantages. In this we will choose Quipper as the digital platform in english online learning .

At state high school 1 in Tanjungbalai also doing online learning in pandemic Covid-19. So the students learn from home. And from the information the students using Quipper as the digital platforms in English online learning, so the students can learn and also doing assignment from Quipper.

Quipper is a site or application that provides digital learning services for free and supports interesting features Nurhadi (2020). The advantage of Quipper is the availability of materials and questions according to the Indonesian education curriculum. In Quipper the form of questions can be in the form of

exercises or exams, each with different features. Quipper question material is also displayed in the form of video visualization so that students are easy to learn.

B. Identification of The Problem

As explained in the background above, the researcher identifies those are:

1. Corona Virus (Covid-19) is the trigger all of the school be online learning include school in Indonesia and
2. From The development of information and communication technology (ICT) has brought us to a new era, namely the Industrial Revolution (4.0) and has also brought about great changes in various fields, one of which is in the field of education.

Online learning in Corona Virus is be the big references for the researcher to find the student's perception with this situation, where the internet network is need in using platform in English online learning.

C. Scope and Limitation

The scope of this research we are focused on Student's perception on the use of English online learning platforms in Tanjungbalai that is Quipper.

D. The Formulation of The Problem

The formulation of the problem of this research were focused as follows :

1. How is student's perception in English online learning in Senior High School 1 Tanjungbalai during pandemic?
2. What the Quipper platform helps students in English online learning ?

E. The Objective of The Study

Based on the formulation of the problem described above, this research has the objectives as follows :

1. To know how student's perception in English online learning in Senior High School 1 Tanjungbalai during pandemic.
2. To know the Quipper platform helps students in English online learning or not.

F. The Significance of The Study

There are theoretically and practical benefits from this research as follows :

1. The theoretical benefits
 - a. This research can be useful for knowing about English online learning in the Covid-19 pandemic at Senior High School and also can useful as a reference to add the knowledge about English online learning in Senior High School.
2. The practical benefits
 - a. The students, can to get the knowledge in English online based learning in Covid-19 pandemic.
 - b. The researchers can get the information about English online learning and also get the knowledge about it.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Platforms

1.1 Definition of Platforms

In the development of online learning there is one tool that is used, namely the platform. As for the meaning of the platform, namely : "A learning platform is a term covering a variety of different products, all of which support online elements of learning in some way" Prawiradilaga (2016). According to the Big Indonesian Dictionary, a platform is a program as well as a work plan. Meanwhile, according to Wikipedia, a platform is a medium or container used to run software. So, platform is also a tool in running the application.

There are 3 main types of tools that form a learning platforms:

- Content : this include the tools , that enable to help the delivery of electronic learning content, whether this contents is written in house, or imported from other commercial pack ages;
- Communications : tools that support any types of communication and group work, such as e-mail, discussion lists and also bulletin boards;
- Management : this is includes any tools or system that support management of the teaching and learning process like formative or summative assessments or tracking of progress.

One of type of platform is digital platform, this usually help the people to using application: The digital platform is a program that can support bold

learning. There are several platforms that can be used in implementing bold learning, including google classroom, edmodo, learning house, teacher room, your school, smart class, zenius, google suite, for education, microsoft office 365 for education Mirzon Daheri, Juliana, Deriwanto (2020) as quated in Assidiqi (2020). A part from these platforms, there are other platforms, that can be used during learning , including Whatsapp Group (WAG), Google Classroom (GC), Edmodo, and Zoom Rachmawati et al (2020) as quated in as quated in Assidiqi (2020). As we know, in this era there are many application can we use to help us in online learning, every application has the advantages. So, teacher can choose which is the good application will need in teaching and learning online.

1.2 Advantages and disadvantages of platform digital :

- Advantages in using platform in online learning :

1. Help the teacher to give the material and assignment via online
2. Help the students easily to get the lesson via online and
3. Help the students easily to collect their assignments.

- Disadvantages in using platforms in online learning :

1. Need quota to using platforms
2. Sometimes if there is no network the application can't we use

2. Online Learning

The development of Information and Communication Technology (ICT) has brought us to a new era, namely the Industrial Revolution (4.0) and has also brought about great changes in various fields, one of which is in the field of education. Online learning is a learning mechanism that uses ICT, namely through

the internet. So online learning is also learning with using electronic learning (e-learning).

Online learning is study or learn not face to face but study from platform digital/ e-learning. Online learning also called distance learning. Media in online learning is E-learning such as zoom, google classroom, whatsapp group, google meet, telegram group, etc. Online learning is a process of learning using internet network in learning's process Isman (2017) notes as quated in Assidiqi (2020). Everyone must have the data to conection in application they will use in online learning. Not only must have the data but also must have handphone or laptop as the place in download the application. And the good internet network so that the students can easily to get the information from the application and then so that easily to open the material of learning in the application.

In the network or online learning is a educational inovation which involves elements of information technology in learning Fitriyani, Fauzi, and Sari (2020) notes as quated in Yuliani et al (2020). According Khan, 1997 as quated in Yuliani et al (2020) "Online learning instruction as aninnovative approach for delivering instruction to a remote audience using the Web as the medium". From that definition we can get the explanation that, there are many steps to give the learning to the students. "Online learning is as educational material that is presented on a computer" Deaton (2005) as quated in Yuliani et al (2020). From that definition we know that all about online learning is using computer to show the material.

2.1 The advantages and Disadvantages of Online Learning:

According Amesti & Hamid (2015) as quated in Yuliani et al (2020) :

- Independent learning
- High interactivity
- Give more experience with audio, teks, and video
- Give the easily in share the material, change the content, download, and the students also can to send via e-mail with another students .

According Windhiyana (2020) as quated in Yuliani et al (2020) :

- Increase the level of interaction between students and teachers
- We can learn anywhere and also whenever (time and place flexibility)
- Potential to reach a global audience
- Easy updating of contents as well as achivable capablities

Disagvantages of online learning Arianti (2020) as quated in Yuliani et al (2020) the dangers of too long in front of the computer to health :

- Pain in the neck and shoulder
- For sitting to long can increase the risk of heart attack
- For sitting to long can make your body numb
- For sitting to long can increase the risk of breast, cervical and colon cancer

As for the disadvantages of online learning logically, such as:

- Need a lot of many for quota
- Need an easy place to get a signal
- Can't doing practice directly

3. Perception

Perception is an issue of epistemology (a branch of philosophy about the foundations and limits of knowledge) theory of knowledge. At the root, all of our empirical knowledge is based on how we see, hear, touch, smell and feel the

world around us O'Brien, Daniel (2014) as quated in Couto (2016). Perception (from the Latin perceptio, percipio) is compiling, recognizing, and interpreting sensory information in order to provide an overview and understanding of the environment.

Perception is also a process when organizing and interpreting their sensory impressions in order to give meaning to their environment Robbins, Stephen P (2007) as quated in Couto (2016). Individual behavior is often based on their perception of reality itself Kelley, H (1972) as quated in Couto (2016). The stimulus is obtained from objects, events, a relationship between symptoms, and these stimuli are processed in the brain called cognition.

The human ability to distinguish, classify, and then focus the mind on a thing, and to interpret it is called perception. The formation of this perception takes place when a person receives a stimulus from his environment, and the stimulus is received through the five senses, then processed with a thought process by the brain to then form an understanding Sarwoto, Sarlito, W. (2012) as quated in Couto (2016).

3.1 Meaning of Perception

- Knowledge : Perception is the knowledge

According John R. Wemburg and William W. Wilmot: perception can be defined as the way organisms give meaning. While Rudolph F. Verdeber defines perception as the process of interpreting sensory information. and J. Cohen gave the opinion that perception is a meaningful interpretation of sensation as a representative of external objects; Perception is knowledge that appears about what is out there Mulyana (2005) as quated in Couto (2016).

- Needs : Perception is the need

If someone sees something and he tries to give an interpretation of what he sees, he is influenced by individual characteristics that also influence such as attitudes of interests, needs, experiences, expectations, and personality Mulyana (2005) as quated in Couto (2016).

- Beliefs : Perception is trust and confidence

In most cases, although one can see the world in a certain way, we also have our own beliefs and believe in seeing the world in that particular way. It can be concluded that the notion of "observing" actually has a closer relationship with the acquisition of perceptions about beliefs and beliefs.

- Values : Perception is value

Value is something that can be obtained from a branch of philosophy, namely axiology or philosophy of value .Values in axiology are used as the basis, reasons and desires in acting, behaving or achieving something consciously or not. Values can also be accounted for socially and culturally and before the creator. Because the value lasts and is influenced by social and cultural values, then the value is closely related to perception.

- Assumption : Perception is assumptions

Many people believe that perception is different from a perception, and in fact the two things are intertwined, therefore it can be seen that assumptions are also part of perception.

- Attitudes : Perception is attitude.

Attitude is a willingness and readiness to act and is not a particular implementer. Attitude is also a tendency to act, think, perceive, and feel in the

face of objects, ideas, situations, or values. Attitudes are also relatively more permanent or rarely change.

3.2. The Process of Perception

3.2.1 Selection

Selection is the first stage in the perceptual process, in which we transform environmental stimuli into meaningful experiences. In our daily lives we are constantly bombarded with various kinds of information so that in an instant, we can find these stimuli : the words we hear, witness to accidents, the ticking of the clock, to name a few. Since our world is all-encompassing , these are countless stimuli that arrive at our sensory organs simultaneously and are waiting to be processed. However, we can not understand all the information available to us, because doing so would result in information overload and distraction.

