AN ANALYSIS OF STUDENTS' READING SKILL THROUGH ONLINE LEARNING IN A POST PANDEMIC

SKRIPSI

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For The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "An Analysis of Students' Reading Skill Trough Online Learning in A Post Pandemic" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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ABSTRACT

Sabilah Rizky Ananda. 1702050020. An Analysis of Students Reading Skill Through Online Learning In A Post Pandemic. Skripsi. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2022.

This research is based on the results of research that students' reading skills still experience incomprehension in reading and do not know recite well during online learning. This study aims to analyze whether students can master reading skills through online learning in the post-pandemic period. In this study, the design was carried out using descriptive qualitative research. The population is 40 students. The number of samples was 20 students consisting of 12 female students and 8 male students in class VIII A SMP PAB 19 HELVETIA students of the school year. The sample used in this research is purposive sampling. The researcher's data analysis technique used three steps, namely: 1.) Tests, 2.) Questionnaire, 3.) Documentation. The results of the students' reading test based on their voice recordings were nine students who could read fluently and eleven students who could not read fluently. So, the researcher concludes that there are seventy-five percent of students can't read well and don't understand about reading English. This means that their English reading skills are poor when online learning is applied.

Keywords: Reading Skill, Online Learning, Post Pandemic.

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This *skripsi* written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. *In finishing this research entitled "An Analysis of Students' Reading Skill Through Online Learning in A Post Pandemic"*

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The researcher realizes that this study is still far from being perfect and hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Therefore, construction criticisms, comments, suggestions, were welcomed for further improvement of this study. And may Allah SWT the most Almighty always bless all of us. Aamiin.

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Medan, June 2022

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a means of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school. Hence, it is hoped that there will be a great chance for Indonesian learners to improve their English communication competence.

Learning language covers some aspects. One of the important aspects is linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on. Beside those aspects, the learners also need to master the skills of the language such as listening, writing, reading, and speaking. However, it should be kept in mind that those skills cannot be learned discretely. Students who are learning English should master all the skill.

Reading is interacting with language that has been coded into print. Reading has important role in the context of English teaching as a foreign language in Indonesia. To make the students able to speak, listen, and write, they should be good

in reading skill first. Reading is considered one of the most important skills that university students of English as Second Language need to acquire, Levine Et Al (2010). Reading is important not only in developing language intuition or determining academic success, but also for completing certain task. Therefore, it is obligatory for students, especially those who study in collage to have good reading skills.

In Curriculum 2013 for junior high school states that the students are expected to be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. Furthermore, the students have to master reading skill in order to enable them to get success of their learning. If the students do not understands that reading skills are necessary when students want to further about the text in a test, it will be difficult for them to fulfill the passing grade. As students start study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. By reading students can improve their knowledge. The students will get the benefit of reading if they read much and comprehend it well. Students who are unable to read good/ fluently, will have difficulty capturing and understanding information presented in various forms of reading text, textbooks, supporting books and other learning resources.

So far in learning reading that I've research, still uses a less effective method, namely the regular reading. Method reading this is relative slow because read the usual line by line done in light reading. In learning to read, students also still engage

in habits that can hinder reading. It is marked with most students still reading timidly, lacking confidence, stammering, even the sound is less audible. So, the students have difficulty in follow the learning process in reading.

Recently in Indonesia, especially in Medan, the Covid-19 Pandemic is a heartbreaking problem for the entire population of the earth. All segments of human life on earth are disturbed, without exception of education. Many countries have decided to close the schools and the universities, including Indonesia. This crisis really came suddenly, governments in any part of the world including Indonesia must take a bitter decision, they have to close schools to reduce direct contact with people and to save lives. The Covid-19 pandemic has a very big impact, especially at SMP PAB 19 HELVETIA which was closed. The big impact on the sustainability of education caused by the Covid-19 pandemic is the short- term impact, which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not familiar with doing school at home. Likewise with the psychological problems of the students who are accustomed to learning face to face with their teachers and friends. And all elements of education in social life are exposed to illness due to Covid-19. Implementation of learning and teaching must take place online. This process runs on a scale that has never been measured and tested because it has never happened before. It is not overlooked that the children of students in remote villages become completely confused, because the information technology infrastructure is very limited.

Student assessments have also turned online and many have experimented with an unpredictable system, and many assessments have been canceled. The learning system by integrating an internet connection with the teaching and learning process is known as the online learning system or virtual learning system (Bentley, Selassie & Shegunshi, 2012). Online learning is still considered as a breakthrough or a new paradigm in teaching and learning activities where in the process of teaching and learning activities because teachers and students do not need to attend classrooms. They only rely on an internet connection to carry out the process of learning activities and the process can be done from far away. Because of the ease and practicality of the virtual or online learning system, it's no wonder that many institutions use online lectures. This online learning can be done from wherever teachers and students are. There are several problems faced in online learning; teaching materials, learning interactions, and the learning environment (Fortune, Spielman, & Pangelinan, 2020). So the question, "whether students can be master of reading skill through online learning in a post pandemic?"

This is the difference between face-to-face schools before and after the Covid-19 pandemic. There are several different things in the implementation of teaching and learning in schools before and during the pandemic.

a. First, face-to-face school before this pandemic is mandatory. Meanwhile, during the pandemic it is not mandatory. Students can study online at home using conference communication platforms such as zoom and other learning media.

b. Second, before the pandemic all levels are required to go to school, while during the pandemic the levels that are allowed to return to school start from the junior high school level.
c. Third, the class capacity before the pandemic can also be fully utilized. Meanwhile, during this pandemic, schools that are allowed to open are only allowed to accommodate 30-50 percent of class capacity depending on the size of the room.
d. Fourth, the schedule for school entry before the pandemic was 5-6 working days, some schools were only Monday to Friday, and some were until Saturday. Meanwhile, in schools that are allowed to meet face-to-face during this pandemic, students are only allowed to enter once every two days.
e. Fifth, the schedule for entering and leaving is also different, before the pandemic the school entry schedule was at 06.30 and went home at around 14.00. Meanwhile, during the pandemic, students who go to school will be scheduled to enter starting at 07.30 and finish at 11.00.
f. Sixth, schools that are allowed to open and conduct face-to-face teaching and learning processes are also required to implement health protocols, such as providing hand washing facilities, requiring the use of masks, and ensuring that all people entering the school keep their distance.
g. Seventh, during the pandemic, some school facilities and activities such as canteens are still prohibited from opening. This is to prevent students from crowding.

Therefore, the researcher decided to study further by conducting research with the title "An Analysis of Students' Reading Skill Through Online Learning in A Post Pandemic".

B. The Identification of The Problems

Based on the background of the study above, there were some problems that identified in this research, those were:

1. Many students do not understand the reading during online learning.
2. Many students do not know how to pronounce well.

C. The scope and Limitation

Based on the background of the problem, the researcher focused on students reading test through online learning in a post pandemic.

D. The Formulation of The Problem

Deriving from delimitation of the problem above, the formulation of the problem is "Whether students can be master of reading skill through online learning in a post pandemic?"

E. The Objective of The Study

Based on the formulation of the problem above, the objective of this research the students reading skill through online learning in a post pandemic.

F. The Signification of The Study

In this research contribution was given as theoretically and practically:

1. Theoretically, The research was useful as a source of reference for relevant research through in a post pandemic and this research is useful as input for increasing knowledge about reading skill.
2. Practically, The finding of this research was useful for :
    a. The students, to increase their achievement in reading especially reading skill.
    b. The teachers, could add the information to improve the students achievement in reading skill.
    c. The researchers, the expected benefit was that this research provided opportunity for researchers to find out the extent of understanding students' reading skills.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework were presented as follows:

1. Theoretical Review

2.1. Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. Actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey.

According to Nurhadi (2008: 13) states that "Reading is a complex process made up of several interlocking skills and processes." It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read. But sometimes, the real fact is many of students feel reading instead of nothing. In their mind, reading is only saying words either orally or silently. They do not know what they have to read. So, all the teachers have responsibility to demand make interesting by using

strategy when teaching reading process goes on. In order words, the students are interested in know what they have read.

According to Mclntyre et. Al (2011:113) states reading is comprehending, if children can read the words of the text, but do not understand what they are reading, they are not really reading. So, basically reading is a crucial goal that children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classrooms.

Moreover, Harvey and Gouduis in Pamela, et. al (2004:320) states that like writing, reading is an act of composition. When we write, we composed, thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer. Based on the explanation above, the researcher concluded that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

Based on the definition above, reading is an activity that a person does to see, pay attention, and process through the sound produced. In this study, students were required to read aloud so that each individual abilities could be heard when reading the text.

2.2. Description of Reading Skill

Richards & Schmidt (2002) assert that listening, speaking, reading, and writing are generally called language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening are the passive/receptive skills. Richards and Schmidt (2002) define reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. These skills are sometimes taught separately. Patel and Jain (2008) state that reading is understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Gray in Patel & Jain (2008) classifies that reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. That reading is a dynamic process in which an active reader engages with a text in order to create meaning. This creation of meaning requires a great deal of work by the reader. Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. Brown (2004) says that reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it, and it takes the product of that interaction.

Moreilon (2007) states that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.

Harris, Graham & Boardman (2007) point out that skills and strategies that good readers use include: 1) Rapid and accurate word reading; 2) Setting goals for reading; 3) Noting the structure and organization of text; 4) Monitoring their understanding while reading; 5) Creating mental notes and summaries; 6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed; 7) Capitalizing on what they know about the topic and integrating that with new learning; 8) Making inferences; 9) Using mental images such as visualization to assist them in remembering or understanding events or characters.

Based on the definition above, the researcher could make summary that reading is receptive skill to understand printed words likes discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction. And also the researcher could say that reading is an ability to understand written English as it is presented in textbooks, newspaper, magazine, menu, messages and in academic materials.

2.3. Types of Reading

Henry Guntur Tarigan said that there are two types of reading, namely:

1. Reading Aloud

Reading aloud is an activity or activity that is a tool for teachers, students or readers together with other people or listeners to capture or understand information, thoughts and feelings of an author. In line with this opinion, reading aloud is an activity of reading by making a sound or reciting the symbols of language sounds in a loud enough voice.

From this opinion, it can be said that reading aloud is a reading activity by voicing the writings he reads with appropriate speech and intonation so that listeners and readers can capture the information conveyed by the author, either in the form of thoughts, feelings or attitudes.

Several factors need to be considered by the reader in reading aloud:

1) The reader must understand the meaning and feelings contained in the reading material.

2) The reader must study written symbols so that the arrangement of words and emphasis is in accordance with the speech.

3) Readers must have high eye speed and distant eyes.

4) Readers must group words properly and correctly so that their meaning is clear for listeners.

The skills required in reading aloud are various abilities, including:

1) Use proper speech.

2) Use the right intonation of voice.

3) Mastering punctuation.

4.) Read clearly and clearly.

