STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS RELATIONSHIP TO THEIR INTEREST IN LEARNING ENGLISH AT THE ELEVENTH GRADE STUDENTS OF SMA PLUS NEGERI 2 BANYUASIN III

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF SRIWIJAYA

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APPROVAL

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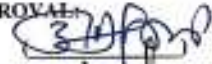ELEVENTH GRADE STUDENTS OF SMA PLUS NEGERI
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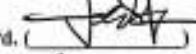
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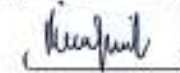Date   : December 23rd, 2021

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Certify that thesis entitled "Students' Perception towards Online Learning and Its Relationship to their Interest in Learning English at The Eleventh Grade Students of SMA Plus Negeri 2 Banyuasin III" is my own work and I did not do any plagiarism or in appropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face the court if I am found to have plagiarized this work.

Palembang, December 2021

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DEDICATION

This thesis is dedicated to:

- ➢ The Almighty God of Allah SWT and Prophet Muhammad SAW
- ➢ My beloved parents, Iwan Wazir and Tina for their motivation,

- ➢ support, inspiration, and prayer. Also my brothers, Muhammad Illham and M. Arifky Febrian for always give me support, help, and motivation. Thank you for your endless love.
- ➢ My beloved best friends, Zayeh, Kak Chell, Teng, Cay, Iyya, Vira, Luluk, Afra, Reni, and Uli. Thank you for all your help, support, and prayer.
- ➢ All my friends of English education study program 2016.

Motto:

""Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle." - Christian D. Larson
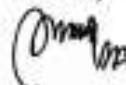
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ABSTRACT

STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS RELATIONSHIP TO THEIR INTEREST IN LEARNING ENGLISH OF THE ELEVENTH GRADE STUDENT OF SMA PLUS NEGERI 2 BANYUASIN III

ABSTRACT

Online learning is an exact learning tool during the current corona virus pandemic. In this case, Google classroom and Whatsapp are part of the supporting application. This study tries to test whether there is ai significant relationship between students' perception of online learning (google classroom and whatsapp) and student's interest in learning English. The subjects of this study were 63 students of class XI IPS SMA Plus Negeri 2 Banyuasin III. The research instrument used three questionnaires. Meanwhile, to analyze the data, the researcher used SPSS 25. The results showed that because the p-value (0.665) was greater than 0.05, Ho was rejected and Ha was accepted. Since $r = -.056$ there was a negative and very weak relationship between students' perception of the use of google classroom with student's interest in learning English. Then, because the p-value (0.188) is greater than 0.05, H0 is rejected and Ha is accepted. Since $r = -.168$ there was a relationship, but very weak and not significant. This means that there is a relationship between students' perception of the use of Whatsapp with student's interest in learning English. Lastly, because of the Significance of F. Change = 0.419 which is higher than 0.05, Ho was rejected and Ha was accepted. R= .169 there were a very weak relationship between students' perception of online learning (google classroom & Whatsapp) with student's interest in learning English.

Keywords: *Students' Perception, Online learning, Google Classroom, Whatsapp, Student's Interest*

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CHAPTER I
INTRODUCTION

This chapter creates (1) the research background, (2) the research issues, (3) the purposes of research, and (4) the research value.

1.1   The Research Background

Learning a foreign language seems to instance wherein a language is not mentioned with the aid of using the adjoining society in order that network observes and get non-local languages or what is generally specific as foreign languages (Fasold & Connor-Linton, 2006). English has ended up the universal language which broadly embraced for communication around the world because it got to be a tool of communication between local and non-native speakers (Fatiha et al., 2014). In Indonesia, English may be an outside language as well as a worldwide language that must be overwhelmed to back different viewpoints of life, one of which is learning in Education. English is imperative to memorize since it is utilized as an obligatory subject in schools. Hence, learning English gets to be a need for students in which they can learn English in both written and verbal aptitudes. In this way, there is an expectation to have effective English learning. According to (Schunk, 2012) studying may be a handle of activities alter that require very a long time or to act in a certain way in a capacity, which comes about from practice or other shapes of experience. Studying can get and alter information, aptitudes, strategies, trust, attitudes, and activities throughout the process. Many people need to memorize cognitive, etymological, and social abilities, and this could be created through an assortment of diverse shapes. Students need motivation that will influence their interest in learning English. Likewise, Chen (2008) defined that student interest can arise in a classroom setting that provides many choices such as (1) choosing well-structured teaching materials, choosing teaching materials that are full of variety and activities, (2) choosing teaching materials whose prerequisite information is owned by students, (3) encouraging students to become active learners by showing enthusiasm and

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interest in what is being taught. Therefore, teachers need to pay attention to what learning media can increase student's interest.

In line with this, Minister of Education and Culture Nadiem Anwar Makarim issued Circular Number 4 of 2020 concerning the Implementation of Education in a Coronavirus (Covid-19) Emergency, one of which emphasizes that online learning is carried out to provide meaningful learning experiences for students, without having to meet by demands to complete all curriculum achievements for class and graduation. Online learning is focused on broadening students' understanding of the corona virus and the Covid-19 outbreak. Learning activities and assignments may vary between students according to their interests and situations, including in terms of gaps in access/ learning facilities at home. Online learning is an exact learning during the current corona virus pandemic. In doing online learning, Whatsapp and Google Classroom are parts of supporting applications. Whatsapp is an unpaid chat application for the most part. Through Whatsapp, students can express their opinions easily without feeling embarrassed. Cetinkaya (2017) stated that Whatsapp can trigger positive opinions of students in student achievement. Apart from that, Google classroom is also a free application designed to help students and teachers communicate and conduct online classes. Google classroom is mixed-stage learning for the classroom, with simple, fun highlights. With Google classroom, assignments are created and Gmail is used to communicate in the classroom, making it easier for teachers to report and ask student questions in courses (Perez, 2015). The application is part of innovation or Information and Communication Technology (ICT) or better known with ICT (Information and Communication Technology) are all technologies that related to taking collection (acquisition), processing, storage, distribution, and presentation information (Sofendi, et al., 2021; Apriani, et al.,2021; Azizah, et al., 2011; Zahra, et al., 2021).

Nowadays, technology and ICT will allow students to monitor their learning and also participate more in class. Muslimah (2018) explained that ICT plays key function in learning. Many people think the ICT process would make learning more enjoyable and interesting (Sofendi, et al., 2021; Inderawati, et al., 2018; Inderawati, et al., 2019b).

In addition, these are some studies related to the explanation above 1) a study conducted by La Hanisi et al. (2018) entitled "The use of Whatsapp in Collaborative Learning to Improve English Teaching and Learning Process". They noted that students are getting positive feelings and intentions about the potential use of Whatsapp in their formal learning. 2) a study done by (Susanti & Tarmuji, 2016) reported that Whatsapp is effective in improving the language skills, motivation, and relationships of students with adolescent learners in particular. 3) a study was done by Muslimah (2018) entitled "A Survey on The Use of Google Classroom in English Language Education Department of Islamic University of Indonesia". She indicated that Google classroom is useful for students and that they are satisfied with Google classroom as an online learning tool. Other studies were done by (Rosita et al., 2020) The findings of this research indicate that integrating Google classroom is one of the most effective ways to improve the professional and pedagogic competence of teachers as well as digital competence.