Therefore, we perceive only part of the information from the environment through selective processes, as Singer (1987) notes as quoted in journal of Qiong (2017) : “We experience things in the world comes to us through our sensory receptors”. “Many researchers have paid great attention to this stage of perceptual selection. According Bruner (1985) notes as quoted Qiong (2017) for example, states that “In order not to overload ourselves with too much information, we limit our attention to aspects of strangers or situations that are important to what we do”.

3.2.2 Organization

The second stage in the perception process is organization. After selecting information from the outside world, we need to organize it in a way to find certain meaningful patterns. This stage of organizing is done by placing things or people into categories, and therefore it is also called categorization by some researchers. In

this stage of perception social and physical events or objects that we encounter will immediately have a shape, color, texture, size, etc. For example, when asked what human is some might describe it from the perspective of skin color, other people of race or nationality.

3.2.3 Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to understand these patterns by assigning meaning to them. But different people may give different interpretations of the same stimulus. For example, the arrival of police officers at the scene of a crime can be interpreted differently-victims may think of it as soothing and comforting, but criminals are bound to be frightened by it. As another example, a kiss or hug in public is a common way of greeting each other in some western countries, which serves to say “Hello!”, where as in many other countries they are always considered “making love” behavior. These differences in interpretation arise because “Culture provides us with a perceptual lens that greatly influences how we interpret and evaluate what we receive from the outside world” Samovar et al (2000) notes as quoted in Qiong (2017).

Different experiences and backgrounds will cause people to attribute different meanings to the same stimulus, resulting in a variety of perceptions. In the process of attribution of meaning, people from close cultures will have similar stores of past experience and knowledge, so they may attribute similar meanings to the same stimulus, resulting in similar perceptions. Then with the common

perception, communicators more easily understand the accurate meaning of verbal and nonverbal behavior with each other, so that communication runs smoothly.

Conversely, if communicators use experience or knowledge gained from their own culture to explain behavior that is unknown in another culture, they will attribute very different meanings to the same stimulus, then different perceptions and communication problems arise. Not surprisingly, Varner and Beamer (2006) comment notes as quated in Qiong (2020) “When we do not share the same experiences, there is a greater chance that we will give the signal the wrong meaning”.

4. English Foreign Language

4.1 Definition of English Foreign Language

English foreign language has come to Indonesia and has been there in the school. EFL give the knowledge about the other language that come from foreign country. EFL is the English of those for whom the language serves no purposes with their pwn countries.

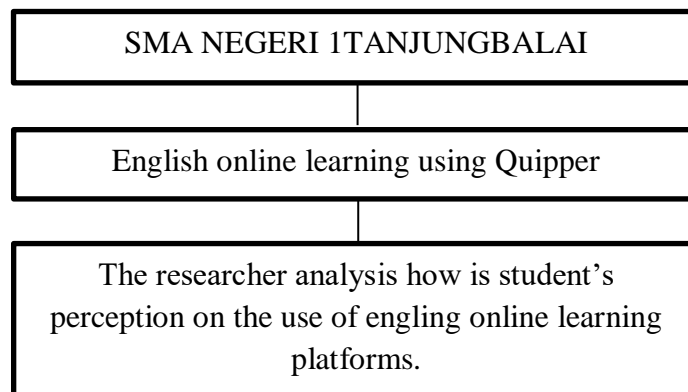
Brown (2001) as quated in Ratminingsih et al (2017) explains that in the context of ESL students can practice the English they are learning by communicating both inside and outside the classroom, while in EFL language exposure is limited, namely only in class, and students find it difficult or even rarely have the opportunity to communicate using the language learned. Commonly used sources in EFL are such as; language clubs, specialty media, books, or tourists.

B. Relevance of the Study

This study that is related to this research as follows Student's Perception on The Use of Online Learning Platforms in EFL Classroom by Laxmi Mustika Cakrawati (2017), this journal discuss about student's perception in online learning using Quipper and Edmodo Platforms and the students agree that by using Edmodo and Quipper they can learn particular lesson outside in EFL classroom by giving questionnaire consist of 12 closed to 40 students and then interview. The use of digital platforms during the Covid-19 pandemic by Muhammad Hasbi Assidiqi, Woro Sumarni (2020), this journal discuss about using some platforms such as google classroom, zoom, and google meet as their platforms in online learning. Is the online learning good in the midst of covid-19 Pandemic? The case of EFL learners by Markus Deli Girik Allo (2020), this journal discuss about learner's perception on online learning in the midst of Covid – 19 pandemic by calling them using Whatsapp application to interview.

C. Conceptual Framework

In this research focuses on analyzing how about student's perception in English Online Learning in the Covid-19 pandemic at Senior High School. Online learning is solution or step to learn via internet and a network .In this condition Covid-19 make the school learn from home because pandemic. So, online learning is the good solution to avoid the virus according to orders from the government so that the teacher still give the material and the students still can learn .The conceptual framework of this research will be design as the following diagram:



2.1. Table of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Method

The research design of this study is qualitative research. This research is the activity has the purpose to describe the situation from phenomenon, this formed for getting something information from the now happening.

According McMillan and Schumacher (1997) as quated Siyoto (2015) defines qualitative method as a particular tradition of social science that is fundamentally dependent on observing humans in their own area and dealing with these people in their language and terminology.

According Moleong (2017) as quated in Umrati (2020) states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects (such as behavior, perception, etc.) holistically, as well as by means of descriptions in the form of words and language in a special natural context.

The step of researcher doing this research are:

- 1) The researcher came to SMA Negeri 1 Tanjungbalai to ask the headmaster to ask and permission to research the students.
- 2) And the the researcher observed at SMA Negeri 1 Tanjungbalai
- 3) The reseacher interviewed the students via online and using WhatssApp.
- 4) The researcher got the data and than analysis the data from the students.

B. Location and Time

1. Location of Research

This research will be done at SMA Negeri 1 Kota Tanjungbalai on MT. Haryono street.

2. Time of Research

The research will be done at SMA Negeri 1 Kota Tanjungbalai at September 2021. This will be done during September 2021

C. Source of Data

The source of data in this research is the students at SMA Negeri 1 Kota Tanjungbalai especially grade eleven, focused two classes that is XI-IA -1 and XI IA-2, there are 65 students from the classes. The researcher using nonprobability sampling that is Purposive sampling. According Sugiyono (2017) as quoted in Fadjarajani et al (2020) purposive sampling is a technique for determining research samples with certain considerations aimed at making the data obtained more representative.

D. Research Instrument

The instrument in this study is the researcher herself. In which the researcher function to determine the focus of research, i gave the question to students and then select informants as data sources from their answer, collect data, analyze data, and make conclusion on her research.

E. Technique of Collecting Data

1. Observation

In qualitative research the instrument of the research is the researcher Wijaya,H (2018). The qualitative researcher is aimed at understanding social

phenomena from the informant's point of view perspective. Participants are people who interviewed, observed, asked provide data, opinions, thoughts, and perception Siyoto & Sodik (2015). So the reasearcher observed to the school and find the data. The researcher focused to object the research that is students, because the reseach want to ask student's perception, so the data is finding from the students.

2. Interview

One of interview kinds is structured interview. Structed interview is an interview which the interviewer defines the problems and the question to be asked according Guba (1981) as quated Anggito et al (2018). The structured interview has been prepared and stated in a peredetemain order. The time required for this research is short. The researcher using Telephone interviews : asynchronous interviews, due to asynchronous communication of place one of the advantages of telephone interviewing is the extended access to participants, compared to Ftf interviews Opdenaker (2006)

In this study, the researcher will use the interview method by using one of the paltforms digital or application features to collect the data. The researcher give the question for students by Whatsapp. The reasearcher will interview the students of SMA Negeri 1 Kota Tanjung Balai.

F. Technique Of Analysis Data

Accoding Miles and Hubberman (1984) as quated in Yusuf (2017) put forward the technique of analysis data as bellow:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, separating, and transforming "raw" data as seen in written field notes. Data reduction is an activity that can not be separated from data analysis.

b. Display Data

A display in this context is an organized collection of information that allows drawing conclusions and taking action. The form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks, or charts.

c. Conclusion /Verification

The main activity in data analysis is drawing conclusions/ verification. Besides that, it should be remembered that the data-display data reduction and conclusion drawing are related triangles.

CHAPTER IV

DATA ANALYSIS

A. DATA

As explanation in chapter III in collecting data, the researcher used the observation and interview which consists of fifteen questions to analysis about student's perception on the use of English online learning platforms in Senior High School 1 Tanjung Balai at the Covid-19 pandemic.

Data from observation

The reseacher focusd on student's perception on the use of English online learning platforms, so the object is students. The data from observation found that the students in SMA Negeri 1 Tanjungbalai is 828 students and the rearcher focusing to class XI IA 1 and XI IA 2. And then the reasercher using interview using 15 questions. Below are the lists of the question in interviewing used of the research :

1. Does the process of english learning is easier with online learning?
2. Does English online learning can foster student's independent learning attitudes?
3. Does online learning can foster student's motivation in learn English?
4. Does English online learning make it easier for students to repeat lesson?
5. How is internet data used in English online learning?
6. Does English online larning is difficult because poor signal condition?
7. Does Quipper makes it easier for students to learn English in online learning?
8. Does Using Quipper in English learning is fun?
9. How is the role of Quipper for students in doing assignments?