The purpose of reading aloud is so that a person is able to use appropriate speech, read clearly and without stuttering, read using appropriate and clear intonation.

2. Reading in the Heart

Silent reading or silently reading is reading silently, without lip movements, without head movements, without whispering, understanding reading material that is read silently or silently, eye speed in reading three words per second, enjoying reading material that is read silently and being able to read silently. adjust the reading speed to the level of difficulty contained in the reading material.

In silent reading, the reader only uses visual memory which involves activating the eyes and memory. Silent reading exercises should start from here so that children can read on their own, and at this stage children should be equipped with additional reading material whose emphasis is directed at mastering reading content and acquiring and understanding ideas on their own.

The skills required in reading silently include the following:

1) Read silently, without moving lips, without any hissing.

2) Reading without any head movement.

3) Reading is faster than reading aloud.

4) Understand and understand the reading material.

5) Read with good comprehension.

2.4. Reading Skill Indicators

Everyone who will learn to read first enters the initial reading stage. This stage is the initial stage in learning to read. In this case reading the beginning is mechanical which can be considered to be of a lower order. Beginning reading is an initial skill that must be learned or mastered by the reader. Beginning reading is the initial level so that people can read (Eni Purwati, 2011). Beginning reading includes: (1) introduction of letter shapes, (2) introduction of linguistic elements, (3) recognition of correspondence relationships in spelling or sound patterns (the ability to voice written material) and (4) slow reading speed.

In early reading the child is expected:

a. Read with correct pronunciation.

   Pronunciation relates to how to pronounce words or sentences contained in short sentences or texts.

b. And read with the right intonation. Intonation relates to how to sing the words/sentences contained in the text.

2.5. The Goals of Reading

Reading is an ability which is extremely important for students for enhance their insight in particularly in English language. The writer appraises that one of the way for increasing students' reading ability is by knowing the purposes of the reading. There are many aims of reading which put forward by many experts. Mentions two main reasons for reading: 1) Reading for pleasure; and 2) Reading for information (in order to find out something or in order to do something with the information you get).

The purpose of reading in this study is to examine how each student reads through 4 aspects, namely fluency, accuracy, pronunciation, and intonation while reading descriptive text through voice recordings. In addition to the purpose, the type of descriptive text taken by the researcher is objective descriptive text to tell something in detail, so the main benefit we get is to provide an explanation to the reader about an event.

2.6. Observed Assessment Aspects

According to Brown & Abeywickrama (2010), There are several aspects observed in this study, namely:

a. Fluency.

Fluency is the art of practice using sentences/words that are fluent, strong and persuasive

b. Accuracy

Accuracy is the level of approaching or accuracy in measuring the target.

c. Pronunciation

Pronunciation is the process, manner, and action by which words or language are spoken.

d. Intonation

Intonation is the accuracy of pronunciation and rhythm of sentences in a story.

2.7. The Description of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W. Purba (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above showed that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are

more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco (2001) explaining the philosophical online learning as follows:

a. Online learning is the delivery of information, communication, education, training online.
b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands to change in management of learning. If in ordinary learning, management was done more so that the teacher could present the material or learning material directly, and how students could absorb learning material comfortably, then in online learning the management of learning is directed at how students could learn information in accordance with the topic. Thus management was directed at the learning process. A similar statement was made by Nada Dabbagh and Brenda Bannan Ritland (2003) who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (*direct instruction*) into individualized learning

(*individual learning*) through online learning.

Before decided to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It was hoped that this decision-making process would not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

a. Budget cost needed.
b. Any material that was prioritized to include in the online learning model according to the characteristics and needs.
c. Switching from conventional to online learning could be done alone or requires cooperation with other parties.
d. How to implement these changes so that the objectives could be achieved effectively and efficiently.

Based on research, learning through WhatsApp (WA) is a favorite application. Because WA is very familiar with its use among the public. WA presents several interesting features and is easy to operate. These features include delivering individual messages, sending messages in groups, attaching videos, attaching photos, attaching files in pdf or word form, voice calls and video conferencing. And sending voice messages and WA is relatively cheaper when compared to other applications. When online learning started, the author also started looking for a suitable and easy way to use it when it came to delivering materials and assignments to students. At that time, English material was delivered face-to-face, before the policy of "moving"

the school home. To continue the material and assignments, the teacher conducts online learning with the WA application. Initially, the material provided by the teacher was in the form of summaries of the material given to students in the form of photos for later study. If there is material that is not clear, a question and answer forum is opened for the existing class group WA. As for assignments on certain materials, either in the form of practice questions, making material summaries or other assignments, students will be sent via WhatsApp to the class group. It turned out that after being evaluated, online learning using WA was also effective. Judging from the level of student responses to respond in a not too long time and from the responses of students when working on and collecting assignments. Mostly according to the allotted time. It's just that the weakness is that if a lot of student assignments are sent via the WA application, it causes the memory on the cellphone to fill up quickly. As a result HP is slow to work. So, the authors provide an alternative for students to collect their assignments delivered to school directly.

2.8. Types of E-Learning

According to Ahmad Dahlan (2020) The types are as follows:

a. Web-Based Learning

Website learning-based learning where the learning process is carried out through a network by utilizing the Learning Management System. This activity is carried out through distance or distance learning. The entire communication

process between Instructors and Learners is carried out through LMS both with Synchronous and asynchronous systems. This learning is fully dependent on the network and LMS system. The most widely used LMS system in Indonesia itself is Moodle because it is open source and self-hosting is allowed.

b. Computer-Based Learning

Computer-Based Learning is a learning process carried out using a computer. Learning activities are carried out independently by students with their respective computers. This has often been done at the high school level for computer practicums or carried out by computer-based courses. The task of the instructor is to make learning in the form of an application or learning system in a CPU and the task of the students to complete the tasks in the application. The interaction of Computer-Based Learning is almost non-existent because the objectives have been stated in full so that the feedback facility is not available.

c. Virtual Education

Virtual education is a learning process carried out where students do not meet the instructor. Instructors create teaching materials in virtual form such as LMS management or learning videos. After the designed system is prepared, students carry out learning activities with virtual instructors. This makes Virtual Education fall into the asynchronous category. The advantage of this type is that one instructor is likely to teach many classes at once because it can be easily reproduced. The drawback of Virtual Education is that feedback is a bit difficult

to do, because if you do feedback then this learning is included in the category of Web-Based Learning.

d. Digital Collaboration

Digital Collaboration is a learning activity that combines many different classes of instructors in one class. This task is carried out to complete a project that may require two experts from different agencies and then combined by utilizing information and communication technology.

2.9. The Characteristics of Online Learning

Based on the explanation above, there were several characteristics of online learning as follows:

a. In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.
b. In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace.
c. Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .

d. Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quickly with text, images, sound, data and video can change the role of teacher and student.
e. Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

2. Review of Related Study

On thesis by Talita Rachmawati Candra Dewi (University Of Maulana Malik Ibrahim) entitle is "The Effectiveness Of Online On Social Studies Subjects During Covid-19 Pandemic In Class VIII MTSN 2 Malang" in the Academic 2020/2021. Based on the result of this study indicate that: (1) Online learning on social studies subjects during the covid-19 pandemic in class VIII MTsN 2 Malang was carried out, but not yet effective. (2) Implementation of online learning in social studies subjects during the covid-19 pandemic in class VIII MTsN 2 Malang using e- learning, youtube, google form and group whatsapp, as well as implementing offline learning once a month. (3) Supporting factors come from student awareness, parent motivation, teacher motivation and adequate facilities, meanwhile, the inhibiting factors come from students' backgrounds, internet network conditions, internet quota, and existing facilities.

On journal by Ericha Windhiyana Pratiwi (Christian University In Indonesia) entitle is "The Impact Of Covid-19 On Online Learning Activities Of A Christian

University In Indonesia". This research is a qualitative descriptive study describing online learning activities at a Christian University after the stipulation of all learning activities carried out from home in online mode. Interview was used to collect the data from 3 students and 2 lecturers. Based on the interview result, online learning activities at this University have been effective by utilizing the Zoom, Google Classroom, Schoology and Edmodo applications, constraint in implementing online learning mostly is internet connection problems that less supportive.

On journal by Agus Trioni Nawa (Metro State Institute Of Islam) entitled is "Analysis of Student Tendencies Towards Online Learning in English Courses During the Covid 19 Pandemic". Based on the result of this study revealed that there were three most required learning media in the English learning process, video learning, written text material, and virtual learning. In learning reading skill there were a number of particular problems which would need to be addressed. The first problem was reading skills. The problems were how students can be master reading skill by online learning. Background knowledge was the students have to master reading skill in order to enable them to get success of their learning. If the students do not understands that reading skills were necessary when students wanted to further about the text in a test, it would be difficult for them to fulfill the passing grade. In addition, cultural differences affect reading skills. Online learning implied a learning process that uses electronics as a learning medium.

According to Chandrawati (2020), Online learning is distance learning process by combining principles in the learning process with technology. In online

learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails. Students can understand a text if they are familiar with the text type.

B. Conceptual Framework

The Covid-19 pandemic had a very big impact in our education, especially at SMP PAB 19 HELVETIA. So that online learning was used in the education system. This research focused on analyzing of students' reading skills through online learning in a post pandemic at SMP PAB 19 HELVETIA. Because reading was interacting with language that had been coded into print. Reading had important role in the context of English teaching as a foreign language in Indonesia. To make the students able to speak, listen, and write, they should be good in reading skill first.

The researcher gave text under the Tittle "Bali Island" to the students through online learning. The researcher asked them to read that text. After that the researcher analyzed how to the students read that text, how about their pronounciation. And the last the researcher concluded the result.

The conceptual framework of this research was design as the following diagram:

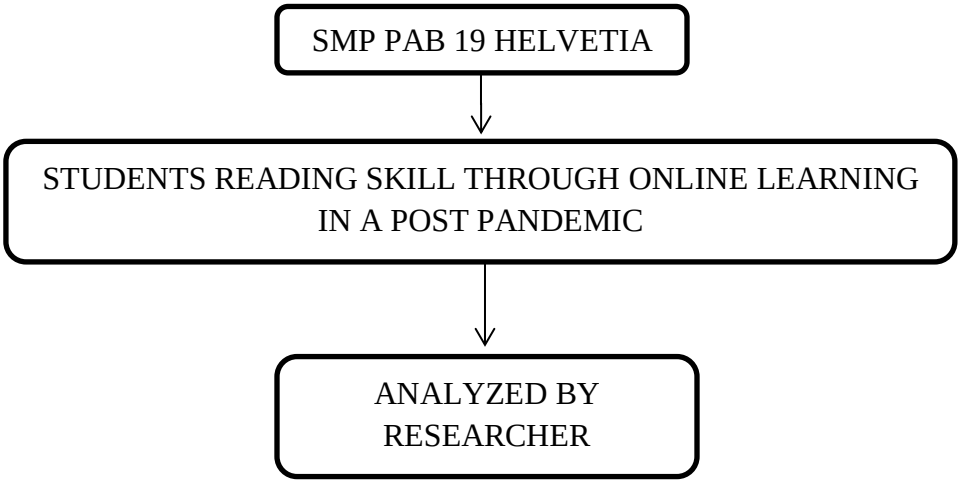


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research design of this study was conducted by using descriptive qualitative research. Qualitative research that aims to explain phenomena by collecting data as deep as possible, Kriyantono (2006). Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable, Sugiyono (2012). The research belongs to descriptive qualitative design because it was intended to find out whether students reading skill through online English learning in a post pandemic at junior high school.