Several studies regarding the correlation of the use of WhatsApp, Classroom and student interest in learning are as follows:

First, research from Raji Rahma Muhammad (2021). From the results of the study, it is known that students' perceptions of the media Whatsapp Group-based learning was categorized as positive (3.96), as well as students' learning interest is in the high category (3.90), because both are in the interval 3.51–4.51. The relationship between the two is shown by a correlation coefficient of 0.58. This correlation figure is significant at the 5% significance level and shows moderate or moderate correlation. Based on the correlation test, the hypothesis is accepted because it is known that count is greater than

table, namely (count = 4.85 > t table = 2.01). The level of influence of variable X on Variable Y is 33.64%. So that it is estimated that there are still 66.46% of other factors that affect interest in learning.

Second, research from Firda Afifa Tunnissa (2021). The results of this study, according to some students learning to use WhatsApp contain positive values, online learning using WhatsApp is easy, there are many features that can be used. then some students stated that learning through whatsapp was less effective. As for the obstacles that occur when online learning through WhatsApp, not all students have Smartphones, the signal is problematic, the Smartphone memory is full, the application used is only WhatsApp, students are less enthusiastic when learning and students find it difficult to understand the material taught by the teacher.

Third, research from Nelius Harefa and Sumiyatib (2020). Analysis and interpretation show that 39.19% feel very excited about the implementation of google classroom in the learning process during the Covid-19 pandemic, 41.89% of students feel very happy with integrating of google classroom, 47.30% of students are happy with the acquisition of grades, 41.89% of students felt that they were not burdened by the assignments has been given by google classroom, 51.35% felt normal in doing independent assignments given through google classroom, 39.19% of students feel interested in the implementation of google classroom, 36.49% are enthusiastic and 40.54% feel interested in the learning process assisted by google classroom, 56.76% of students feel that the use of google classroom is ease to use, and 70.27% of students are understood how to implemented the google classroom in the learning process after being explained by the teacher.

The steps that will be carried out in this research are first, the researcher conducts a preliminary study. Second, compiling research instruments. Third, distributing research questionnaires and conducting data analysis. Then conduct interviews to support the research data that has been obtained.

Based on the explanation above, the writer wants to figure out about **Students' Perception of Online Learning and Its Relationship to Their Interest in Learning English at the Eleventh Grade of SMA PLUS NEGERI 2 BANYUASIN III**. The writer chose this sample because during the pandemic of covid-19 they apply online learning media, google classroom, and whatsapp in the learning process.

1. 2   The Research Issues

Problems of the study are formulated in the following questions:

1. Is there a significant relationship between students' perception towards using google classroom and their interest in learning English?

2. Is there a significant relationship between students' perception towards using whatsapp and their interest in learning English?

3. Is there a significant relationship between students' perception towards using google classroom, whatsapp and their interest in learning English?

1.3   The Purposes of Research

Based on the issues above, the purposes of research are as follows:

1. To explore whether there is a significant relationship between students' perception towards using google classroom and their interest in learning English

2. To explore whether there is a significant relationship between students' perception towards using whatsapp and their interest in learning English

3. To explore whether there is a significant relationship between students' perception towards using google classroom, whatsapp, and their interest in learning English.

1.4   The Research Value

This study will give a meaningful contribution to the English teacher, students, and other writers. First, the result of this study can be a source for teachers to explore other learning media especially online learning which can add some dimensions to the teaching and learning process. Second, the result of this study can give motivation to students to focus and enjoy the learning activity. Finally, this research can be used as a source for other writers who have the same interest.

CHAPTER II
LITERATURE REVIEW

This chapter discusses some concepts related to (1) Online Learning, (2) Google Classroom, (3) Whatsapp, (4) Interest in Learning English, (5) Students' Perception and (6) Previous Related Studies.

2.1 Online Learning

2.1.1 Concept of Online Learning

Online learning is learning that is done online which can be done anytime and anywhere (White, 2007). Online learning is defined as a series of learning activities on a subject that is delivered online. This term specifically denotes educational and learning strategies that require internet technology. Online learning is one of the most important approaches to improving the quality of teaching and learning in schools (Blomeyer, 2002). Seok (2010) states that e-learning is becoming a new pedagogy in the 21st century. The use of technology and the implementation of online learning are imperative for teachers to increase student interest in using learning media in the era of technological development (Sofendi, et al., 2021; Inderawati, 2017; Inderawati, et al., 2019a, Inderawati, et al., 2019b;). Although it is still difficult to choose the right media and under the necessary conditions (Rovai & Barnum, 2007). Time and student readiness are their main considerations before doing online learning. Flexible time and place make learning easier so that teachers and students continue to carry out their obligations (Watson & Rutledge, 2005). As a result, Inderawati, et al. (2019) insist that teacher and students have positive response to the learning concept by the utilization of technology in this technological era. Thus, many people have positive perceptions of online learning.

2.1.2 Online Learning during Pandemic of Covid-19

The Indonesian Minister of Education, Nadiem Makarim through decree number 4 of 2020 stated contains the application of school policies in the emergency part of the coronavirus pandemic whose policy has four major points. The first step would be to complete the curriculum targets for grade promotion or graduation by studying online or through distance learning. Second, distance learning can be focused on ongoing education of life for example about Covid-19. Third, the things that must be done and student assignments must differ between students according to their activities and situations together by recognizing gaps and facilities at home. Finally, evidence activities must be provided with qualitative comments and be useful for teachers except for giving scores or quantitative scores.

The widespread use of online learning takes students to alternative places to learn languages online (Plaisance, 2018). Online language learning (OLL) can also factor in a variety of customization learning, particularly web facilitated learning, hybrid or mixed learning, and virtual or fully online learning. Moreover, the online language studying in the EFL context in secondary school settings all through the COVID-19 pandemic takes area in online language learning due to the fact students and teachers are not supposed to gather in a face-to-face context (Blake, 2011).

2.1.3 Learning media

Learning media generally means teaching and learning tools that can be used to stimulate learner skills, thoughts, and feelings, thus facilitating the learning process (Sariffudin, 2013). For example, media can include movies, songs, or newspaper articles, even the students can create their media. Media is an important component of the learning system, the communication process in learning will not run optimally without media.

Media has a significant learning role to play. Media can make students and others alike classroom teachers. The role of media in classrooms, based on Williams (2018), is; appeal to multiple learning styles, create an authentic

learning experience, enhance critical thinking skills, teach students how to use the media.

2.2 Google Classroom

Google classroom is a tool that facilitates collaboration between students and teachers. Teachers can also create and distribute assignments for students in an online classroom (Beal, 2017). It is possible for to teachers create communities to exchange announcements and assignments. Google Classroom can be a resource that makes learners participate actively. It is one of media for the students learning in the 21st century era in terms of resulting on kinds of video project (Inderawati, et al., 2018; Sofendi, at al., 2021; Zahra, et al. 2021; Azizah, et al., 2021; Apriana, et al. 2021).

Teachers can provide student-centered, collaborative teaching such as through google classroom because it provides easy-to-use learning features for students of all categories (Nagele, 2017). Besides, google classroom has several benefits including communicating between teachers and students, providing feedback to students, and customized learning (paperless), which can be done anytime and anywhere during there is internet connectivity and from any computer. Google classroom makes student work easier for teachers to manage the teaching and learning process. It is very good for teachers as well as students because it is simple and easy to use.