10. Does Quipper helps the student's easily to get the information about English learning?
11. Does Quipper can improve students understanding in English online learning?
12. Does English online learning using quipper can save the time in process of learning?
13. Does Quipper makes students difficult in english learning because of limited mobile phone, limited internet packages, and poor signal condition?
14. Does Quipper makes students difficult in communicate with teacher?
15. Does Quipper makes students difficult in repeat the material ?

The data were collected from the student's answer in interview in their perception of English online learning platforms at senior high school 1 Tanjungbalai. After the data was collected, and then According Irwanto (1997) as quated Priadi (2017) there are two types of perception:

- 1) Positive Perception is the perception was describes all knowledge and responses that are in line with the object of perception which is continued with efforts to use it.
- 2) Negative Perception is a perception that describes all knowledge and responses that are harmony with the object of perception.

B. Data Analysis

This research aim to find out how is student's perception on the use of English online learning platforms (Quipper) in Senior High School 1 Tanjungbalai at Covid-19 Pandemic from the fifteen of question the researcher interview them to give their perception .

The researcher using 5 informants because from the 5 informants the researcher get the adequacy and suitability, this based on according Martha and Kresno (2016) as quated in Heryana (2018) Qualitative research does not recognize the existence of a minimum sample size (sample size). Generally, qualitative research uses a small sample size. even in certain cases only use 1 sample only. There are at least two conditions that must be met in determining the number of informants, namely adequacy and suitability.

a. Student's Perception

The statements 1 until 15 as follows :

1. Does the process of English learning is easier with online learning.

From the question above, the informant have the negative perception :

Informant 1 : According to me English online learning is not easily sist, according to me is easily offline learning because easy to understand

Informant 2 : According to me learn English online no easier sist, because not interact directly with teacher and friends sist

Informant 3 : According Zya, now Zya is more difficult to understand English online learning than offline sist. In Quipper sometimes also the tutor explain it qyuickly sist

Informant 4 : According to me sist, learn online like not getting and not good sist, good but like there is something is missing if onlie, if live, face to face with teacher,

and if want to ask is difficult in online sist, but well
no matter what must have too going too

Informant 5 : According to me learn English online learning
quite difficult to understand sist because must try
to understand alone sist, if live learning can to
discussion sist

2. Does English online learning can foster student's independent learning attitudes?

From the question above, the informant have the positive perception that :

Informant 1 : Yes sist, according to me English online learning
make me be independent becauseae study not in
group, study alone at home sist, so search the
information and answer individually sist.

Informant 2 : According to me learn English online can foster
student's independent attitude, like the answer
above, when study face to face learning we learn
with teacher and friend, if online learning just
alone be independent.

Informant 3 : Yes sist, the meaning of independent according
Zya like when there is an unknown the meaning of
vocabulary can search it although when offline also
can to search sist and write it too so more
understand. When offline we can ask and

discussion with friend, if online like this is difficult
 sist, must understand alone.

Informant 4 : Yes sit i felt in this we search the answer alone,
 however the situation must independent sist
 because if face to face can ask each other with
 friend, if at home or online must alone and
 independent sist.

Informant 5 : Yes sist because like I said just now that study
 alone so independent, doing assignment also alone.

3. Does online learning can foster student's motivation in learn English.

From the question above, the informant have the positive perception that :

Informant 1 : According to me yes sist because in online learning
 i can see the videos like tutor explain the material
 using English although there is the subtitle in
 below, so i'm motivated to want to learn to speak
 English so that be smoother.

Informant 2 : According to me no sist because I'm not
 motivated if study alone sist. If face to face i can be
 motivated because can interact with friend and
 sharing sist.

Informant 3 : Because competing when offline is harder than
 when online sist, than Zya is motivated to compete
 in English learning sist, with there is this online the

knowledge be wider, the material also can to repeat sist.

Informant 4 : Yes sist in online we as students can develop the motivation, from independent that we study and get the motivation from the independent that and we continue to learn, try and try sist, and getting motivation to getting excited to study English.

Informant 5 : According to me yes sist because there is no discussion with friend make all doing alone sist. When see friends already send an assignment make me be motivated to send assignment quickly although must answer alone.

4. Does English online learning make it easier for students to repeat the lesson.

From the question above, the informant have the positive perception that :

Informant 1 : Yes sist, according to me easy to repeat the lesson because the material is on the mobile phone, so can see again easily sist.

Informant 2 : Yes sist, if study online easy to repeat the lesson because can see it live from mobile phone without afraid there is something unwritten.

Informant 3 : According to Zya yes sist. When Zya not understand A material Zya can repeat the material sist, and then suppose the material A did not have

time to write and not understand, Zya can repeat the videos while understanding and then write it sist, it's definitely different from online learning sist.

Informant 4 : According to me yes sist because if online whenever can see, example has see in the morning then we repeat again is can sist, and from that i can understand because repeat the video.

Informant 5 : According to me, yes sist because the material in mobile phone so easy to repeat it.

5. How is internet data used in English online learning?

From the question above, the informant have the negative perception that :

Informant 1 : Because English online learning and there is video so wasteful of internet data sist.

Informant 2 : Wateful of internet data sist because learn English using Quipper that is video form.

Informant 3 : According Zya wasteful sist, when grade 10 Zya at home is not using wifi, so study using internet data, according Zya take a lot of quota sist when learn online, 2 or 3 days the packages has runs out.

Informant 4 : Yes sist according to me wateful of data, namely learn English online sist, definitely need many internet data but it's okay because for school. Especially if the material in video form, buy 1,5 gb

just can to watch 4-5 video sist, but it's okay because if the material in video form easy to understand.

Informant 5 : Wasteful sist because all of the lesson now is online sist not only English, so many using internet data sist.

6. Does English online learning is difficult because poor signal condition.

From the question above, the informant have the negative perception that :

Informant 1 : Yes sist, online learning is difficult because sometimes there is poor signal condition sist so difficult to open the application sist.

Informant 2 : Yes sist sometimes the network is bad so the distrupted learning.

Informant 3 : According Zya that's true sist, sometimes there is no package, the network is slow, using wifi also many problems sist, the lights go out and then the network is bad.

Informant 4 : Because sometimes the network not necessarily good every time sist.

Informant 5 : Yes sist sometimes the network is bad so difficult to learn online.

7. Does Quipper makes it easier for students to learn English in online learning.

From the question above, the informan have the positive perception that :.

Informant 1 : Yes sist easy if online learning using Quipper because the material in videos so easy to understand.

Informant 2 : Yes sist although Quipper is wasteful of internet data but very helpful in study online because the material is delivered in the form of video.

Informant 3 : Yes sist, according Zya Quipper make it easier for students to learn online because in Quipper there is learning video make the students not bored to watch it sist, although there is some not understang sist.

Informant 4 : Yes sist because like different sist, like easily to understand and same like teacher teach in the class, Quipper the best sist

Informant 5 : According to me learn English using Quipper make me easily to understand sist because the explanation from video.

8. Does using Quipper in English online learning is fun?

From the question above, the informant have the positive perception that :

Informant 1 : According to me that's fun because not monotonous, there is video that can be enjoyed rather than material in written form.

Informant 2 : That's fun because not boring, sometimes English learning video using animation sist.

Informant 3 : According Zya that's fun sist, because in Quipper there is learning video sist then study in Quipper also exciting, easy to understand although not all.

Informant 4 : Oh certainly, according to me that's nice sist because the teacher or sisters teach not too serious sist, there is a joke sist so study like a spirit sist, not bored and not monotonous.

Informant 5 : According to me that's fun sist because if learn using video not bored.

9. How is the role of Quipper for students in doing assignments?.

From the question above, the informant have the positive perception that :

Informant 1 : Because the exercise already listed and immediately answered in Quipper.

Informant 2 : Alhamdulillah Quipper helps me in doing assignment because multiple choice and if wrong tell which answer is correct.

Informant 3 : According Zya, make it easy in doing assignment sist because in question there is multiple choice sist.

Informant 4 : According to me Quipper good role in doing assignment sist, because the material given from Quipper easily to understand so that we doing assignment a little easier.

Informant 5 : Very helpful sist because can answer right away in Quipper sist]

10. Does Quipper helps the students easily to get the information about english online learning.

From the question above, the informant have the positive perception that :

Informant 1 : Yes sist in Quipper we can easy to get information because the information still in the application sist, the important is we have the internet data sist.

Informant 2 : Yes sist because the explanation from video so the information is quite wasy to understand although sometimes there is some parts are not understood.

Informant 3 : Yes sist because the material was explanation in video sist.

Informant 4 : According to me yes sist because in doing assignment must be directed first so Quipper helps student easily getting information about English learning sist.

Informant 5 : Yes sist because if we answer the exercise if we false, we are told the correct answer, so we get the information sist.