To carry out the data, the researcher collected the data by doing some steps. Firstly, the researcher selected VIII grade of students in SMP PAB 19 HELVETIA. Secondly, the researcher spread the reading text to the students. Then, the researcher asked them to read the reading text. The researcher checked it. After that, the researcher analyzed the result and the last researcher concluded the data.

B. Location and Time

1. Location of Research

This research was conducted at SMP PAB 19 HELVETIA on Jl. Veteran pasar 9, Desa Manunggal, Kec. Labuhan Deli, Kab. Deli Serdang.

2. Time of Research

The time of this research had been carried out in a period of three months, namely from October to December 2021, one month for data collection and two months for data processing which included presentation in the form of thesis reports and the guidance process.

C. Population and Sample

1. Population

Population is all individuals becoming subjects of research (Ismiyanto, 2003). Usually the number of population in the area of research is great. It must consider the ability of population. Because it influenced whether the result of research was good or not. This research, the population was the whole numbers of the eighth grade students of SMP PAB 19 HELVETIA . There were two classes, Every class consists of 20 students. So, the total numbers were 40 students.

2. Sample

Sample is part of population that is the subject of the study. The sampling technique in this study was taken using Non-Probability sampling, which is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population selected to be the sample. The sample used in this research is purposive. Purposive sampling is a sampling technique based on the consideration of which sample is the most appropriate, useful and considered to be representative of a population (representative), (Sugiyono, 2010). The advantages of this method were that the objectives of the research could be easily met, the sample could be more relevant to the research

design and this method was easier to implement. Thus the researcher took one classes. That was VIII A, the number of samples was 20 students consisting of 12 female students and 8 male students in class VIII A SMP PAB 19 HELVETIA in the academic year 2021/ 2022.

Table 3.1 Sample

Class	Students	Total
VIII A	1. Girls 12 2. Boys 8	20

D. Research Instrument

The instrument in this study was the research herself is using the reading descriptive text, questionnaire guidelines and documentation using mobile phone. In this study, the reading descriptive text were used in the first of the research process. It got the data on students reading skill in the form descriptive text, The researcher used descriptive text to measure the students reading skill. The next instrument was questionnaire guidelines, These guidelines were used to guide the researcher to focus on the intended research area as she conducted the questionnaire. The last was documentation, The researcher used mobile phone to took some pictures of the online learning process.

E. Technique Of Collecting Data

In this study, researcher collected data with the following methods;

1. Test

The technique was used to collect data in this research was by giving a test of reading composition to the students. The purpose of giving the test was to ask the students to produce their language through reading an English text spontaneously. It means that it give the opportunity to the students to look up the text. Because in general there are 2 test function, namely:

a. As a measuring tool for students, in this connection test serves to measure the level of development or progress that has been achieved by students after they go through the learning process teaching for a certain period of time.
b. As a measuring tool for the success of teaching programs, because through the test will be able to know how far the program has gone teaching that has been determined, has been achieved.

2. Questionnaire

Questionnaire is the number or questions compiled that must be answered or completed by the respondent. According to Arikunto (2013:194) explains the advantages of using a questionnaire, namely:

a. Does not require the presence of a researcher.
b. Can be shared simultaneously with multiple respondents.
c. Respondents can answer according to their respective speed, and according to the respondent's free time.

d. Can be made anonymous so that respondents are free to be honest and are not shy about answering.

e. Standards could be made so that all respondents could be asked the same question.

The questionnaire method was used to determine the response of student opinion about studying English and studying before and during online English learning. Researcher collected data using a written question sheet which consisting of nine statements to be answered by respondents. The reason of the researcher used questionnaire in this study was because the researcher was able to obtain an appropriate picture of what was happening through the respondent's answers and had advantages in its used. In each statement of the questionnaire had three alternative answer choices which were categorized as follows;

a. Yes

b. Little

c. No

3. Documentation

According to Sugiyono (2017) documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. The documentation related to this research was student voice recording while reading text and photo of students while reading text.

F. Technique Of Data Analysis

Technique of data analysis came from the interpretation of data collection. In analysis data, the researcher got data from qualitative. The qualitative data was analyzed by using questionnaire, test and documentation. Data analysis method was used in this research was qualitative descriptive that was presented and analyzed by factual information systematically. Below were the techniques of analysis data:

1. Test

The test was attached from the observation sheet. If the result of the student works had many kinds of errors, For example 18 students couldn't read well and don't understand about English reading and their pronunciations were bad, its meant that their English reading skill were bad too. To analyze the data, researcher took the conclusion the result of the test.

2. Questionnaire

The questionnaire was attached from all students. In analyzing the questionnaire, the researcher identified students answer to each question one by one. The researcher identified student questionnaire that they yes, little and no about learning English before and during online learning.

3. Documentation

The researcher took student voices recordings while reading text and student photos when reading text. These photos provide the real situations during the process.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As stated at the chapter III in collecting the data, the researcher used the method of Test, Questionnaire and Documentation. The aims how An Analysis of Students' Reading Skill Through Online Learning In A Post Pandemic at Junior High School. Below are the lists of the questionnaire, test and Documentation used of the research:

1. Test

Test is question sequence or exercise and other tools that used to measure the skill, knowledge, ability or talent that own by individual or group, (Webster's collegiate). The test is used to collect data in this research. It is by giving a test of reading aloud to the students. In reading aloud there are several aspects that are assessed, namely:

1. Fluency, namely the ability of the students to read aloud fluently without any hesitation or doubt.
2. Accuracy is the ability of the students to read aloud accurately and within the reach of the listener.
3. Pronunciation is the ability of the students' speech to make the listener understand what the student is saying.
4. Intonation is the emphasis placed or reading to explain what is meant by the students.

The test is descriptive text with the tittle Bali Island. This is the test which given by the researcher:

“BALI ISLAND”

Bali is a very famous island in Indonesia. Many tourists from all over the world visit each year. It is located between Java and Lombok. It has an area of 5620 square km. it has many tourist attractions which are an interesting place to visit during a vacation on this island. One of the most famous and beautiful tourist attractions in Bali is the beaches.

The most famous beaches that many tourist visited in Bali is Kuta beach and Sanur beach. First, Kuta beach is the most visited beach by tourist because of the beauty of the blue sea and the scenery. It is located in the south of Denpasar City, Badung regency. It has white sand and several big coral stones.

2. Questionnaire:

1. Apakah anda menyukai pelajaran Bahasa Inggris?

   [Do you like English lessons?]

   A. Ya

      [yes]

   B. Sedikit

      [Little]

   C. Tidak

      [No]

3. Apakah anda senang terhadap pelajaran membaca/ reading teks bahasa Inggris?

   [Do you enjoy reading English text lessons?]

A. Ya

[yes]

B. Sedikit

[Little]

C. Tidak

[No]

4. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?

[Is reading a skill that you find difficult?]

A. Ya

[yes]

B. Sedikit

[Little]

C. Tidak

[No]

5. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?

[Do you find it difficult to understand an English text?]

A. Ya

[yes]

B. Sedikit

[Little]

C. Tidak

[No]

6. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?

   [Do you find it difficult when working on questions about descriptive text (illustrating an object)?]

   A. Ya

      [yes]

   B. Sedikit

      [Little]

   C. Tidak

      [No]

7. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?

   [Do you find it difficult to do the English questions given by the teacher when studying online?]

   A. Ya

      [yes]

   B. Sedikit

      [Little]

   C. Tidak

      [No]

8. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?

   [Do you ignore assignments from the teacher when studying online?]

   A. Ya

[yes]

B. Sedikit

[Little]

C. Tidak

[No]

9. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?

[Do you better understand English lessons online?]

A. Ya

[yes]

B. Sedikit

[Little]

C. Tidak

[No]

(Afrizal Malna)

The Fill:

3. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? [Write your thoughts on English lessons before going online and when online?]

3. Documentation

Document analysis was used to investigate the evaluation results. Document analysis was conducted primarily to collect data from students. The documentation related to this research was student voices recordings and photos while reading text.

The photos of the students while reading text:

Student 1

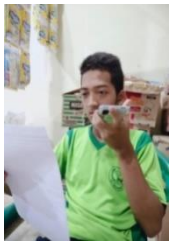
Name: Alya Azrina

Student 2

Name: Rahma Wati Putri Permata Sari

Student 3

Name: Nadia Aulia

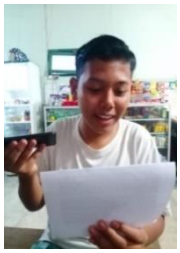


Student 4

Name: Iwah Luddin

Student 5

Name: Mhd. Hafidz



Student 6

Name: Mhd. Aldigo

Student 7

Name: Feri Pratama Lubis

Student 8

Name: Selo Mita

Student 9

Name: Kaiyla Fanesah

Student 10

Name: Riska kayla

Student 11

Name: Bunga Adelia

Student 12

Name: Suci Amalia

Student 13

Name: Januari

Student 14

Name: Sultan Ersa

Student 15

Name: Kia Fanesa

Student 16

Name: Fauzi Firmansyah

Student 17

Name: Rico Atmaja

Student 18

Name: Ibnu Arzasah

Student 19

Name: Pasya Al Izati

Student 20

Name: Alimansyah

B. Data Analysis

Based on the result answer of students respondents it can be analyzed from the Test and Questionnaire as follows;

1. The result of the test:

The followings are analysis when the students read the text:

Student 1: in that photo, she looks embarrassed in reading, she read fluently, But her pronunciation is bad.

Student 2: in that photo, the girl looks nervous when reading the text. She could not read fluently, the pronunciation is bad too.

Student 3: in that photo, when reading the student looks confidence and enthusiastic, so, she could read fluently.

Student 4: in that photo, his expression looks less enthusiastic when reading.

Student 5: in that photo, when reading the text, he looks confused.

Student 6: in that photo, he looks happy while reading text.

Student 7: in that photo, his expression when reading the text is fluent.

Student 8: in that photo, the girl looks confident when reading text, she read fluently. The accuracy, her pronunciation and the intonation are good.

Student 9: in that photo, when reading student seem to think.

Student 10: in that photo, she looks tired in reading text.

Student 11: in that photo, her expression in reading the text, it looks scared.

Student 12: in that photo, the student is serious, could read fluently. The pronunciation is good too.