The Learning process of using Google Classroom

The procedure is as follows:

1. Create Class
   a. First, Login or enter the Google Classroom application that has been downloaded or open it on the classroom.google.com page
   b. Then, a number of options will appear on the screen, at the top of the screen. There is a "Classes page" menu, then click "Add", then click "create class".
   c. Then, the screen will display a form containing class, class subject, class session and room.

d. The next step, fill in the form, then click "create" then you have successfully created the class.

2. Invite Students
   a. First, select the class to share
   b. Then, look at the lower left of the class title, there isia "Class Code" menu, click the code.
   c. After that, you copy the code and share it with the students

3. Make assignments
   a. First on the menu click "Classwork", and select "Assignments"
   b. Then, fill in the title of the task along with the instructions for doing it
   c. If you do not add material or attach files, you just click the "Add" menu
   d. After that, go to the settings section and set the terms of the task such as points, and the deadline for processing
   e. When everything is finished, click "Assign"

4. Posting Material
   a. First on the menu click "Classwork", and selecti"Material"
   b. Then, fill in with title and description of the material
   c. Then, click "Add" to attach material or files from links, files, google drive, or even youtube
   d. Then, go to the settings section and set to whom the material and topic will be addressed.

5. View submitted tasks
   a. On the menu click "Classwork", and select or click "Assignments"
   b. Then, on the menu will display the details of the task, then click "Submit"
   c. Then, the data or answer files will appear from students who have submitted assignments
   d. You just click the file, and then give a rating or feedback.
   e. When finished, click the menu or the "Restore"button

6. How to Use Google Classroom for Students
   a. Join class
      1) First Login or enter the Google Classroom application that has been downloaded or go to the classroom google com page
      2) Then, select the "+" sign in the upper right corner and select "Join Class"
      3) After that, enter the class code that the teacher has given and click "Join"
   b. Sending assignments
      1) On the menu, click "Classwork", then select the assignment you want to do
      2) After that, details of the tasks that can be selected will appear, then click "View Questions" to answer questions.
      3) Then you will be directed to the question page, you can answer it in the column provided.
      4) When you have finished answering or working, click "Submit" and you are done.

2.3 Whatsapp as a Learning Media

Whatsapp messenger is an instant messaging smartphone and web-based application that enables users to share information through a variety of media including text, pictures, video, and audio messages (Church & de Oliveira, 2013). The personal model of communication is free, easy to use, fast, convenient. It is not only text messaging, but also users can send images, videos, and audio messages to each other. Whatsapp allows its users to send messages to each other using their Internet connection. Whatsapp is a cell phone chat program. Smartphones are fast-paced and Whatsapp is available on almost every smartphone. It operates across various platforms such as iPhone and Android phones as a free messenger application, and this software is commonly used by undergraduate students to send multimedia messages such as images, videos, audios, and basic text messages (Chan & Holosko, 2017).

The teacher can also use Whatsapp toi help get to know the students. As with Bouhnik et al. (2014), the benefits of using Whatsapp in teaching are the students' wide availability of the teacher, the potential for students to support each other, and the potential for a more in-depth awareness of the students at the educational and personal levels. However, students as the participants have positive perceptions of Whatsapp's formal use in supporting their learning. Whatsapp's integration into their education can be said to be simple, enjoyable, and useful. Students are getting positive feelings and intentions about the potential use of Whatsapp in their formal learning.

Whatsapp as one ofi the learning media, because it is viewed from the side of number of users, functions and ways of using them, which educators can share (sharing) subject matter or assignments in the formi of images, pdf, ppt, doc, excel, live audio, video and ask for responses (answers) from participants group (students). Whatsapp is also a good app for smartphone-based learning, such as to complete tasks from educators. In connection with the completion of mobile application tasks such as This whatsapp is preferred over discussion in class. Because through the group, what whatever is posted by educators or students will immediately get it accessed by group participants who are online. That is, learning activities using the whatsapp group application brings benefits to achievements and attitudes students towards mobile learning and education. (Barhoumi in Pustikayasa, 2019, p. 59).

2.4   Interest in Learning English

Concept of Interest

Interest is attention, enthusiasm, and the power to generate or hold attention (to something). Interest in an activity, such as studying, is likely to be a very strong psychological effective feature and a strong emotional awareness and feeling of attraction. The importance of interest as a motivator for learning is widely acknowledged. Interest is a trait and state property of an effect. According to Hidi and Renninger (2006), individual interest refers to "a person's relatively lasting tendency to re-engage particular content over

time." It refers to situational interest at the state level. Situational fascination is fleeting. It is brought on by a variety of factors in the environment. According to Silvia (2001), situational interest is a motivated state of curiosity. It can grow into a stronger interest and eventually become a personality factor (Krapp, 2007).

2.5   Perception

2.5.1 Concept of Perception

Perception is the way we judge or evaluate other people (Allport, as quoted in Enggen & Kauckhak 2002). Enggen and Kauchak (2002) provide perceptual-cognitive dimensions; they see perception as the mechanism by which people add meaning to experiences. They clarified that processing starts with an experience that appeared in their sensory memory. Perception is important because the information that enters working memory is affected. Besides, as quoted in Widya (2008, p. 6), Sarbana noted that perception is a means of understanding knowledge. With this, we can collect and use knowledge from the environment as a reference to direct the view of our world.

2.5.2 The Concept of Students' Perception

The students' perception has the same idea as the perception mentioned above, but the process occurs at school in this case. Auli (2007, p.7) said that "Students' perception can be described as giving meaning to sensations or being able to organize stimuli in a field." It means the students' perception is the ability of the students to acknowledge the stimulus and provide input about it or the ability of the students to perceive their environment. Feedback from the students will be informed by their attributes, expertise, context, and experience.

In this case, the situation that the writer focused on is online learning especially on the student's interest in learning English. The feedbacks or perceptions that will be given by the students through using online learning

as media can explore the dimension in the learning process. So, students are excited to learn English.

The Relationship between Students' Perception towards Online Learning and their Interest in Learning English

Students are the most important and important element in the attainment of educational objectives. To the teacher, a conducive atmosphere should be created so that the students feel safe to learn and be motivated to learn with the full attention of the students. Learning media is a tool to increase student interest in learning. In the current situation of Covid-19, the Ministry of Education and Culture of Indonesia responds by determining a policy, which is studying from home through online learning. In this case, students face a new situation that will impact the mindset or perception of themselves. So, a students' perception of online learning can affect their interest in learning English.

2.6   Previous Related Studies

Some previous studies are related to the writers' present study. The first study was conducted by Carr (2000). This thesis is entitled "As distance education comes of age, the challenge is keeping the students". The results of this study showed that the viewpoints of others and suggest that differences in online course design can cause inequality evenly. The student learns perception and level of satisfaction are strongly influenced by interactions between students and teachers or between students and students and this can be seen at the end of online course completion. The second study was done by Yulia (2020) entitled "Online Learning to Prevent the Spread of Pandemic Corona Virus". She noted that online learning that uses internet access is becoming popular since it supports home learning. The instructor will help the government reduce the spread of the corona virus using online learning. The third study conducted by La Hanisi et al. (2018) is entitled "The use of Whatsapp in Collaborative Learning to Improve English Teaching and

Learning Process". They noted that students are getting positive feelings and intentions about the potential use of Whatsapp in their formal learning. The last study was done by Muslimah (2018) entitled "A Survey on The Use of Google Classroom in English Language Education Department of Islamic University of Indonesia". She indicated that Google Classroom is useful for students and that they are satisfied with Google Classroom Asian online learning tool.