11. Quipper can improve student's understanding in English online learning

From the question above, the informant have the positive perception that :

- Informant 1 : According to me Quipper helps in improve my understanding although not as much understanding when offline learning.
- Informant 2 : Yes sist even though I said before that I understand more easily if study online but Quipper help me to understand in study online to understand the material although not all.
- Informant 3 : According Zya, it's quite an increase in understanding but not every time sist and to increase the understanding Zya need watch the video sometimes more than once.
- Informant 4 : Yes sist because according to me like more helpful sist, while face to face sometimes there is not understand especially online but with there is Quipper so in online learning I helped a little to understand the material was given, thank you Quipper.
- Informant 5 : According to me although learn English live easy but Quipper helps me to understand English sist because from video.

12. Does English online learning using Quipper can save the time in Process of learning

From the question above, the informant have the positive perception that :

- Informant 1 : According to me yes sist because the material in Quipper is video form like YouTube so we can continue the video directly to the importan of subject sist, so not time consuming.
- Informant 2 : Yes sist if face to face take up to 90 minutes. If using Quipper 1 hour is enough to see the material and answer the question sist.
- Informant 3 : According Zya yes sist, when the duration pf learning video is 30 minute or more, Zya ususally watch and understand it 15 minutes, after that next 15 minute again sist, if online may take more that an hour more.
- Informant 4 : According to me it saves times sist, because in Quipper the video time is also fast, there is a few minutes and that all already summarized sist and that easy to understand and Quipper also can set the duration if we don't understand can repeat it sist.
- Informant 5 : According to me yes sist, save the time because when doing assignment apply right away in application sist and there is multiple choice.

13. Does Quipper makes students difficult in English because of limited mobile phone, limited internet packages, and poor signal condition.

From the question above, the informant have the negative perception that :

- Informant 1 : According to me yes sist because there is my friend didn't have mobile phone so can't using Quipper, Quipper also wasteful of internet data, and the poor not always good sist]
- Informant 2 : According to me the factor of me difficult in online learning using Quipper or another application is limited of internet quota and the network sist because using a lot of internet quota sist.
- Informant 3 : If for Zya the problems in network sist, but there is friend in the class didn't have mobile phone or the mobile phone is broken so can't follow learning in Quipper, there is also haven't internet package to doing the assignment in Quipper sist, and with limited internet package sist.
- Informant 4 : According to me yes sist because if there is no internet we automatically can't watch the video from Quipper and if there is limited student's mobile phone that the ram is 2gb it's difficult to download the study application, so like constrained while if there is no news when online will be alpha even though network problems and others.
- Informant 5 : According to me, I difficult in the network sometimes is bad and suddenly internet quota is

sold, but there is my friend has'nt mobile phone
sist so difficult to online learning.

14. Does Quipper makes students difficult in communicate with teacher.

From the question above, the informant have the negative perception that :

Informant 1 : Yes sist because i can't reply when the teacher
gave the information in Quipper.

Informant 2 : That's true sist, i can't send message to my
teacher.

Informant 3 : If communication from Quipper is can't sist, I
can't send message to teacher from Quipper
application sist.

Informant 4 : Accoriding to me yes sist because can't reply the
message or announcement was teacher given.

Informant 5 : Yes sist I can't answer send the message to my
teacher in Quipper sist but my teacher can.

15. Does Quipper makes students difficult in repeat the data because the
students can't download the material.

From the question above, the informant have the negtive perception that :

Informant 1 : According to me yes sist, because we must have
lost of internet quota.

Informant 2 : Yes sist to repeat the learning using Quipper true
that the material easy to find but it's also difficult
because must have internet data too sist to repeat it,
so wasteful of internet quota sist.

- Informant 3 : According Zya yes sist, Zya never watch the learning in Quipper not using internet data, because I've tried several times, I still can't download it sist, so Zya watch it again the learning using internet daya sist, if to the assignment can see how much true and false without internet data.
- Informant 4 : Yes sit because if download that same must using internet data too so like vain sist.
- Informant 5 : Actually to repeat the material in Quipper is easy sist but there is problem in network because my house quite so far from the city sist so difficult to see the English learning video.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusions

Based on the research result on the Chapter IV, it was obtained some conclusions as follows:

1. Student's perception

The students didn't agree if English online learning in the Covid-19 pandemic is easier and also the students have the problem with the facilities such as internet data and there is their friend's has not a mobile phone, but the students explain that English online learning give the good effect for them such as be independent in learn English and add their motivation in learn English.

The student's perception to Quipper is good because the explanation in Quipper is Video and also there is animation make the students be happy, and then the student's easily to do their assignment because they can answer it directly in Quipper, but there is the problems to in using Quipper, waste of data internet because the video learning and also they difficult to communicate with teacher because they can't send the message using Quipper.

2. Sugestion

Referring to the conclusion above several points suggested as follows :

1. For school, the students can learn English with online learning easier but the school must provide the facilities and infrastructure such as internet data and also mobile phone so that the learning can be applied.

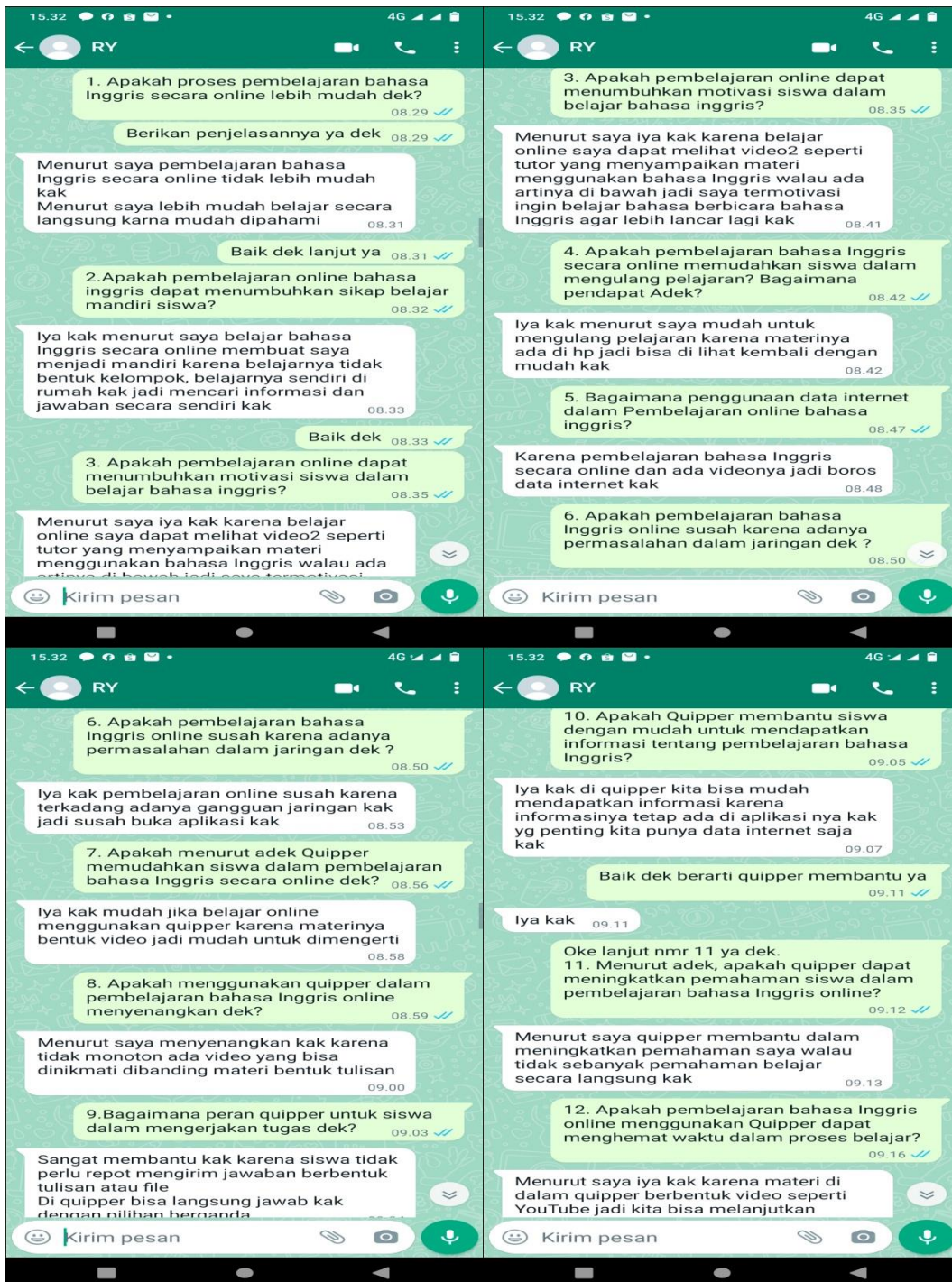
2. For Students must still have to learn to adapt with online learning in order to keep learning well .
3. For the Researcher, this finding is a basic information to increase about English online learning such as the problems in English online learning and also the application to use in online learnin⁵⁴