Student 13: in that photo, she looks just normal in reading the text.

Student 14: in that photo, when reading the text looks doubt.

Student 15: in that photo, she looks enthusiastic. She could read fluently. Her pronunciation and intonation are good.

Student 16: in that photo, the boy looks smooth in reading.

Student 17: in that photo, his expression looks understand about the text when reading.

Student 18: in that photo, when reading the student looks relaxed.

Student 19: in that photo, she looks smiling in reading the text. She could read well and fluently.

Student 20: in that photo, the student is confused in reading text.

These are the voice recording test result of the students:

Table 4.1. the voice recording test result of the students

No	Students Initial	Assessement aspects			
		Fluency	Accuracy	Pronounciation	Intonation
1.	AA	✓	X	X	✓
2.	RWP	X	X	X	X
3.	NA	✓	✓	✓	✓
4.	IL	✓	X	X	X
5.	MH	X	X	X	X
6.	MAD	X	X	X	X
7.	FPL	X	X	X	X
8.	SM	✓	✓	✓	✓
9.	KF	✓	X	X	X
10.	RK	X	X	X	X
11.	BA	✓	X	X	X
12.	SA	✓	✓	✓	✓
13.	J	X	X	X	✓

14.	SE	X	X	X	X
15.	KIF	✓	✓	✓	✓
16.	FF	X	X	X	X
17.	RA	X	X	X	X
18.	IA	X	X	X	X
19.	PA	✓	✓	✓	✓
20.	A	X	X	X	X

(Esti)

The data in the table shows that there are nine students who can read fluently and eleven students can not read fluently. There are five students can read with good accuracy and fifteen students can not read with good accuracy. There are five students can pronounce well and fifteen students can not pronounce well. There are seven students can read with good intonation and thirteen students can not read with good intonation.

The result of the students'assessement aspects of reading aloud could be seen as follow:

Table 4.1. the voice recording test result of the students

No	Assessement aspects	Frequency	Percent %
1	Fluency	9	45 %
2	Acuracy	5	10 %
3	Pronounciation	5	10 %
4	Intonation	7	35 %
The total of percentage of students' assessement aspect of reading aloud (in the average)			25%

(Esti)

We showed that not all the students can read well. There are nine students who can read fluently with the calculation of the percentage of 9 students divided by 20 students multiplied by 100% so that the result is 45%. There are five students who can read with good accuracy with the calculationof the percentage of 5 students divided by 20 students multiplied by 100% to get a result of 10%. There are five students who can pronounce well by calculating the percentage of 5 students divided by 20 students multiplied 100% so as to produce a result of 10%. There are seven students who can read with good intonation with the calculation of the percentage of 7 students divided by 20 students multiplied by 100% so as to produce a result of 35%.

2. The result of questionnaire:

a. Question 1: students who choose yes, there are 7 students, students who choose little, there are 13 students. And, students who choose no, there is not.
b. Question no 2: students who choose yes, there are 10 students. Students who choose little, there are 8 students. And students who choose no, there are 2 students.
c. Question no 3: students who choose yes, there are 8 students. Students who choose little, there are 7 students, and students who choose no, there are 5 students.
d. Question 4: students who choose yes, there are 13 students. Students who choose little, there are 6 students. And student who choose no, there is 1 student.
e. Question 5: students who choose yes, there are 5 students. Students who choose little, there are 5 students. And students who choose no, there are 3 students.
f. Question 6: students who choose yes, there are 14 students. Students who choose

little, there are 2 students. And student who choose no, there are 4 students.

g. Question 7: students who choose yes, there are 5 students. Students who choose little, there are 3 students. And student who choose no, there are 12 students.
h. Question 8: students who choose yes, there are 6 students. Students who choose little, there are 5 students. And students who choose no, there are 9 students.

The Fill Answer of Students:

Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? [Write your thoughts on English lessons before going online and when online?]

Student 1: saat pelajaran luring lebih bisa memahami pelajaran sedangkan daring tidak memahami. [student respondent: when offline lessons are better able to understand the lessons while online do not understand.]

Student 2: saat sebelum daring saya sedikit memahami tetapi kalau daring saya tidak memahami karena tidak ada penjelasan sebelumnya. [student respondent: Before going online I understood a little but when I went online I didn't understand because there was no previous explanation.]

Student 3: sebelum daring saya memahami pelajaran bahasa inggris tetapi daring saat ini sedikit memahami. [student respondent: Before going online I understood English lessons but online now I understand a little.]

Students 4: sebelum daring pelajaran bahasa inggris sedikit enak untuk dipahami, sedangkan ketika daring bahasa inggris sedikit sulit dipahami. [student

respondent: before going online, English lessons are a little easy to understand, while online English lessons are a little difficult to understand.]

Student 5: saat kita belajar tatap muka kita bisa sedikit memahami pelajaran bahasa inggris yang diberikan guru, jika saat daring kita tidak bisa memahami pelajaran bahasa inggris karena tidak ada penjelasan. [student respondent: when we learn face to face we can understand a little English lessons given by the teacher, if online we can't understand English lessons because there is no explanation.]

Student 6: sebelum daring pada saat diterangkan oleh guru saya sedikit paham, kalau saat daring saya lebih tidak paham yang dijelaskan. [student respondent: before going online when explained by the teacher I understood a little, when online I didn't understand what was explained more.]

Student 7: saat disekolah belajar bahasa inggris itu mudah, tetapi ketika daring sedikit sulit. [student respondent: At school learning English is easy, but online is a little difficult.]

Student 8: ketika sebelum daring saya sulit belajar bahasa inggris, saat daring saya sulit mengerjakan tugas bahasa inggris. [student respondent: when before going online it was difficult for me to learn English, when online it was difficult for me to do English assignments.]

Student 9: saat disekolah belajar bahasa inggris itu mudah, tetapi ketika daring sedikit sulit. [student respondent: At school learning English is easy, but online is a little difficult.]

Student 10: ketika belajar daring dirumah saya senang karena sambil nyantai, dan saat ketika luring disekolah saya memahami juga apa yang dijelaskan guru.

[student respondent: when studying online at home I am happy because while relaxing, and when offline at school I also understand what the teacher explains.]

Student 11: ketika belajar daring dirumah saya senang karena sambil nyantai, dan saat ketika luring disekolah saya memahami juga apa yang dijelaskan guru. [student respondent: when studying online at home I am happy because while relaxing, and when offline at school i also understand what the teacher explains.]

Student 12: ketika daring saya sedikit sulit, sedangkan ketika luring saya sedikit sulit juga. [student respondent: when online I'm a little difficult, while when offline I'm a little difficult too.]

Student 13: sebelum daring sedikit memahami pelajaran, namun setelah daring sedikit memahami juga. [student respondent: before going online a little understand the lesson, while after being online a little understand the lesson.]

Student 14: sebelum daring sedikit memahami pelajarannya, saat setelah daring sedikit juga memahami pelajarannya. [student respondent: before going online a little understand the lesson, while after being online a little understand the lesson.]

Student 15: sebelum daring sedikit memahami pelajarannya, saat setelah daring sedikit juga memahami pelajarannya. [student respondent: before going online a little understand the lesson, while after being online a little understand the lesson.]

Student 16: sebelum daring sedikit sulit sedangkan saat ketika daring merasa lebih sulit. [student respondent: before going online was a little difficult whereas the time when online was even more difficult.]

Student 17: sebelum daring sedikit sulit sedangkan saat ketika daring merasa lebih sulit. [student respondent: before going online was a little difficult whereas the time when online was even more difficult.]

Student 18: saya lebih menyukai sebelum daring dibanding sekarang. [student respondent: I liked it more before it was online than it is now.]

Student 19: saat daring lebih memahami pelajaran dengan jelas, dan ketika tidak daring sulit memahami pelajaran dengan jelas. [student respondent: when online understand the lesson more clearly, and when not online it is difficult to understand the lesson clearly.]

Student 20: saat sebelum daring sulit, saat daring menjadi lebih sulit. [student respondent: the time before going online was difficult, when online it became even more difficult.]

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research results of chapter IV, it can be concluded that almost all students prefer offline learning to online learning. They argue that offline learning is easier to understand, they can meet face to face with the teacher, so that if there are difficulties they can be directly asked and discussed directly. But, online learning make them confused. They can not read fluently, their pronounciation are wrong too. Only some students think that online learning is more fun.

The researcher can conclude that seventy-five percent of students cannot read well and do not understand about reading English which has been given by the researcher in the form of descriptive text as reading material for the reading test. This was evidenced by the results of their recorded reading test that there were nine students who could read fluently and eleven students who could not read fluently. That is, when online learning is applied their English reading skills are poor. Students can master reading skills if schools are open as before the pandemic, by means of face-to-face schools. So that learning is more intensive and students can learn to read English easily.

B. Research Weakness

Based on The results of the research that has been done, several weaknesses were found in the preparation of this thesis. The weaknesses in this research are as follows:

tudents test are carried out online so that researcher only conclude the photos and

students voice recording that she heard.

1. In reading aloud, the level of understanding obtained from the text is less because the students are more busy reading the words than understanding the contents of reading.

C. Suggestions

Referring to the conclusions above, several points suggested as follows:

1. For school, support facilities and infrastructure for students so that learning can be applied.
2. For English teachers are advised to improve their competence, especially to facilitate the implementation of online learning. The teachers also have a variety of creative, active, effective, meaningful and fun teaching methods.
3. For students must be able to improve their knowledge in technology and English lessons independently, so that online learning of English can be done and more understand about English lessons.
4. For researcher is information to increase knowledge about online English learning.

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Appendix 1

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Sabilah Rizky Ananda

NPM : 1702050020

Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
An Analysis of Students' Reading Skill Trough Online Learning in a Post Pandemic.	