Based on the explanation above the writer is interested to figure out whether there is a relationship between students' perception towards online learning and their interest in learning English.

CHAPTER III
RESEARCH METHOD

This chapter provides a research design, (2), the variables of research (3) operational definitions, (4) population and sample, (5) data collection, (6) validity and reliability, and (7) data analysis.

3.1   The Research Design

This research method is a quantitative research method that creates a correlation. According to Creswell (2012), correlation designs provide a way to predict scores and explain the relationship among variables. As for the title, this study used three questionnaires to find out how students perceive online learning (Whatsapp and Google classroom), as well as a questionnaire to measure student's interest in learning English.
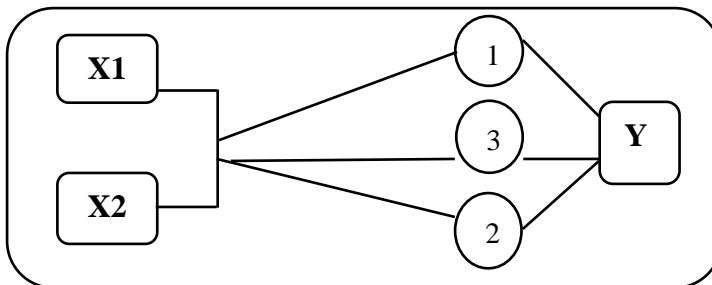
Figure 1: Correlational Study

Y: Student's Interest

X1: Students' Perception towards Using Google Classroom

X2: Students' Perception towards Using Whatsapp

Arrow 1: The Correlation between Student's Interest and Students' Perception towards Using Google Classroom

Arrow 2: The Correlation between Student's Interest and Students' Perception towards Using Whatsapp

Arrow 3: The Correlation between the predictor variable (Student's Interest) and the criterion variables (Students' Perception toward Using Google Classroom and Whatsapp).

3.2   Variables of the study

Three variables were examined in this study, one independent variable and two dependent variables. Creswell (2012) says that an independent variable is a characteristic feature that an outcome or dependent variable may be influenced by or affected by. One of the dependent variables is a characteristic feature that is dependent on or influenced by the dependent variable. The variables were students' perception towards online learning (Google Classroom and Whatsapp) and student's interest in learning English. The predictor variable or independent variable was the student's interest in learning English. Meanwhile, the criterion variables or dependent variables of this study were students' perception towards online learning (Google Classroom and Whatsapp).

3.3   Operational Definitions

The title of this study is Students' Perception towards Online Learning and Its Relationship to their Interest in Learning English in SMA PLUS NEGERI 2 BANYUASIN III. Correlation is defined as a statistical measurement of a relationship or association between two or more factors. The point of this study is to discover a relationship between students' perception of online learning at SMA PLUS NEGERI 2 BANYUASIN III and their interest in learning English.

Perception is the method by which a person gives meaning to the environment. It includes obtaining particular knowledge about objects or occasions at any specific moment. Perception in this research alludes to the way the students of SMA PLUS NEGERI 2 BANYUASIN III provide meaning to particular knowledge about the utilize of online learning (Whatsapp and Google classroom).

Online learning could be a learning procedure that empowers users to do the learning preparation anyplace. Online learning refers to the use of information and communication technologies that are composed of electronic media in the learning process.

Student's interest is a state of feeling that includes the inclination, desire, and pleasures of learning English that belong to the students.

3.4 Population and Sample

The overall population is the subject of study (Arikunto, 2010). Similarly, Creswell (2012) says a population refers to a group of people who indicate labels at the same characteristics/ criteria and can be the sample of the study. The writer used the purposive sampling technique which meant sampling technique with certain considerations. The population and sample of this research are students of SMA PLUS NEGERI 2 BANYUASIN III at the eleventh grade with a total number of 157. The writer chose the eleventh grades students because they use online learning media particularly google classroom and Whatsapp through the pandemic of Covid-19.

Table 1

The Sample of Study

NO.	CLASS	NUMBER OF THE STUDENTS
1.	XI IPS 1	32
2.	XI IPS 2	31
	TOTAL	63

Source: SMA PLUS NEGERI 2 BANYUASIN III

3.5   Data Collection

The writer uses an instrument to collect data in her research. The instrument uses to achieve the goal of the study. To examine the correlation between those variables, the distributed questionnaires. Furthermore, the method in this study is that the first, the researcher contacted the English teacher of SMA Plus Negeri 2 Banyuasin III. Second, the researcher sent a research questionnaire to an English teacher. Third, the teacher sent a research questionnaire to each class group. Fourth, ask students SMA Plus Negeri 2 Banyuasin III to fill out a research questionnaire within a week. Finally, the teacher sent a research questionnaire that has been filled out by students to the researcher.

Questionnaire

To measure students' perception towards online learning, the writer used 3 questionnaires which are 1) questionnaire of students towards using Whatsapp was adopted from Hamad (2017) which consist of 10 questionnaire items with 1-5 scale; (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. 2) A 23-item questionnaire with a scale of 1-5 was conducted by Muslimah (2018) to measure the perceptions of students towards google classroom. 3) To measure student's interest in learning English, the writer made the questionnaires based on the student's interest criteria which consist of 9 questionnaire items with a scale of 1-6; (1) strongly disagree, (2) disagree, (3) somewhat disagree, (4) somewhat agree, (5) agree, (6) strongly agree.

The writer used the Likert scale which consists of a positive and negative statement.

Table 2

Likert Scale 1-6

Answer Choices	Positive Answer	Negative Answer
Strongly Agree	6	1
Agree	5	2
Somewhat Agree	4	3
Somewhat Disagree	3	4
Disagree	2	5
Strongly Disagree	1	6

Table 3

Student's Interest Instrument

Aspects	Statement	
	Positive	**Negative**
Student's Interest in Learning English	1. My English class is interesting to me.	
	2. I pay attention to English lesson when it is performed in the class.	7. I get a low score on my English test.
	3. My English Teacher creates a pleasant atmosphere when teaching English.	8. I feel sleepy when English class takes place
	4. I do homework or study English together with my friends.	9. I'm afraid to participate in English activities. (e.g.English Camp, English Course, English Game/ Quiz; etc).
	5. When I see short texts in English, I try to figure out what they mean.	

	7. The instructional methods used in English classes are interesting to me.	
Total	6	3
Total of Questions	9	

Table 4

Likert Scale 1-5

Answer Choices	Positive Answer	Negative Answer
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Strongly Disagree	2	4
Disagree	1	5

Table 5

Students' Perception towards Using Google Classroom

Indicators	Questions	Total
EASE OF ACCESS	1, 2, 3, 4, 5,	5
PERCEIVED USEFULNESS	6, 7, 8, 9, 10, 11, 12 13	8
COMMUNICATION AND INTERACTION	14, 15, 16, 17, 18	5
STUDENT'S SATISFACTION	19, 20, 21, 22	4
Total of Questions	**22**	

Table 6

Students' Perception towards Using Whatsapp

No	Statement
1.	Using Whatsapp helped me to develop my listening skill
2.	Using Whatsapp helped me to develop my speaking skill
3.	Using Whatsapp helped me to develop my reading skill
4.	Using Whatsapp helped me to develop my writing skill
5.	Using Whatsapp helped me enrich my vocabulary
6.	Using Whatsapp helped me to learn from my colleagues' mistakes
7.	Using Whatsapp helped me to think in English
8.	Using Whatsapp helped me to overcome my fear to use the English language
9.	Using Whatsapp helped me to get immediate feedback from my teacher
10.	Using Whatsapp motivate me to learn English

3.6   Data Analysis

The data analysis technique used by the researcher is using computer software (software) in the field of statistics in the form of SPSS. According to Yulius (2010:1), SPSS stands for Statistical Package for Social Science, which is the most famous statistical software and is widely used to perform statistical analysis. In this study, SPSS version 25 was used. SPSS program can be used in analyzing descriptive data, namely determining frequency, percent, mean, mode, median, standard deviation, and variance. Researcher use SPSS in data analysis because SPSS has speed, accuracy, and a higher level of accuracy than the analysis done manually. The use of SPSS in data

analysis or statistical data management is faster and has a higher level of accuracy when compared to manual analysis.