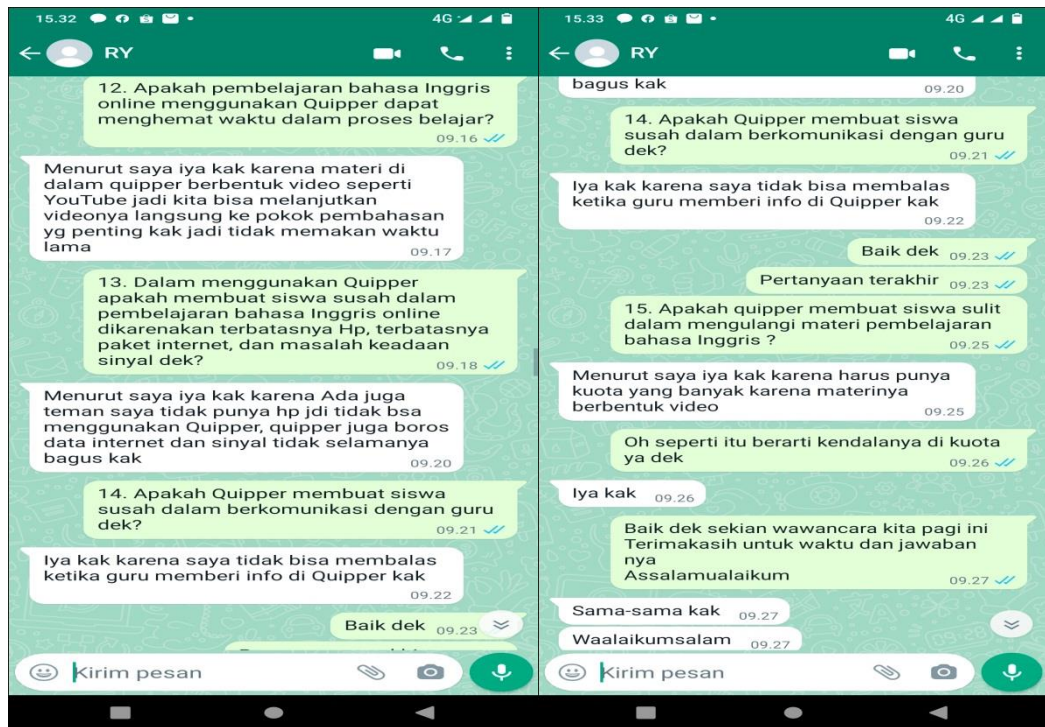
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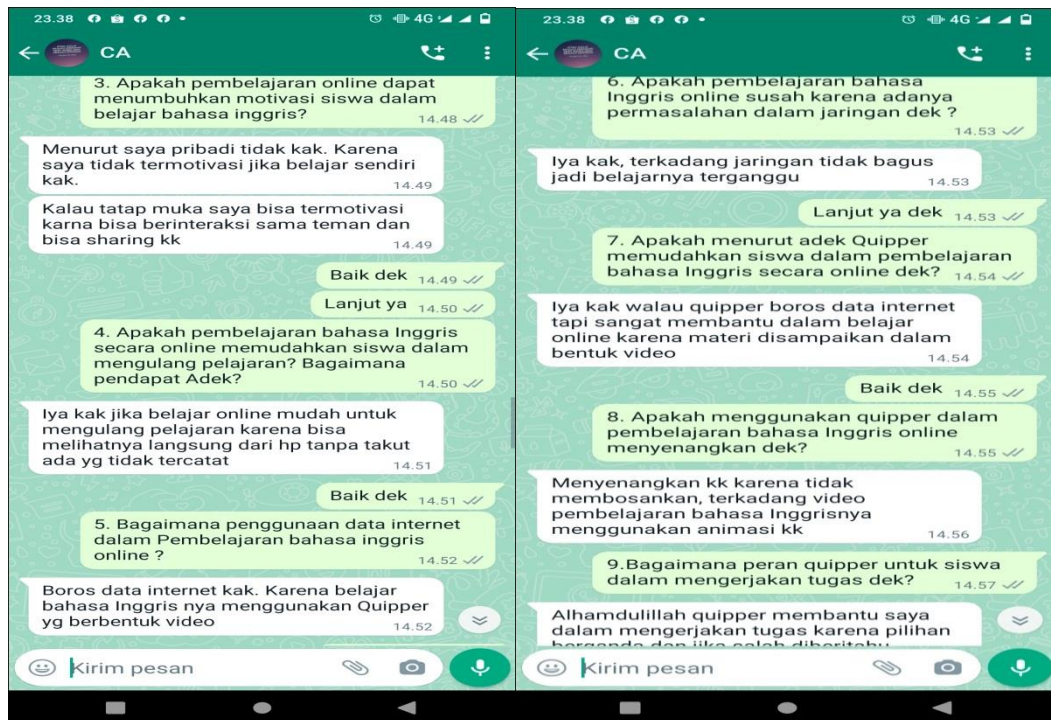
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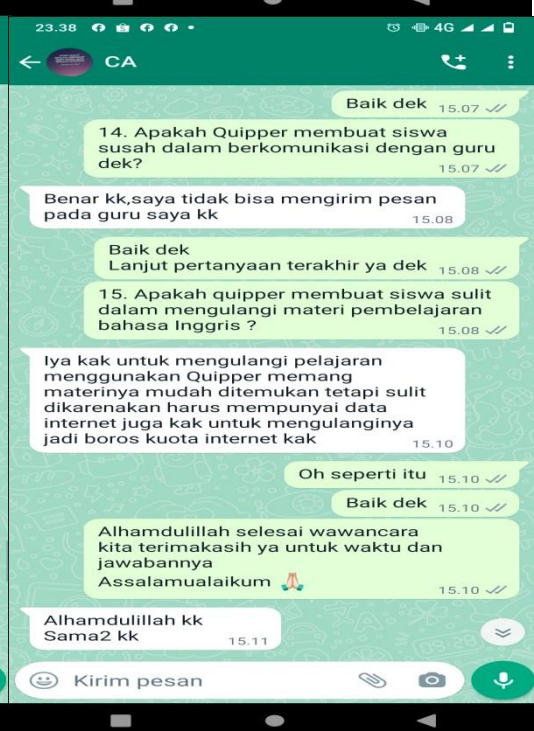
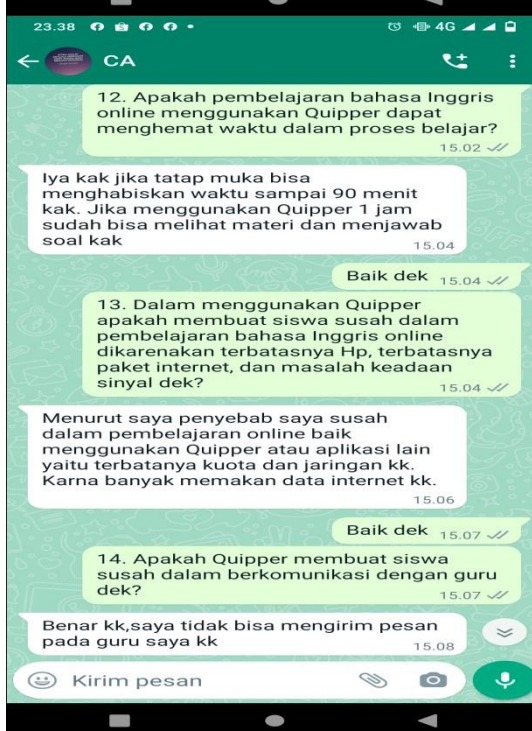
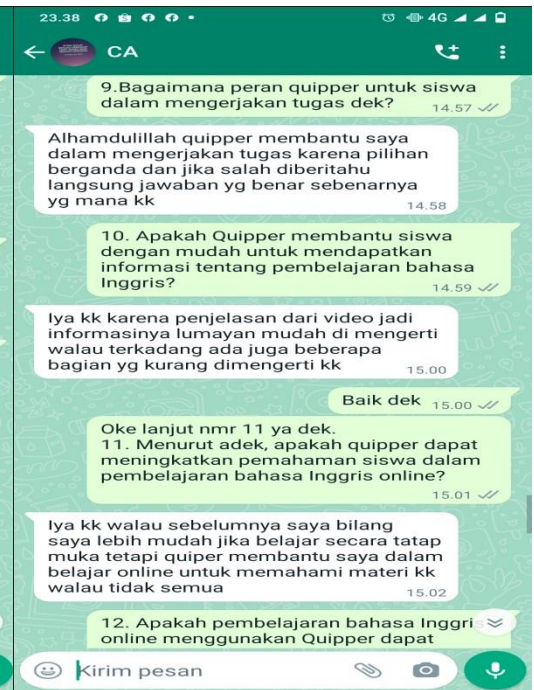
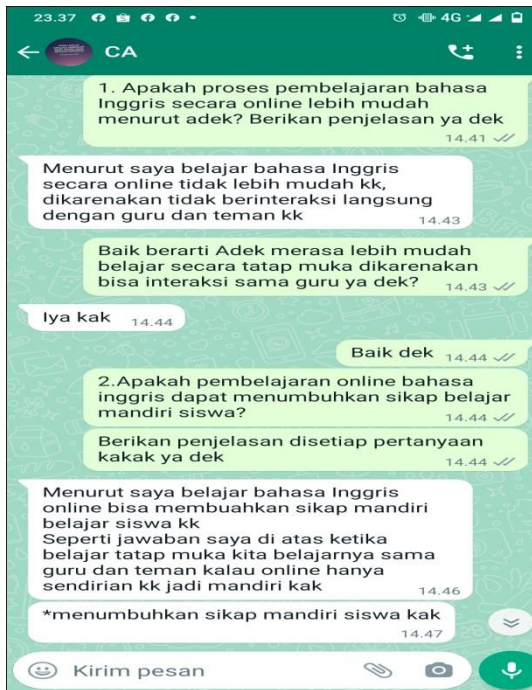
APPENDIX