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

Medan, 7 April 2021

Disetujui oleh
Dosen Pembimbing

Alfitriani Siregar, M.Ed

Hormat Pemohon

Sabilah Rizky Ananda

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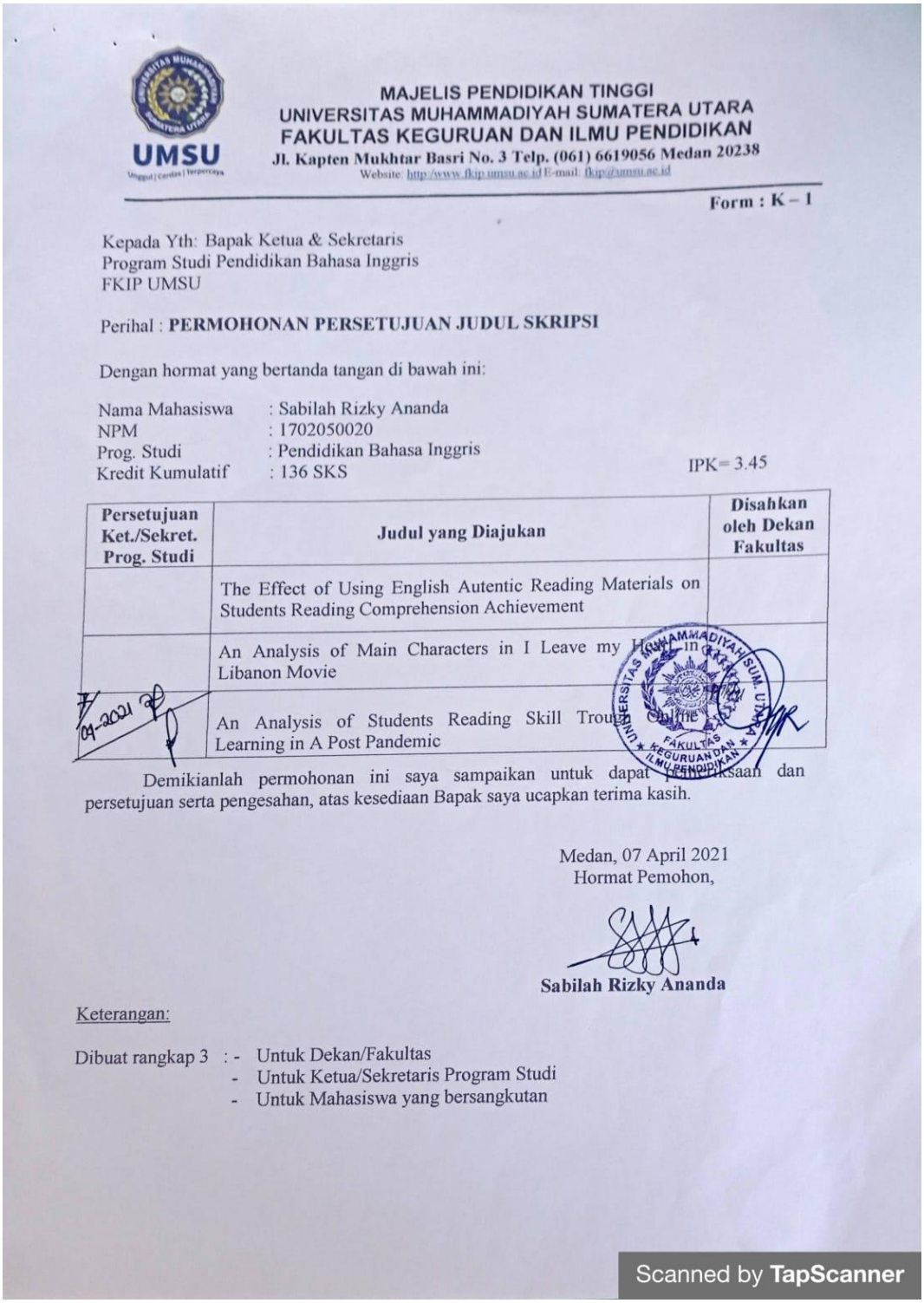
Appendix 2



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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 : Sabilah Rizky Ananda
NPM : 1702050020
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS IPK= 3.45

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using English Autentic Reading Materials on Students Reading Comprehension Achievement	
	An Analysis of Main Characters in I Leave my Heart in Libanon Movie	
07-2021	An Analysis of Students Reading Skill Through Online Learning in A Post Pandemic	

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

Medan, 07 April 2021
Hormat Pemohon,

Sabilah Rizky Ananda

Keterangan:

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

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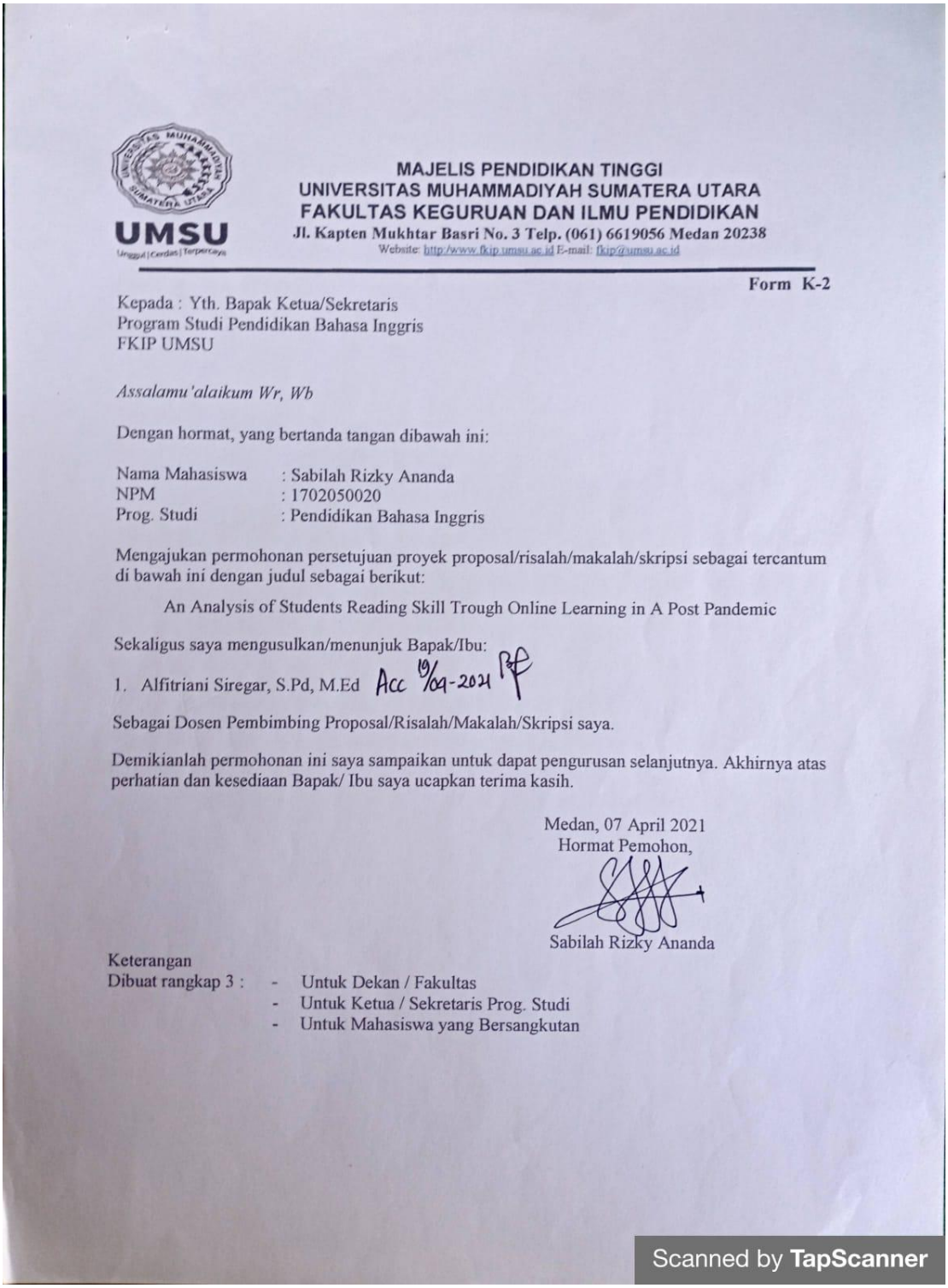
Appendix 3



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Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Sabilah Rizky Ananda
NPM : 1702050020
Prog. Studi : Pendidikan Bahasa Inggris

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

An Analysis of Students Reading Skill Trough Online Learning in A Post Pandemic

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Alfitriani Siregar, S.Pd, M.Ed Acc 19/04-2021

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

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

Medan, 07 April 2021
Hormat Pemohon,

Sabilah Rizky Ananda

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
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Appendix 4

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Nomor :948 /II.3/UMSU-02/F/2021
Lamp : ---
H a l : 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	:	Sabilah Rizky Ananda
N P M	:	1702050020
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis of Students Reading Skill Trough Online Learning in A Post Pandemic
Pembimbing	:	Alfitriani Siregar, S.Pd, M.Ed

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 : 9 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 26 Sya'ban 1442 H
09 April 2021 M

Dekan

Dr. Dra. 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

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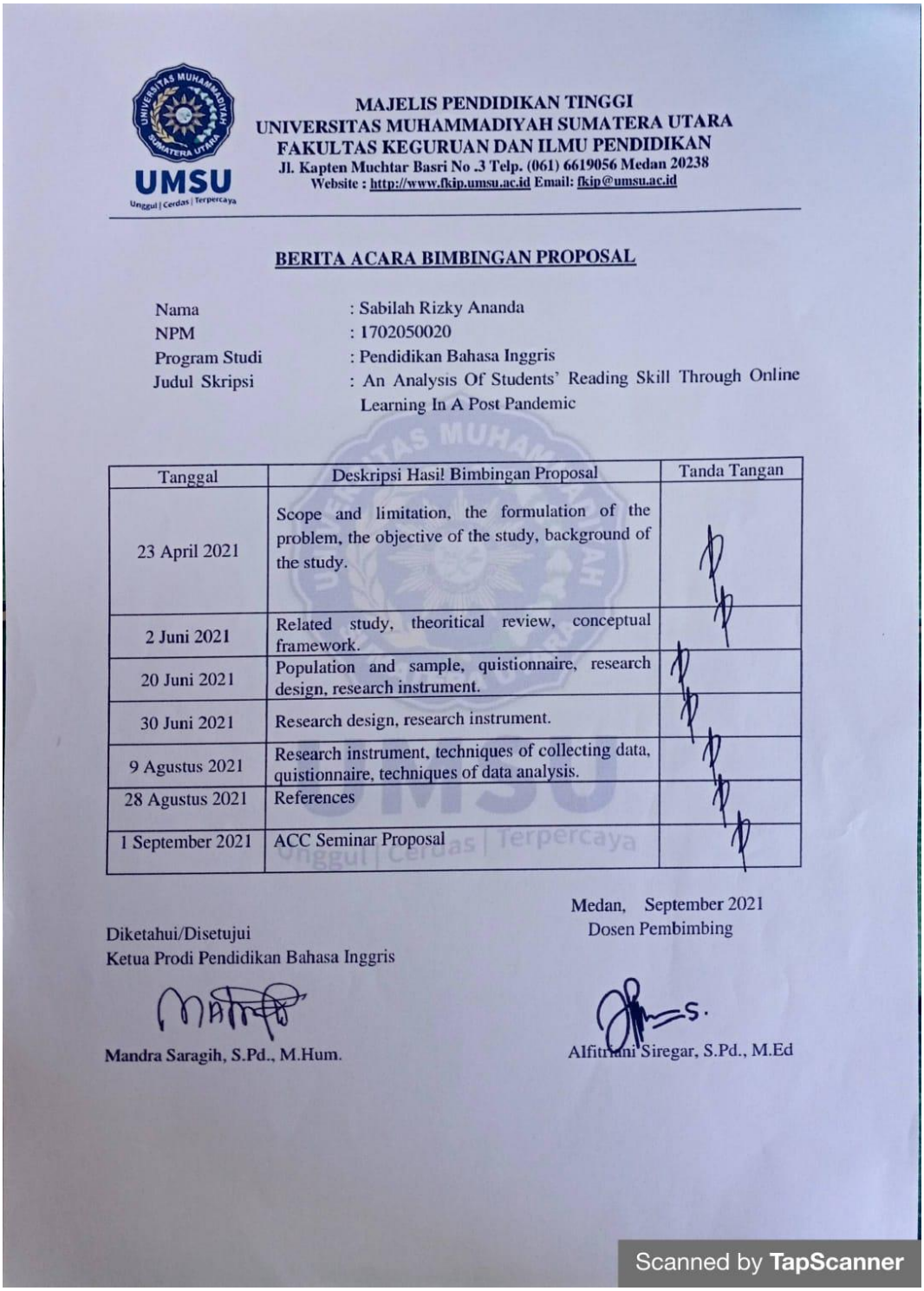
Appendix 5