3.7 Validity and Reliability

3.7.1. Validity

One, or more, requirements that are needed to enter the institution are valid instruments. Christensen (1991) has argued that the validity of an argument is the degree to which it is determined by the writer. According to Petrus (2019, p.83), "By correlating the scores of each item with the total scores, Pearson Product Moment Correlation is used to create an alternative. If the significance value is less than 0.05, the instrument is valid. To check the validity of the questionnaire about students' interest in learning English, the writer asked two lecturers to be the validators to check the content of the questionnaires and also conducted a Try-Out for the questionnaire in a different class. The writer has asked two lecturers, Mrs. Fiftinova, S.S., M.Pd. & Mrs. Hesti Wahyuni, S.Pd., M.Pd. to check the grammar, word order, translation, and suitability of content. The writer has corrected the errors and defects that need to be corrected and is by the student's interest criteria. After that, the writer was given a try-out of students' questionnaire by distributing the questionnaire through google form with the help of one of the English teachers in that school to three science classes. The total of students in the classes were 93, with 31 students in each class. Then, the data was collected from the students, the writer used Pearson's Product Moment Correlation Coefficient to check the validity and reliability of the questionnaire.

According to Petrus (2019) there are two options for deciding on a validity test:

1. When the significance value is displayed, the instrument is considered valid if the significance value is <0.05, and if the significance value is> 0.05 the instrument is invalid.

2. Comparison of the critical value of the t-table, if the obtained value is> the critical value of the r-table, the instrument is considered valid, and if the obtained value of the r-table, the instrument is invalid

Table 7

The Validity Result of Student's Interest

XI MIPA I

Questionnaire items	Obtained value	Significance Value	r-table
1	.686	.000	.361
2	.796	.000	.361
3	.615	.000	.361
4	.067	.003	.361
5	.614	.000	.361
6	.622	.000	.361
7	.639	.000	.361
8	.558	.001	.361
9	.568	.001	.361

XI MIPA II

Questionnaire items	Obtained value	Significance Value	r-table
1	.673	.000	.361
2	.740	.000	.361
3	.732	.000	.361
4	.655	.000	.361
5	.636	.000	.361
6	.786	.000	.361
7	.611	.000	.361
8	.602	.000	.361
9	.571	.001	.361

XI MIPA III

Questionnaire items	Obtained value	Significance Value	r-table
1	.699	.000	.361
2	.795	.000	.361
3	.621	.000	.361
4	.065	.000	.361
5	.620	.000	.361
6	.623	.000	.361
7	.636	.000	.361
8	.561	.001	.361
9	.439	.000	.361

The table above shows that all obtained values of each statement in three classes are higher than the r-table and all significance values are lower than 0.05. Therefore, it appears that the 9 statements in a questionnaire of mostly used categories of student's interest are stated valid.

Table 8

The Validity Result of Students' Perception towards Using Whatsapp

XI MIPA II

Questionnaire items	Obtained value	Significance Value	r-table
1	.456	.000	.254
2	.572	.000	.254
3	.502	.004	.254
4	.665	.001	.254
5	.515	.000	.254
6	.583	.000	.254
7	.609	.000	.254

8	.671	.000	.254
9	.535	.001	.254
10	.491	.000	.254

Table 9

The Validity Result of Students' Perception towards Using

Google Classroom

Questionnaire items	Obtained value	Significance Value	r-table
1	.363	.003	.254
2	.518	.000	.254
3	.474	.004	.254
4	.402	.001	.254
5	.484	.000	.254
6	.606	.000	.254
7	.551	.000	.254
8	.519	.000	.254
9	.659	.000	.254
10	.490	.000	.254
11	.439	.000	.254
12	.717	.000	.254
13	.611	.000	.254
14	.557	.000	.254
15	.733	.000	.254
16	.581	.000	.254
17	.623	.000	.254
18	.482	.000	.254
19	.713	.000	.254
20	.612	.000	.254
21	.665	.000	.254
22	.587	.000	.254

3.7.2. Reliability

According to Creswell (2012, p. 159) "Reliability means that the scores from an instrument are tabular and consistent Wallen and Fraenkel (2011) cited in Petrus (2019) suggested that the standard value of alpha is greater than or equal to 0.7. If the value of alpha is greater than or equal to 0.7, the item is reliable. The reliability of the questionnaire of student's interest is 0.758. The questionnaire of students' perception towards using google classroom is reliable with a confidence level of 0.895. The questionnaire of students' perception towards using Whatsapp is reliable within an alpha value of 0.764. Because the value is greater than 0.70, it can be concluded that the questionnaire possesses a satisfactory internal consistency. The writer checked the reliability of the questionnaires that have been checked for their validity that were used in this study by using the SPSS application. The reliability result is shown in the table below.

Table 10

Reliability of Student's Interest Instrument

XI MIPA 1		XI MIPA 2		XI MIPA 3	
Reliability Statistics		**Reliability Statistics**		**Reliability Statistics**	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.751	9	.776	9	.757	9

Based on the table above, the Cronbach Alpha score from XI MIPA 1 class is 0.751, XI MIPA 2 class is 0.776, and XI MIPA 3 class is 0.757, which is higher than 0.70. So it can conclude that the eight statements in the questionnaire are reliable.

Table 11

Reliability of Three Questionnaires

Student's Interest		Students' Perception towards Using Google Classroom		Students' Perception towards Using Whatsapp	
Reliability Statistics		**Reliability Statistics**		**Reliability Statistics**	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
		.895	22		
.758	9			.764	10

3.8 Correlational Analysis

To answer the research questions number (1, 2, and 3) about "is there a significant correlation between student's interest toward students' perception of using google classroom towards students' perception of using Whatsapp, and student's interest in the combination of students' perception towards using google classroom and Whatsapp?" The researcher conducted a statistical analysis by using the Pearson Product Moment Correlation Coefficient.

Table 12

(Correlation Coefficient)

Interval Coefficient	Level of Correlation
0.00-0.20	Very Weak
0.20-0.35	Weak
0.35-0.65	Fair
0.66-0.85	Strong
0.86-1.00	Very Strong

Source: Creswell (2012, P.347)

Based on a statistical analysis of the data, it can be determined whether or not there is a significant correlation between the two variables. This means that if r-obtained is lower than r-table, the correlation is not significant. On the other hand, if r-obtained is lower than r-table, it means Interestingly, if r-obtained is higher than r-table, it means the correlation is significant.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the (1) results and (2) interpretation.