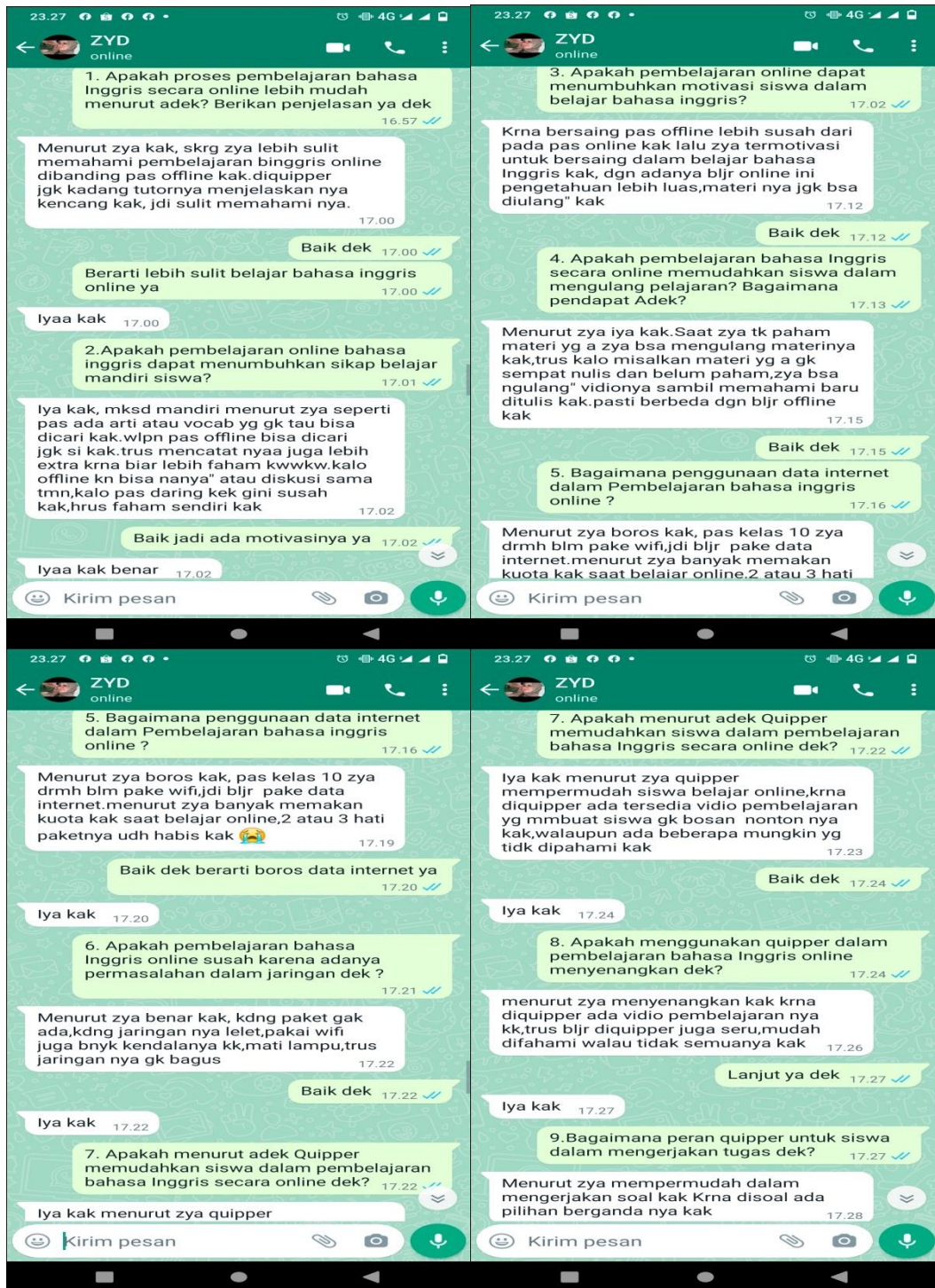


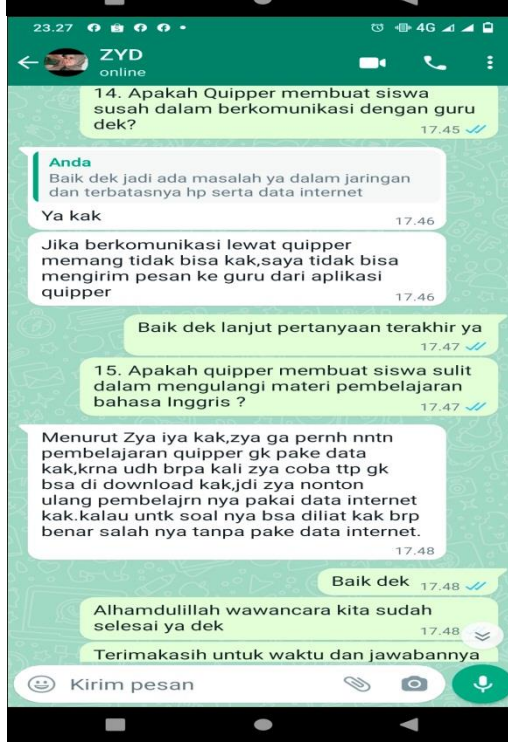
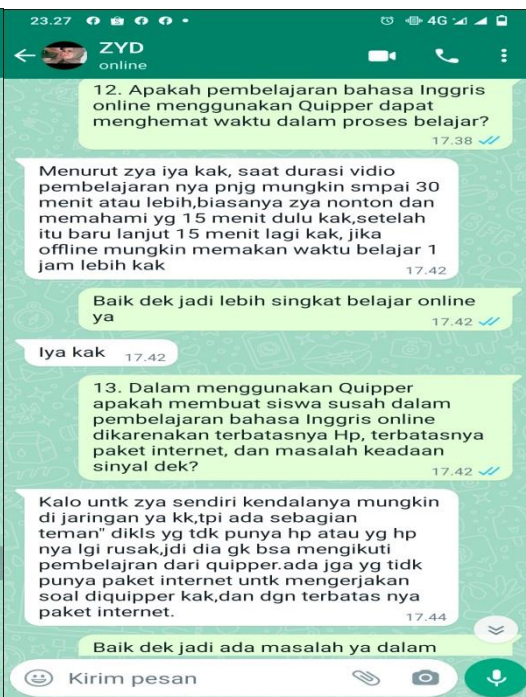
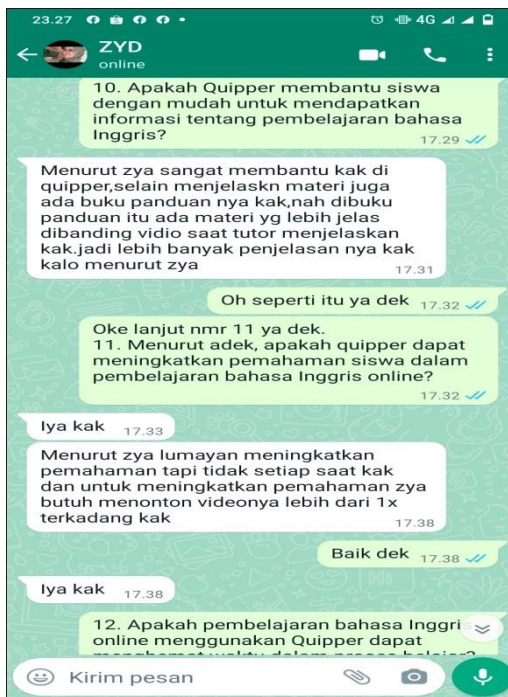
Informant 2 :