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BERITA ACARA BIMBINGAN PROPOSAL

Nama : Sabilah Rizky Ananda
NPM : 1702050020
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 April 2021	Scope and limitation, the formulation of the problem, the objective of the study, background of the study.	
2 Juni 2021	Related study, theoritical review, conceptual framework.	
20 Juni 2021	Population and sample, quistionnaire, research design, research instrument.	
30 Juni 2021	Research design, research instrument.	
9 Agustus 2021	Research instrument, techniques of collecting data, quistionnaire, techniques of data analysis.	
28 Agustus 2021	References	
1 September 2021	ACC Seminar Proposal	

Medan, September 2021
Dosen Pembimbing

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

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

Alfitriani Siregar, S.Pd., M.Ed

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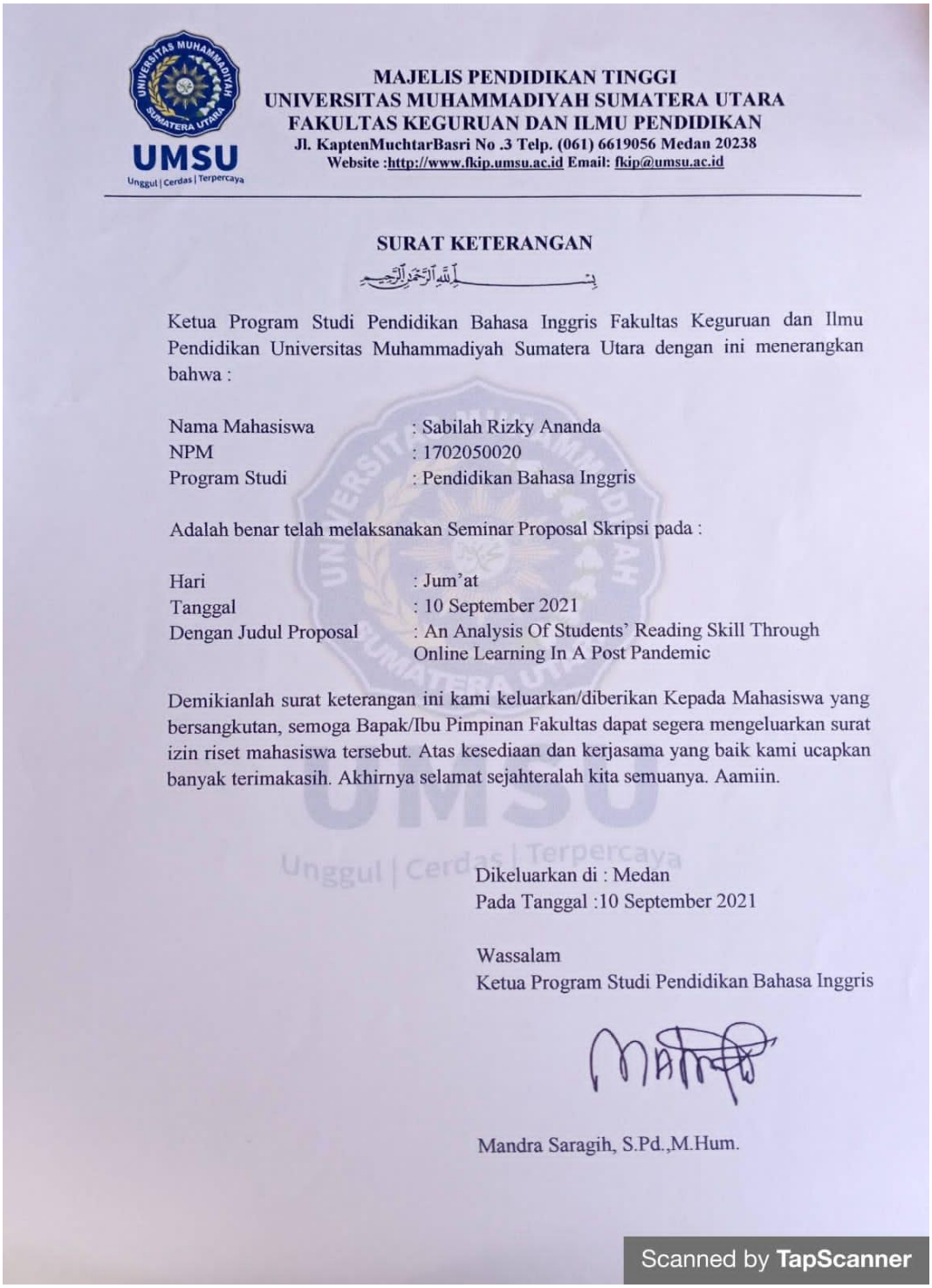
Appendix 6



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SURAT KETERANGAN

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

Nama Mahasiswa	: Sabilah Rizky Ananda
NPM	: 1702050020
Program Studi	: Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari	: Jum'at
Tanggal	: 10 September 2021
Dengan Judul Proposal	: An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

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 terimakasih. Akhirnya selamat sejahteralah kita semuanya. Aamiin.

Dikeluarkan di : Medan
Pada Tanggal :10 September 2021

Wassalam
Ketua Program Studi Pendidikan Bahasa Inggris

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

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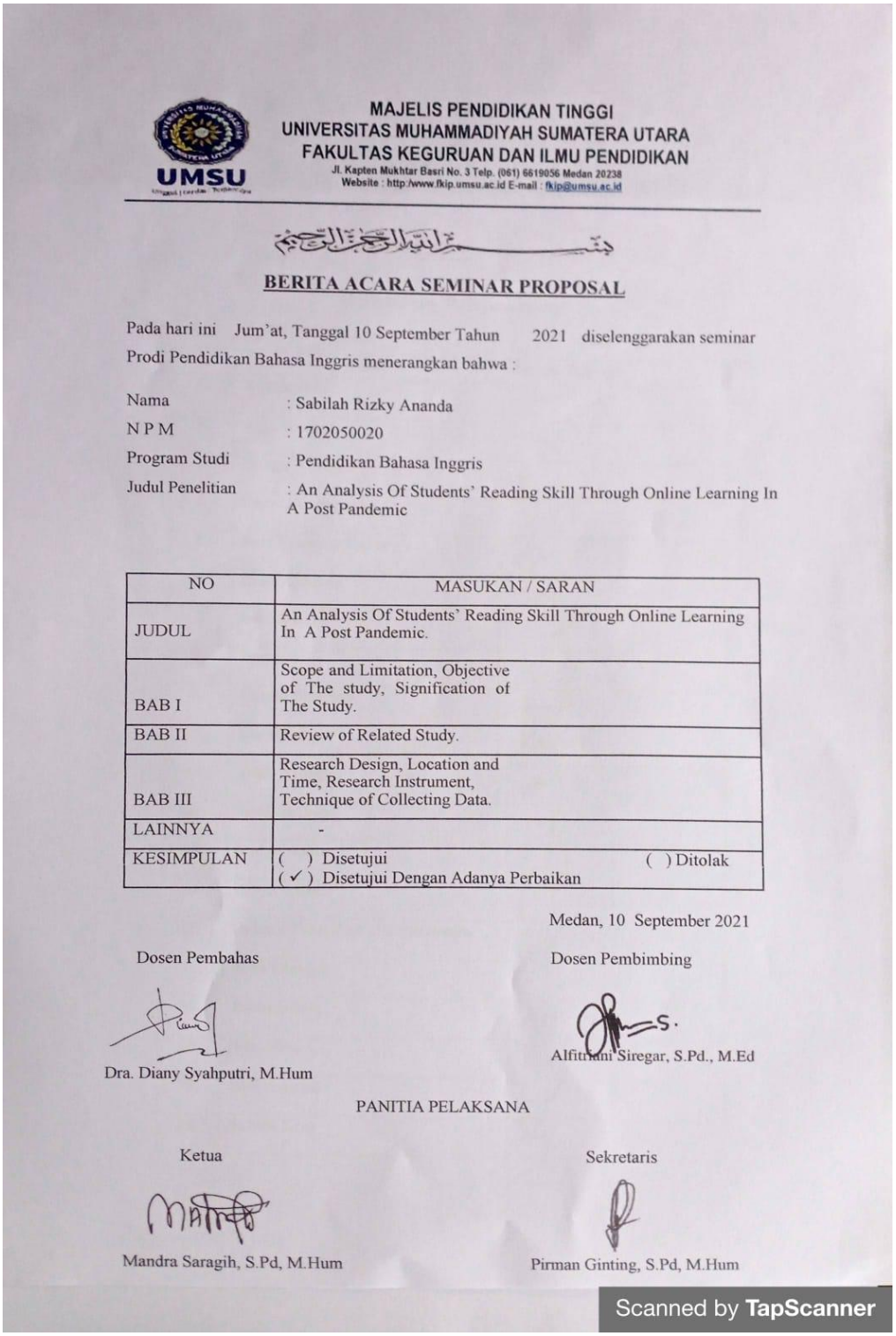
Appendix 7



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بسم الله الرحمن الرحيم

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at, Tanggal 10 September Tahun 2021 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Sabilah Rizky Ananda
N P M : 1702050020
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

NO	MASUKAN / SARAN
JUDUL	An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic.
BAB I	Scope and Limitation, Objective of The study, Signification of The Study.
BAB II	Review of Related Study.
BAB III	Research Design, Location and Time, Research Instrument, Technique of Collecting Data.
LAINNYA	-
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 10 September 2021