4.1   The Findings of the Study

4.1.1   Descriptive Statistics of Perception towards Online Learning (Google Classroom & Whatsapp), Interest in Learning English

The results of descriptive statistics of perception towards online learning (Google classroom & Whatsapp), interest in learning English had already been tested by using SPSS 25 (*Statistical Package for the Social Science*). The result can be seen in the following table below.

Table 13

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Google classroom	63	79	110	92.76	7.933
Whatsapp	63	37	50	43.24	3.251
Interest	63	39	54	43.62	3.230
Valid N (listwise)	63				

4.1.2   Students' Perception towards Using Google Classroom

The study set out to determine how students perceive using google classroom by using a questionnaire of Muslimah (2018). The writer collected the data by using two classes of eleventh-grade social students at SMA Plus Negeri 2 Banyuasin III which consists of 63 students. The survey consisted of 22 items with a 7-point Likert scale. The descriptive statistical analysis of perception towards using Google Classroom was shown in a paper by the participants. The mean score for the questionnaire was 92.76, the maximum

and minimum scores were 110.0 and 80.0, and the standard deviation of the questionnaire was 7.933. Based on the mean score, it could be concluded that the students' perception towards using Google Classroom was in the very high category.

4.1.3 Students' Perception towards Using Whatsapp

The writer collected the data about students' perception towards using Whatsapp by using a questionnaire by Hamad (2017). It consisted of ten items questions with a Likert scale. The survey showed that participants felt that the Whatsapp questionnaire was more useful than the survey. The mean score was 43.24, the maximum score was 50, and the minimum score was 37. The standard deviation of the questionnaire was 3.251. Based on the mean score, this would put it in a low category.

4.1.4 Student's Interest

The writer collected the data about student's interests by using the questionnaire that has been validated by validators. The Whatsapp questionnaires were analyzed with a statistical test. The mean score was 43.26, the maximum and minimum scores were 54 and 39, and the standard deviation of the test was 3.230. Based on the mean score, it could be concluded that the students' perception of using Google Classroom was in the very high category.

4.1.5 The Correlation between Students' Perception towards Using Google Classroom, Whatsapp, and Student's Interest

To find the correlation between students' perception towards using google classroom and student's interest correlation analysis was conducted. The result is shown in the next table.

Table 14

The Relationship of Students' Perceptions on the Use of Google Classroom,

Whatsapp with Student's Interests

Correlations

		Google Classroom	WhatsApp	Student's Interest
Google Classroom	Pearson Correlation	1	,221	-,056
	Sig. (2-tailed)		,082	,665
	N	63	63	63
Whatsapp	Pearson Correlation	,221	1	-,168
	Sig. (2-tailed)	,082		,188
	N	63	63	63
Student's Interest	Pearson Correlation	-,056	-,168	1
	Sig.i(2-tailed)	,665	,188	
	N	63	63	63

Based on the table above, the results of the Pearson Product Moment Correlation show that the r-obtained in google classroom and interest is – 0.056 and the significance value (p-value) = 0.665. Because the p-value (0.665) is higher than 0.05, then H0 is rejected and Ha is accepted. This means that there was a negative and very weak correlation between students' perception of the use of google classroom with student's interest in learning English.

Then the results of the Pearson Product-Moment Correlation soi that the r-obtained on Whatsapp and interest is –0.168 and the significance value (p-value = 0.188. Because the p-value (0.188) is higher than 0.05, then H0 is rejected and Ha is accepted. This means that there was correlation but very weak and not significant between students' perception of the use of Whatsapp with student's interest in learning English.

Table 15

Model Summary									
				Std. An error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.169ª	.029	-.004	3.322	.029	.883	2	60	.419
a. Predictors: (Constant), Whatsapp, google classroom									

Since the R = .169 is higher than 0.05. H0 was rejected and Ha was accepted. So, there was a very low correlation between students' perception towards online learning (Google Classroom & WhatsApp) and student's interest in learning English.

4.2 Interpretation of the Study

Several points need to be discussed in the interpretation of the data found above.

Firstly, the result of students' perception towards using google classroom. The questionnaire was tested on 63 11th – grade students of SMA PLUS Negeri 2 Banyuasin III. Based on the result of the questionnaire, the highest average comes from question number 4 (submitting assignment) with a score of 4.57. While the lowest score from the whole data comes from question number 20 (Students would recommend this tool (google classroom) of learning to be applied to other appropriate subjects) with a score of 4.02. Next, it describes each part of the questionnaire. 1) Ease of Access consists of 5 questions; with average = 4.28. The highest score is number 4 (submitting assignment) within average = of 4.57 which means students strongly agree that Google classroom makes it easier for them to submit assignments. The lowest score is number 5 (navigating the system) within average of 3.94

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which means students disagree that the navigation systemin Google classroom is easy. 2) Perceived Usefulness consists of 7 questions with an average = of 4.25. The highest score is number 11 (The grading system in Google classroom help in monitoring my performance and understanding the current topic discussed) with an average = of 4.37 which means students strongly agree that Google classroom helps them to comprehend the material. The lowest score is number 6 (The quality of learning activity was excellent) with an average = of 4.14 which means students somewhat disagree that a google classroom is a good tool in the learning process. 3) Communication and Interaction consists of 6 questions with average = 4.16. The highest score is number 14(Teacher helped to keep course participants engaged and participating in productive discussion.) with an average = of 4.27 which means students strongly agree that google classroom makes the interaction between teacher and students are going smoothly. The lowest score is number 13 (I felt comfortable conversing through this medium for this activity) with an average = of 4.03 which means students feel uncomfortable when using google classroom. 4) Students' Satisfaction with 4 questions with average = 4.11. The highest score is number 21 (Google classroom is my first choice in active learning compared to another method) within average = of 4.21 which means students strongly agree that a google classroom is a good tool than others. The lowest score is number 13 (I would recommend this method of learning to be applied to another appropriate subject) with an average = of 4.0 which means students somewhat disagree that google classroom will be applied to another subject.

Some of the obstacles encountered in using WhatsApp and Google Classroom are: a) The face-to-face teaching ability factor becomes barriers in the use of the internet, where the habit explaining in front of the class is seen by the teacher as a the right method while by some students the method it is a less attractive method so that students become inactive and do not have the opportunity to develop his mind. b) The internet as a learning resource has not been fully utilized maximum to find economics subject matter. Teacher and students are only limited to using package books as the main learning

resource. c) The use of the internet has not been included in the curriculum explicitly. This factor becomes an obstacle in the use of the internet, because in general there is no curriculum that emphasizes that the internet must be used for the learning process.

From the result of this questionnaire, most students agree that using google classroom can help them in learning but there still students feel confused to use google classroom. Similarly, the previous study by Muslimah (2018) shows that Google classroom is useful and helpful for the students and they are satisfied with using Google Classroom.

The results of the study are supported by research conducted by Mardianto (2020), where the results of the study explain that overall it is concluded that the perception of Class XII students towards online learning in the Covid-19 pandemic at SMAN 1 Bintan Timur, Riau Islands Province in 2020 is in the very positive category 6.38%.

Then, research conducted by Melma and Zulfah (2021), the results of the study show that students' interest in learning by using e-learning learning through google classroom with details of the average strength.

With online learning, it gives students full attention so that students are happy and challenged to take part in online learning in the classroom. In addition, every material given in the classroom makes it easier for them to understand it by reading it repeatedly and doing assignments or quizzes on time according to what has been determined in google classroom.