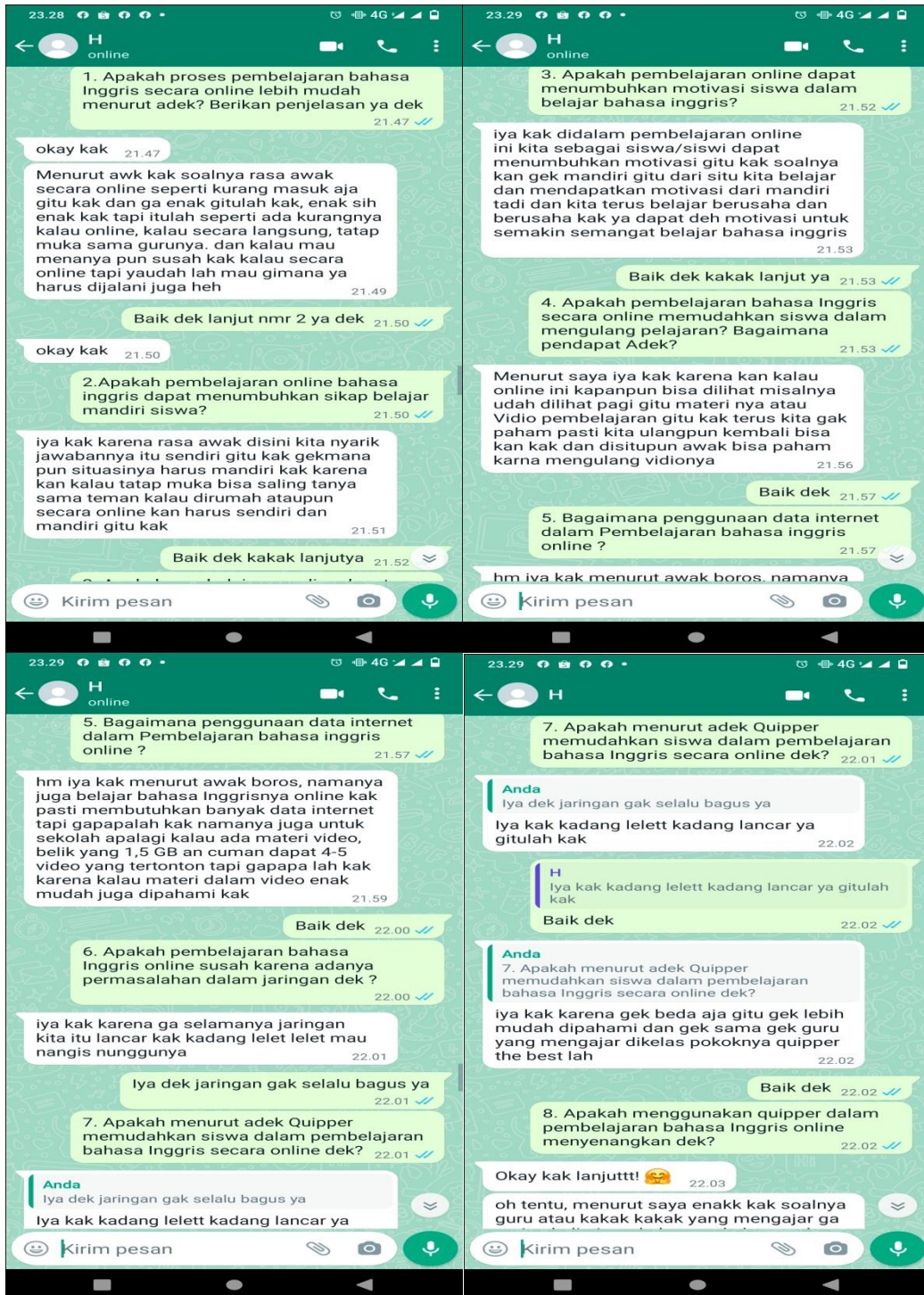


Informant 3 :





Informant 4 :



23.29 H online
8. Apakah menggunakan quipper dalam pembelajaran bahasa Inggris online menyenangkan dek? 22.02 ✓

Okay kak lanjuttt! 🤔 22.03

oh tentu, menurut saya enakk kak soalnya guru atau kakak kakak yang mengajar ga serius kali gitu ada bercanda bercanda nya kak jadi belajar pun gek semangat gitu kak gak bosan dan gak monoton kak 22.04

Alhamdulillah jadi semangat ya dek 22.04 ✓

Iya kak enaklah pokoknya 22.04

9. Bagaimana peran quipper untuk siswa dalam mengerjakan tugas dek? 22.04 ✓

Menurut awak quipper berperan baik dalam mengerjakan tugas kak, karena materi yang diberikan dari quipper sangat mudah dipahami sehingga kita mengerjakan tugas pun sedikit lebih mudah 22.08

Baik dek 22.08 ✓

10. Apakah Quipper membantu siswa dengan mudah untuk mendapatkan informasi tentang pembelajaran bahasa Inggris? 22.09 ✓

Kirim pesan

23.29 H online
10. Apakah Quipper membantu siswa dengan mudah untuk mendapatkan informasi tentang pembelajaran bahasa Inggris? 22.09 ✓

Menurut awak iya kak karena dalam belajarkan harus diarahkan dulu dan dalam quipper itu ada yang mengarahkannya makanya quipper membantu siswa dengan mudah mendapatkan informasi tentang pembelajaran bahasa Inggris kak 22.09

Oh seperti itu ya dek 22.10 ✓

Oke lanjut nmr 11 ya dek.
11. Menurut adek, apakah quipper dapat meningkatkan pemahaman siswa dalam pembelajaran bahasa Inggris online? 22.10 ✓

iyaa kakkk 22.10

iya kak menurut awak seperti lebih membantu gitu kak, sedangkan tatap muka aja kadang ada yang ga mengerti apalagi online tapi karena ada nya quipper jadi dalam pembelajaran online pun saya sedikit terbantu untuk memahami materi yang diberikan, thank you quipper! 🤗 22.11

Baik, kita lanjut ya dek 22.11 ✓

12. Apakah pembelajaran bahasa Inggris online menggunakan Quipper dapat

Kirim pesan

23.29 H online
12. Apakah pembelajaran bahasa Inggris online menggunakan Quipper dapat menghemat waktu dalam proses belajar? 22.11 ✓

Menurut awak memang menghemat waktu kak, karena quipper waktu videonya juga cepat ada yang belasan menit dan itupun sudah dirangkum semua dan itupun mudah dipahami dan diquipper juga bisa di atur durasinya kalau kurang paham bisa diulang ulang kak 22.12

Baik dek 22.12 ✓

13. Dalam menggunakan Quipper apakah membuat siswa susah dalam pembelajaran bahasa Inggris online dikarenakan terbatasnya Hp, terbatasnya paket internet, dan masalah keadaan sinyal dek? 22.13 ✓

Menurut awak iya kak karena kalau ga ada internet kan kita otomatis ga bisa nonton video dari quipper tsb dan itupun kalau ada terbatasnya hp murid kaya ram nya dibawah 2gb kan susah gitu kak mau download aplikasi belajar jadi kayak terkendala apalagi kalau ga ada kabar saat online dikatakan alpa padahal karena ada kendala jaringan atau dll 22.14

Baik dek, kita lanjut ya 22.15 ✓

14. Apakah Quipper membuat siswa susah dalam berkomunikasi dengan guru

Kirim pesan

23.29 H online
Baik dek, kita lanjut ya 22.15 ✓

14. Apakah Quipper membuat siswa susah dalam berkomunikasi dengan guru dek? 22.15 ✓

Menurut awak iya kak dikarenakan tidak bisa membalas pesan atau pemberitahuan yg diberikan guru kak 22.17

Baik
Pertanyaan terakhir ya dek hehe 22.17 ✓

15. Apakah quipper membuat siswa sulit dalam mengulangi materi pembelajaran bahasa Inggris ? 22.18 ✓

okey kak 22.18

iya kak karena kalau didownload pun kak sama aja harus makek internet juga jadi seperti sia sia gitu kak 22.18

Alhamdulillah wawancara kita sudah selesai ya dek Terimakasih untuk waktu dan jawabannya ya dek 🙏 22.19 ✓

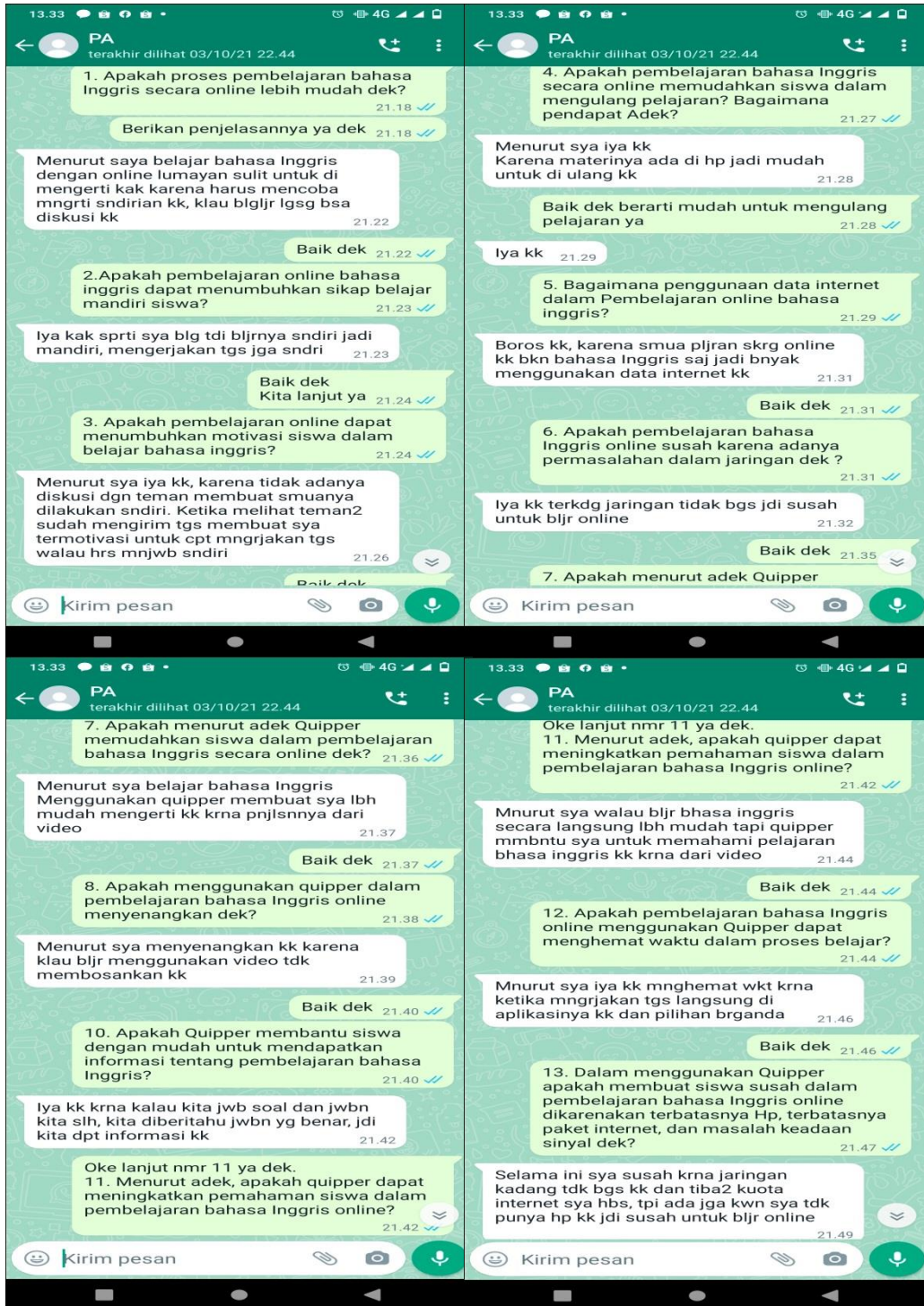
Semoga dapat balasan yg baik dari Allah ya dek 22.19 ✓