Dosen Pembahas

Dra. Diany Syahputri, M.Hum

Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum

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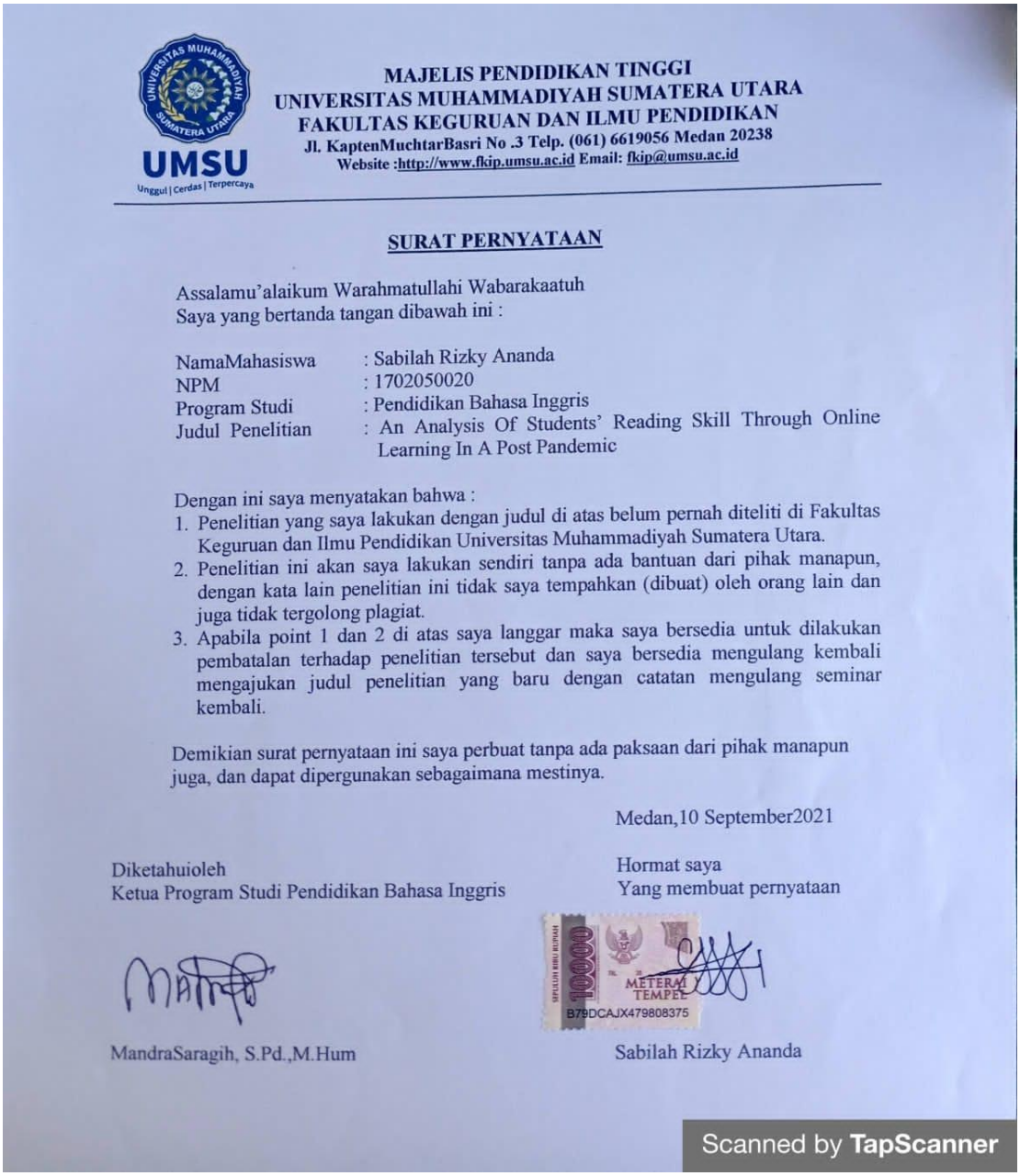
Appendix 8



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Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

NamaMahasiswa : Sabilah Rizky Ananda
NPM : 1702050020
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

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 tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,10 September2021

Diketahuioleh
Ketua Program Studi Pendidikan Bahasa Inggris

MandraSaragih, S.Pd.,M.Hum

Hormat saya
Yang membuat pernyataan

Sabilah Rizky Ananda

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap	: Sabilah Rizky Ananda
NPM	: 1702050020
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

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

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

MandraSaragih, S.Pd., M.Hum

Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed

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Appendix 10

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 الرَّحْمَٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Sabilah Rizky Ananda
N P M : 1702050020
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

Pada hari Jum'at, tanggal 10 September 2021 sudah layak menjadi proposal skripsi.

Medan , 10 September 2021

Disetujui oleh :

Dosen Pembahas

Dra. Diany Syahputri, M.Hum

Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed

Diketahui Oleh :
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

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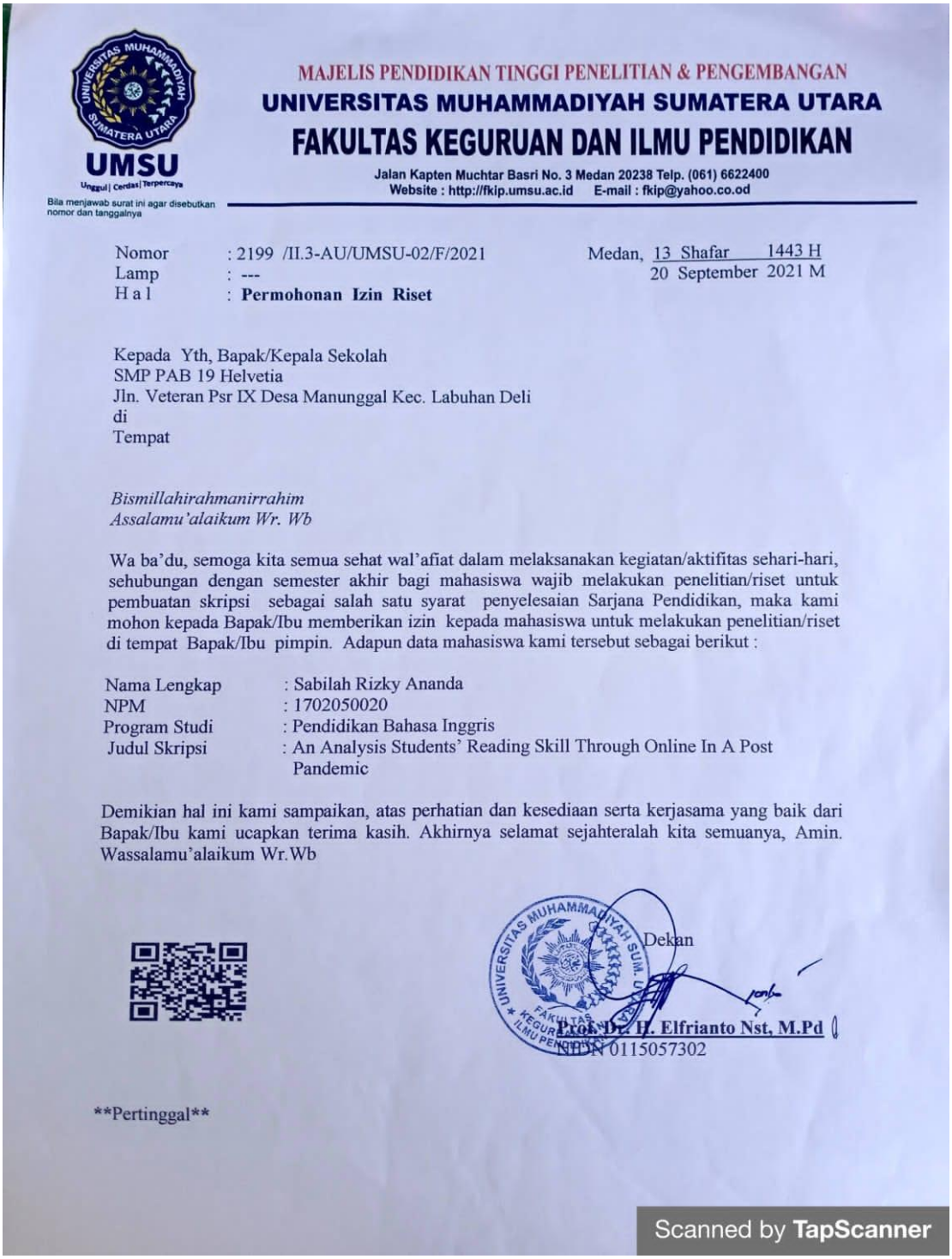
Appendix 11



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http://fkip.umsu.ac.id E-mail : fkip@yahoo.co.od

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 2199 /II.3-AU/UMSU-02/F/2021
Lamp : ---
H a l : **Permohonan Izin Riset**

Medan, 13 Shafar 1443 H
20 September 2021 M

Kepada Yth, Bapak/Kepala Sekolah
SMP PAB 19 Helvetia
Jln. Veteran Psr IX Desa Manunggal Kec. Labuhan Deli
di
Tempat

Bismillahirahmanirrahim
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 Lengkap	: Sabilah Rizky Ananda
NPM	: 1702050020
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Analysis Students' Reading Skill Through Online In A Post Pandemic

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

Pertinggal

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Appendix 12

PERGURUAN PAB WILAYAH VII MANUNGGAL

SMP PAB 19 MANUNGGAL

KEC. LABUHAN DELI KAB. DELI SERDANG

PROVINSI SUMATERA UTARA

Alamat Sekolah : Jl. Veteran Pasar IX Desa Manunggal Kec. Labuhan Deli Sum. Utara - Email : smppab19@yahoo.co.id.

SURAT KETERANGAN/IZIN PENELITIAN
Nomor : P.19/B.039 / PAB/I/2022

Kepala SMP Swasta PAB 19 Kecamatan Labuhan Deli Kabupaten Deli Serdang, dengan ini menerangkan bahwa sehubungan dengan surat Fakultas Keguruan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara (UMSU) Nomor : 2199/II.3-AU/UMSU-02/F/2021 Tanggal 20 September 2021 tentang Izin Penelitian Skripsi dengan ini menerangkan bahwa :

Nama	: Sabilah Rizky Ananda
NPM.	: 1702050020
Prog.Studi	: Pendidikan Bahasa Inggris-FKIP

Bahwasannya nama diatas adalah benar telah mengadakan Penelitian Skripsi di SMP Swasta PAB 19 dalam rangka penyusunan Skripsi yang berjudul :

An Analysis Of Students' Reading Skilll Through Online Learning In A Post Pandemic

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Manunggal
Pada Tanggal : 10 Januari 2022

Kepala SMP Swasta PAB 19

Nani Rahmadani,S.Pd

Appendix 13

Lampiran5 (Berita Acara Bimbingan Materi)

MAJLIS PENDIDIKAN TINGGI
UNIVERSITASMUHAMMADIYAHSUMATERAUTARA
FAKULTASKEGURUANDANILMUPENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30Website:
http://www.fkip.umsu.ac.idE-mail:fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Sabilah Rizky Ananda

NPM : 1702050020

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis Of Students' Reading Skill Through Online Learning In A Post Pandemic

Nama Pembimbing : Alfitriani Siregar, S.Pd., M.Ed

Tanggal	Bimbingan Skripsi	Paraf	Keterangan
10 Februari 2022	Population, documentation, data analysis, conclusion, references.		
20 Februari 2022	Documentation, test.		
8 Maret 2022	Discussion, conclusion, abstract.		
12 Mei 2022	Abstract, population, abstract, references.		
25 Mei 2022	Abstract, space, references, sample.		
29 Mei 2022	Acc skripsi.		