This is by the results of research by Gunawan and Stefani (2018) explaining that learning by using google classroom will slowly make students feel helped to understand the learning material because learning is not limited by time, so students can study at certain times in the sense that they are not confined. By the time during class hours, so that the questions that are felt to be difficult can be done in a long time. This is by the opinion of Iftakhar (2016) which explains that google classroom helps to monitor students to learn. Teachers can see all student activities during learning in Google

classroom. The interactions between teachers and students are well recorded, making it easier to find out the discussions that take place in the classroom.

Gunawan and Stefani (2018) explain that learning using google classroom will be effective because it can see the level of errors made by students when solving problems given so that it becomes a reference.

Secondly, the result of students' perception towards using Whatsapp. Based on the result of the questionnaire, the highest average comes from question number 3 (Using Whatsapp helped me to develop my reading skills) with a score of 4.60 which means students agreed that Whatsapp helped them to develop their reading skills, this happens by reading their mate's comment and responses. While the lowest score from the whole data comes from question number 7 (Using Whatsapp helped me to think in English) with a score 3.97 which means students disagreed that Whatsapp helped them to think in English.

From the result of this questionnaire, result shows that the lowest score in the questionnaire is number 7 (Using Whatsapp helped me to think in English) with a score of 3.97 which means students disagreed that Whatsapp helped them to think in English. So it means that using Whatsapp is not help their skill in English learning. Similarly, the previous study by Hamad (2013) mentioned that there are some disadvantages to using Whatsapp. One of them is students' attention cannot be assured, that not all students learn from the materials. Then Alifah Nor Alimi (2020) shows that: (1) Some students feel happy and some students feel bored with online learning through Whatsapp (2) Some students find iti easy to understand learning materials and some students find it difficult to understand learning materials.

Thirdly, the result of student's interest in learning English. Based on the result of the questionnaire, the highest average comes from question number 1 and 2 (1. My English class is interesting to me. 2. I pay attention to English lesson when it is performed in the class with a score of 5.32 which means students enjoy to learn English. While the lowest score from the whole

data comes from question number 8 (I feel sleepy when English class takes place) with a score 4.37 which means students disagreed that when English class takes place, the felt sleepy.

From the result of this questionnaire, some of the students like to learn English but some of the other students do not like to learn English. It means that students have differences in learning English. Likewise, research conducted by Anik, Wahyudin, and Maryadi (2014) showed the level of student interest was 72.5% (cycle 1), 77.5% (cycle 2), and 82.5% (cycle 3) from the results of the notes. Student learning logs. So, between cycles there was an increase in interest of 5% (cycle 1 to cycle 2), 5% (cycle 2 to cycle 3), 10% (cycle 1 to 3). Then, the research conducted by Tasnim Lubis (2017) explains that some students feel happy because they can make sentences or expressions or like a short conversation through the vocabulary they choose. Some others find it difficult because they are confused when translating it into BI. This proves that the pleasure or interest in student learning differs from one another according to the factors that influence it.

The concept of online learning increases student's interest in learning, especially in learning. Learning activities with online learning can make students not feel bored when learning takes place and students are more interested in participating in online learning-based learning. Students are also more active when asking questions with the teacher.

Learning with the online learning method for students is a fun lesson for students because they can listen to it through an android cellphone, laptop, or computer, not just listening to books. Not only for students, but the Online learning method is also very helpful for teachers who are having an event or cannot go to school. Teaching with this method is very suitable for teachers who are not able to teach in class because, with the online learning method, teachers only need to access what material needs to be conveyed from teacher to student.

Ali Gunay Balim (2009) indicates that all students will carry out activities based on the discovery learning method. Students assume the

discovery learning method is more fun and profitable because it allows students to organize activities personally using a variety of materials and techniques. By using the online learning method, students are expected to have a high interest in learning.

Finally, the results of the relationship between students' perception of the use of google classroom, Whatsapp, and student's interest in learning English are discussed. The results showed that students' perception of the use of google classroom with student interests with a correlation coefficient (r) of -0.056 with a significance of 0.665. This means that there there was a negative relationship and very weak between students' perception of the use of google classroom with student's interests. Then the students' percept on of the use of Whatsapp with student interest with a correlation coefficient Whatsapp) of 0.188 with a significance of –0.168. This means that there was a relationship between students' perception of the use of Whatsapp with student's interest with a low level of relationship, and the correlation is not significant.

The results of the study are supported by research conducted by Mardianto (2020), where the results of the study explain that overall it is concluded that the perception of class XII students towards online learning in the Covid-19 pandemic at SMAN 1 Bintan Timur, Kepulauan Riau Province in 2020 is in the very positive category. 6.38% or 3 students, the positive category with a percentage of 21.27% or 10 students, a moderate category with a percentage of 42.56% or 20 students, a negative category with a percentage of 23.40% or 11 students, and a very negative category with a percentage of 6.38% or 3 students. So that it can be said that the perception of class XII students of SMAN 1 Bintan Timur, Kepulauan Riau Province is in the medium category.

Furthermore, research conducted by, which shows that the applications used in online learning are also diverse. As many as 55% of respondents use the Google classroom application, 41% use Whatsapp group, and the rest use home learning applications, applications made by the school itself and Ruang Guru Students. Based on the results of the questionnaire

analysis that has been carried out, more than half of the total subjects use Google classroom in online learning. According to Heggart & Yoo (2018), Google classroom is a good and appropriate platform to use in learning. In it, several menus facilitate the learning process and delivery of material. There are three indicators in this research instrument, namely technical, learning process, and support.

Then, research conducted by Melma and Zulfah (2021), the results of the study show that students' interest in learning by using e-learning learning through google classroom with details of the average strong interpretation with details of the average interpretation based on its aspects, namely: 1) aspects 60% happy feeling with happy category, 2) 50% student interest in the strong category, 3) 40% student attention in the very strong category, and 4) 50% active involvement with strong category. From the results of the analysis the indicator of feeling happy is the highest compared to other indicators as much as 60%. Students are very interested in online learning.

Gunawan and Stefani (2018) explain that learning by using google classroom will slowly make students feel helped to understand the learning material because learning is not limited by time, so students can study at certain times in the sense that they are not confined by time during class hours. So, the problems that are felt to be difficult can be done in a long time. This is under the opinion of Iftakhar (2016) which explains that google classroom helps to monitor students to learn. Teachers can see all student activities during learning in Google classroom. The interactions between teachers and students are well recorded, making it easier to find out the discussions that take place in the classroom.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) the conclusions and (2) the suggestions

5.1   Conclusions

Based on the previous chapters that have been discussed, conclusions are made in this study. Beside the result of the questionnaire showed a positive interpretation there was a negative relationship between students' perception of the use of google classroom with interest in learning English for the eleventh social science students of SMA Plus Negeri 2 Banyuasin III. Then, there was a very low relationship between students' perception of the use of Whatsapp with interest in learning English for eleventh social science students of SMA Plus Negeri 2 Banyuasin III. Lastly, there was a very weak relationship between students' perceptions of online learning (google classroom & Whatsapp) and students' interest in learning English.

5.2   Suggestions

The study of the topic has led to some suggestions that the researcher wants to share with students, teachers, and future researchers. For the students, they have to upgrade their skills to use google classroom, Whatsapp, and the English language in order to enjoy learning. For the teachers, the teacher hopes that they are aware of the importance of using learning media by applying Google Classroom and Whatsapp in teaching and learning activities in the classroom. Then, in the future, if researchers hope to use this study as a reference, they might be able to expand and improve on the variables related to their research.