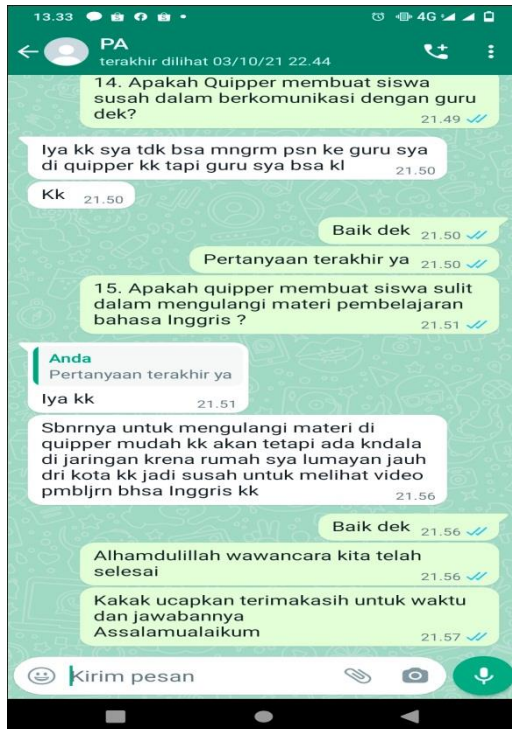
Assalamualaikum 22.20 ✓

aamiin ya allahh, iya sama sama kakk waalaikumsalam kakk cantikkk 🤗🤗 22.20 ✓

Kirim pesan

Informant 5







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : May Dilla Sari Claudia
NPM : 1702050080
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Student's Perception on The Use of English Online Learning Platforms in Tanjungbalai	Acc # 13/3-2021

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 13 Maret 2021

Disetujui oleh
Dosen Pembimbing

Resty Wahyuni, S.Pd., M.Hum.

Hormat Pemohon

May Dilla Sari Claudia



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : May Dilla Sari Claudia
NPM : 1702050080
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS

IPK = 3.51

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Student's Perception On The Use Of English Online Learning Platforms In Tanjung Balai	
	Figurative Language Analysis From 5 Song Lyrics Of John Legend	
	Hyperbola Analysis On My Sunshine By Catherine Anderson	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 13 Maret 2021
Hormat Pemohon,

May Dilla Sari Claudia

Dibuat rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua Program Studi
Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Medan

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:


Nama Mahasiswa : May Dilla Sari Claudia
NPM : 1702050080
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**"Student's Perception On The Use Of English Online Learning Platforms
In Tanjung Balai"**

Sekaligus saya mengusulkan/ menunjuk Bapak:

1. Resty Wahyuni, S.Pd., M.Hum.

05/04-2021 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 13 Maret 2021
Hormat pemohon,



May Dilla Sari Claudia

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua /Sekteraris Prodi
- Untuk Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 838 /II.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : May Dilla Sari Claudia
N P M : 1702050080
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Perception On The Use Of English Online Learning Platforms In Tanjung Balai.

Pembimbing : Resty Wahyuni, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 22 Sya'ban 1442 H
05 April 2021 M



Dekan

Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd. 
NIDN : 0115057302

Dibuat rangkap 4 (empat) :





1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : May Dilla Sari Claudia
NPM : 1702050080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : STUDENT'S PERCEPTION ON THE USE OF ENGLISH
ONLINE LEARNING PLATFORMS IN TANJUNG
BALAI

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4-08-2021	Identification, and Background of the study.	
18-07-2021	The review of literature, Relevance of study, and Source of data	
23-08-2021	Relevance of the study, and Technique of analysis the data	
24-08-2021	ACC Seminar Proposal	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum.

Medan, Agustus 2021
Dosen Pembimbing



Resty Wahyuni S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 4 September Tahun 2021 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : May Dilla Sari Claudia
N P M : 1702050080
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Student's Perception on The Use of English Online Learning Platforms in Tanjungbalai

NO	MASUKAN / SARAN
BAB I	Background of Study
BAB II	Revise the punctuation
BAB III	-
LAINNYA	References
KESIMPULAN	() Disetujui () Ditolak () Disetujui Dengan Adanya Perbaikan

Medan, 4 September 2021

Dosen Pembahas

M. Arifin, S.Pd., M.Hum

Dosen Pembimbing

Resty Wahyuni, S.Pd., M.Hum.

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd., M.Hum

Sekretaris

Pirman Ginting, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata I bagi :

Nama Lengkap : May Dilla Sari Claudia
NPM : 1702050080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Student's Perception on The Use of English Online Learning Platforms in Tanjungbalai

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

UMSU

Diketahui oleh :

Unggul | Cerdas | Terpercaya

Diketahui/Disetujui Oleh
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Resty Wahyuni, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : May Dilla Sari Claudia
NPM : 1702050080
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Sabtu
Tanggal : 04 September 2021
Dengan Judul Proposal : Student's Perception on The Use of English Online Learning Platforms in Tanjungbalai

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di : Medan
Pada Tanggal : 04 September 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan dibawah ini :

Nam Mahasiswa : May Dilla Sari Claudia
NPM : 1702050080
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Student's Perception On The Use Of English Online Learning
Platforms In Tanjungbalai

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat pada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagai mana mestinya.

Medan, 04 September 2021

Hormat saya
Yang membuat Pernyataan



(May Dilla Sari Claudia)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061 6622400

Website : <http://www.umsu.ac.id> E-mail : rektor@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Nomor : 2064 /II.3-AU/UMSU-02/F/2021 Medan, 29 Muharram 1443 H
Lamp : --- 07 September 2021 M
Hal : **Permohonan Izin Riset**

Kepada Yth,
Bapak/Ibu Kepala Sekolah
SMA Negeri 1 Kota Tanjung Balai
di
Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : May Dilla Sari Claudia
N P M : 1702050080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Student's Perception on The Use of English Online Learning Platforms in Tanjung Balai

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum Wr.Wb



Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

****Pentinggal****



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
CABANG DINAS TANJUNGBALAI
SMA NEGERI 1 TANJUNGBALAI
Jalan. MT. Haryono No. 10 Kel. Karya Kec. Tanjungbalai Selatan Kode Pos : 21314
Email: smantanjungbalai1958@gmail.com, NSS : 301076401001, NPSN : 10212024
KOTA TANJUNGBALAI

SURAT KETERANGAN

Nomor : 421.3 / 750 / SMAN.01 TB / 2021

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Tanjungbalai Kelurahan Karya Kecamatan Tanjungbalai Selatan Kota Tanjungbalai Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : MAY DILLA SARI CLAUDIA
NIM : 1702050080
Program Studi : S1 Pendidikan Bahasa Inggris
Fakultas : FKIP Universitas Muhammadiyah Sumatera Utara

diberikan izin dan benar telah melakukan penelitian/riset di SMA Negeri 1 Tanjungbalai pada tanggal 10 sampai 21 September 2021 untuk penyusunan skripsi dengan Judul : **"Student's Perception on The Use of English Online Learning Platforms in Tanjungbalai"**.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tanjungbalai, 21 September 2021

Kepala SMA Negeri 1 Tanjungbalai



DEDDI ANSHARI, S.Pd, M.Si
NIP.19730519 199903 1 004



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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BERITA ACARA BIMBINGAN SKRIPSI

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Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
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Judul Skripsi : Student's Perception On The Use Of English Online Learning Platforms In Tanjungbalai

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14 September 2021	Chapter IV Data and Data Analysis	
15 September 2021	Chapter IV Data Analysis	
25 September 2021	Chapter IV Data Analysis	
29 September 2021	Chapter IV and Chapter V	
06 Oktober 2021	Acc the green table	

Diketahui/Disetujui
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The author of the thesis entitled “*Student’s Perception On The Use Of English Online Learning Platforms In Tanjungbalai*” is May Dilla Sari Claudia, Born on May 13, 1999 in Tanjungbalai, Muslim. The author is the son of a father named Alm. Muhammad Nuzul and mother Martalena Sibuea. Who is the third child of 4 siblings who resides on Jl HM. Yatim Lk.IV, Kota Tanjungbalai, Kec. Tanjungbalai selatan, North Sumatra.

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