Medan, 2 Juni 2022

Ketuan Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing
Riset Mahasiswa

Alfitriani Siregar, S.Pd., M.Ed

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Appendix 14

The Students Attendance List

VIII-A Class

No.	Name	Tanda Tangan
1.	Alimansyah	
2.	Alya Azrina	
3.	Bunga Adelia	
4.	Fauzi Firmansyah	
5.	Feri Pratama Lubis	
6.	Ibnu Arzasah	
7.	Iwahluddin	
8.	Januari	
9.	Kaiyla Fanesah	
10.	Kia Fanesa	
11.	Mhd. Aldigo	
12.	Mhd. Hafidz	
13.	Nadya Aulia	
14.	Pasya Alizati	
15.	Rahma Wati Putri Permatasari	
16.	Rico Atmaja	
17.	Riska Kayla	
18.	Selo Mita	
19.	Suci Amalia	
20.	Sultan Ersa	

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Appendix 15

Questionnaire For Students

Name:
Class:

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran membaca, teks deskriptif, dan pembelajaran daring pada mata pelajaran Bahasa Inggris.
2. Jawaban anda tidak akan mempengaruhi nilai pada mata pelajaran Bahasa Inggris. Mohon diisi dengan sebenar-benarnya.
3. Berilah tanda silang (X) disetiap jawaban yang anda pilih.

1.Apakah anda menyukai pelajaran bahasa inggris?
a. iya b. sedikit c. tidak

2. apakah anda senang terhadap pelajaran membaca/reading teks dalam bahasa inggris?
a. iya b. sedikit c. tidak

3. apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
a. iya b. sedikit c. tidak

4. apakah anda merasa kesulitan saat memahami suatu bacaan?
a. iya b. sedikit c. tidak

5. apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
a. iya b. sedikit c. tidak

6. apakah anda merasa sulit saat mengerjakan soal bahasa inggris yang diberikan oleh guru saat pembelajaran daring?
a. iya b. sedikit c. tidak

7. apakah anda abaikan ketika mendapatkan tugas dari guru bahasa inggris saat pembelajaran daring?
a. iya b. sedikit c. tidak

8. apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
a. iya b. sedikit c. tidak

ISILAH:

1.tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

Questionnaire for Students

Name: ALIA Arina
Class: VIII-1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?
   Sebelum daring agak memahami Pelajarannya
   Setelah daring agak sedikit-dikit memahaminya.

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Questionnaire for Students

Name: Rahma wafi putri permata sari
Class: VIII

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

jwb - ketika belajar daring dirumah saya merasa senang karena bisa ~~main~~ yantai saat belajar

- saat sebelum daring saya merasa memahami apa yang di ~~jelas~~ jelaskan oleh guru.

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Questionnaire for Students

Name: Nabila Aulia
Class: VIII

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

- Sebelum daring agak Memahami Pelajarannya
  Setelah daring agak Sedikit - dikit Memahaminya

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Questionnaire for Students

Name: Iwah Iwin
Class: 8 1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya X. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit X Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   X. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   X. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit X. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   X. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   X. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   X. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

Jawab : ketika sebelum daring saya belajar membaca buku bahasa inggris dan ketika saat daring saya mengerjakan tugas yang diberikan pada ~~guru~~ guru.

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Questionnaire for Students

Name: MHD HAFIZ
Class: VIII'

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit (C) Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   (A) Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   (A). Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit (C) Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   (A) Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   (A). Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   (A) Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

Jawab : [redacted] ketika sebelum belajar daring saya membaca-baca buku pelajaran di rum

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Questionnaire for Students

Name: Muhammad Al Diqo
Class: 8

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   X Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   X Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   X Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   X Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   X Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   X Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   X Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   X Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Saya dapat sedikit memahaminya tentang bacaan
   - ketika daring saya sedikit sulit
   - ketika diruntut sedikit sulit

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Questionnaire for Students

Name: Muhammad Al Diqo
Class: 8

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   X Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   X Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   X Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   X Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   X Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   X Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   X Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   X Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Saya dapat sedikit memahaminya tentang bacaan
   - ketika daring saya sedikit sulit
   - ketika diruntut sedikit sulit

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Questionnaire for Students

Name: Fen PRATAMA L.
Class: 8-1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   (A.) Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya (B.) Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya (B.) Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   (A.) Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit (C.) Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   (A.) Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit (C.) Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya (B.) Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Saat Belajar daring lebih bisa memahami, Belajaran dengan Jelas
   - dan ketika tidak daring sulit memahami pelajaran dengan Jelas

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Questionnaire for Students

Name: SELO mita
Class: VII - 3

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

Saat kita belajar tatap muka kita bisa sedikit memahami pelajaran bahasa inggris yang di berikan guru

jika ketika daring kita tidak bisa memahami pelajaran bahasa inggris karena tidak ada penjelasan

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Questionnaire for Students

Name: Kaiyla Fanesah
Class: VIII-1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya X Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   X Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya X Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   X Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya X Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   X Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit X Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya X Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Sebelum daring sedikit sulit
   saat ketika daring merasa lebih sulit

Scanned by TapScanner

Questionnaire for Students

Name: Riska - kayla
Class: VIII 7

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

Sebelum daring : sedikit sulit

[redacted]:

Saat ketika daring : Merasa lebih sulit

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Questionnaire for Students

Name: Bunga Adelia
Class: VIII - 1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   (A.) Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya (B) Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   (A) Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit (C) Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit (C) Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?
   - Saat daring = menjadi lebih sulit
   - Saat sebelum daring = sulit.

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Questionnaire for Students

Name: Suci amalia.
Class: 8 I

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

ketika belajar daring dirumah. Saya merasa senang karena bisa nyantai saat belajar.

Saat sebelum daring. Saya merasa memahami apa yang di jelaskan oleh guru.

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Questionnaire for Students

Name: Januari
Class: VIII'

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring?

sebelum daring pada saat diterangkan oleh guru saya sedikit paham yang diberangkan oleh guru, kalau saat daring saya lebih tidak paham yang di jelaskan.

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Questionnaire for Students

Name: Sultan Ersa
Class: VIII-2

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   (A). Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   (A). Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya (B.) Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya (B.) Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya (B.) Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya (B.) Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit (C.) Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit (C.) Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Sebelum daring pelajaran bahasa inggris sedikit cndk untuk di pahami. saat ketika daring bhs inggris agak sulit di pahami

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1

Questionnaire for Students

Name: Kin Fanesa
Class: VIII-1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   X Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya X Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   X Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   X Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   X Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit X Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   X Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Sebelum daring agar memahami pelajaraanya setelah daring agar sedikit - dikit memahaminya.

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Questionnaire for Students

Name: Fauzi Firmansyah
Class: 8 - 1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? saya saat sebelom dari saya sedikit memahami tetapi kalau dari saya tidak tau karena tidak ada penjelasan

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Questionnaire for Students

Name: RICO ATMAJA
Class: VIII-1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya B. Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit C. Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Saat Pelajaran B.Inggris Sebelum daring

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Questionnaire for Students

Name: IBNU ARZASAH
Class: VIII-1

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

1. Apakah anda menyukai pelajaran bahasa Inggris?
   X Ya B. Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya X Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya X Sedikit C. Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya X Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya X Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya X Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit X Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit X Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Sebelum daring Pelajaran Semakin memahami Pelajaran bahasa Inggris / dan Sedikit memahami

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Questionnaire for Students

Name: Pasra al Izati
Class: VIII I

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya **B. Sedikit** C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   A. Ya **B. Sedikit** C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit **C. Tidak**
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya **B. Sedikit** C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   A. Ya B. Sedikit **C. Tidak**
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   A. Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya **B. Sedikit** C. Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit **C. Tidak**

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? Saat di sekola belajar B.inggis gampang
   Saat daring belajar sedikit susah

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Questionnaire for Students

Name: ai mansah
Class: 8-7 .

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

---

1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   (A) Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit (C) Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   (A) Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   (A) Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit (C) Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit (C) Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? saat pembelajaran daring lebih bisa memahami pembelajaran dengan jelas.

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Questionnaire for Students

Name: ai mansah
Class: 8-7 .

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:

1. **Pertanyaan-pertanyaan berikut ini berkaitan dengan pelajaran mendengarkan/listening pada pelajaran bahasa Inggris. Mohon diisi dengan sebenar-benarnya.**
2. **Jawabn tidak akan mempengaruhi nilai bahasa Inggris anda.**
3. **Berilah tanda silang (X) pada jawaban yang anda pilih.**

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1. Apakah anda menyukai pelajaran bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
2. Apakah anda senang terhadap pelajaran membaca/reading teks bahasa Inggris?
   (A) Ya B. Sedikit C. Tidak
3. Apakah membaca/reading merupakan salah satu keterampilan yang anda anggap sulit?
   A. Ya B. Sedikit (C) Tidak
4. Apakah anda merasa kesulitan saat memahami suatu bacaan bahasa Inggris?
   A. Ya (B) Sedikit C. Tidak
5. Apakah anda merasa kesulitan ketika mengerjakan soal tentang teks deskriptif (menggambarkan suatu objek)?
   (A) Ya B. Sedikit C. Tidak
6. Apakah anda merasa sulit mengerjakan soal bahasa inggris yang diberikan oleh guru saat belajar daring?
   (A) Ya B. Sedikit C. Tidak
7. Apakah anda abaikan ketika mendapatkan tugas dari guru saat belajar daring?
   A. Ya B. Sedikit (C) Tidak
8. Apakah anda semakin memahami pelajaran bahasa inggris ketika daring?
   A. Ya B. Sedikit (C) Tidak

ISILAH:

1. Tuliskan pendapat anda mengenai pelajaran bahasa inggris saat sebelum daring dan saat ketika daring? saat pembelajaran daring lebih bisa memahami pembelajaran dengan jelas.

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CURRICULUM VITAE

I. DATA PERSONAL

Name	: Sabilah Rizky Ananda
Register Number	: 1702050020
Place, Data of Birth	: Medan, 02 Oktober 1999
Sex	: Female
Religion	: Moslem
Nationality	: Indonesia
Partial Status	: Single
Hobby	: Travelling
Father's Name	: Suhardi
Mother's Name	: Puji Astuti
Address	: Jl. Cemara Komplek Asrama Yon Zipur 1 Blok O No. 6, Kel. Pulo Brayan Bengkel Baru, Kec. Medan Timur, 20239.

II. EDUCATION

a. 2005 – 2011	: SD NEGERI 101786 HELVETIA
b. 2011 – 2014	: SMP NEGERI 1 LABUHAN DELI
c. 2014– 2017	: SMA NEGERI 1 LABUHAN DELI
d. 2017 – 2022	: Students of University Muhammadiyah of North Sumatera