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APPENDICES

THE RESULT OF QUESTIONNAIRES

9. Google classroom help me to submit assignment on time. 9. Google kelas membantu saya untuk menyerahkan tugas tepat waktu. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

10. The activities helped me to examine issues, to evaluate new ideas, and to apply what I have learned. 10. Kegiatan ini membantu saya untuk memeriksa masalah, mengevaluasi ide-ide baru, dan menerapkan apa yang telah saya pelajari. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

13. The subject objective, assessment and content were consistent with the aid of Google Classroom. 13. Tujuan subjek, penilaian, dan konten konsisten dengan bantuan Google Kelas. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

COMMUNICATION AND INTERACTION

KOMUNIKASI DAN INTERAKSI

14. I felt comfortable conversing through this medium for this activity. 14. Saya merasa nyaman berbicara melalui media ini untuk kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

17. My presence is recognized by others students during this activity. 17. Kehadiran saya diakui oleh siswa lain dalam kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

18. Teacher are enthusiastic in teaching and explaining via the Google Classroom. 18. Guru sangat antusias dalam mengajar dan menjelaskan melalui Google Kelas. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

11. The feedback provided by the teacher is useful. 11. Umpan balik yang diberikan oleh guru berguna *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

12. The grading system in Google classroom help in monitoring my performance and understanding the current topic discussed. 12. Sistem penilaian di kelas Google membantu dalam memantau kinerja saya dan memahami topik yang sedang dibahas saat ini. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

15. The teacher keeps students involved and participates in discussions. 15. Guru membuat siswa terlibat dan berpartisipasi dalam diskusi. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

16. I felt comfortable interacting with other participants in this activity. 16. Saya merasa nyaman berinteraksi dengan siswa lain dalam kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

19. Teacher are friendly, approachable and could be easily contacted. 19. Guru ramah, mudah didekati dan mudah dihubungi. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

STUDENTS' SATISFACTION

KEPUASAN SISWA

20. The subject met my personal goal through the medium introduced. 20. Subjek tersebut memenuhi tujuan pribadi saya melalui media yang diperkenalkan. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

21. I would recommend this method of learning to be applied to other appropriate subject. 21. Saya akan merekomendasikan metode pembelajaran ini untuk diterapkan pada subjek lain yang sesuai. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

22. Google classroom is my first choice in active learning compare to other method. 22. Google kelas adalah pilihan pertama saya dalam pembelajaran aktif dibandingkan dengan metode lain. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

22. Google classroom is my first choice in active learning compare to other method. 22. Google kelas adalah pilihan pertama saya dalam pembelajaran aktif dibandingkan dengan metode lain. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

23. I like the Google Classroom as a learning initiative and motivation booster. 23. Saya suka Google Kelas sebagai prakarsa belajar dan pendorong motivasi. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

Questionnaire of Student's Perception towards Using Google Classroom in Learning English

Please fill out the following form by choosing and ticking one of the following options:

(1) Strongly Disagree: Sangat Tidak Setuju
(2) Disagree: Tidak Setuju
(3) Neutral: Netral
(4) Agree: Setuju
(5) Strongly Agree: Sangat Setuju

* Required

Name *

Nadia Windre Zahara

3. Sending and receiving assignment. 3. Mengirim dan menerima tugas *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

4. Submitting assignment. 4. Mengirim tugas *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

5. Navigating the system. 5. Menavigasi system *

1 2 3 4 5

Strongly Disagree ○○◉○○ Strongly Agree

☑ XI IPS 2

EASE OF ACCESS

KEMUDAHAN DALAM MENGAKSES

1. Signing on to the Google Classroom. 1. Masuk ke Google Kelas *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

2. Accessing course materials. 2. Mengakses materi khusus *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

6. Easy to understand the system. 6. Mudah dimengerti sistemnye *

1 2 3 4 5

Strongly Disagree ○○◉○○ Strongly Agree

PERCEIVED USEFULNESS

MERASAKAN KEGUNAAN

7. The quality of learning activity was excellent. 7. Kualitas kegiatan belajar sangat bagus. *

1 2 3 4 5

Strongly Disagree ○○◉○○ Strongly Agree

8. Google classroom is an excellent medium for social interaction (teacher vs students and students vs student) as demonstrated by this activity. 8. Ruang Kelas Google adalah media yang sangat baik untuk berinteraksi sosial (guru dengan siswa dan siswa dengan siswa) seperti yang di tunjukkan oleh kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○ ○ ○ ◉ ○ Strongly Agree

9. Google classroom help me to submit assignment on time. 9. Google kelas membantu saya untuk menyerahkan tugas tepat waktu. *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

12. The grading system in Google classroom help in monitoring my performance and understanding the current topic discussed. 12. Sistem penilaian di kelas Google membantu dalam memantau kinerja saya dan memahami topik yang sedang dibahas saat ini. *

1 2 3 4 5

Strongly Disagree ○ ○ ○ ◉ ○ Strongly Agree

13. The subject objective, assessment and content were consistent with the aid of Google Classroom. 13. Tujuan subjek, penilaian, dan konten konsisten dengan bantuan Google Kelas. *

1 2 3 4 5

Strongly Disagree ○ ○ ○ ◉ ○ Strongly Agree

16. I felt comfortable interacting with other participants in this activity. 16. Saya merasa nyaman berinteraksi dengan siswa lain dalam kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

17. My presence is recognized by others students during this activity. 17. Kehadiran saya diakui oleh siswa lain dalam kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

10. The activities helped me to examine issues, to evaluate new ideas, and to apply what I have learned. 10. Kegiatan ini membantu saya untuk memeriksa masalah, mengevaluasi ide-ide baru, dan menerapkan apa yang telah saya pelajari. *

1 2 3 4 5

Strongly Disagree ○ ○ ○ ◉ ○ Strongly Agree

11. The feedback provided by the teacher is useful. 11. Umpan balik yang diberikan oleh guru berguna *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

COMMUNICATION AND INTERACTION

KOMUNIKASI DAN INTERAKSI

14. I felt comfortable conversing through this medium for this activity. 14. Saya merasa nyaman berbicara melalui media ini untuk kegiatan ini. *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

15. The teacher keeps students involved and participates in discussions. 15. Guru membuat siswa terlibat dan berpartisipasi dalam diskusi. *

1 2 3 4 5

Strongly Disagree ○ ○ ○ ◉ ○ Strongly Agree

18. Teacher are enthusiastic in teaching and explaining via the Google Classroom. 18. Guru sangat antusias dalam mengajar dan menjelaskan melalui Google Kelas. *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

19. Teacher are friendly, approachable and could be easily contacted. 19. Guru ramah, mudah didekati dan mudah dihubungi. *

1 2 3 4 5

Strongly Disagree ○ ○ ◉ ○ ○ Strongly Agree

20. The subject met my personal goal through the medium introduced. 20. Subjek tersebut memenuhi tujuan pribadi saya melalui media yang diperkenalkan. *

1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◉ ◯ Strongly Agree

21. I would recommend this method of learning to be applied to other appropriate subject. 21. Saya akan merekomendasikan metode pembelajaran ini untuk diterapkan pada subjek lain yang sesuai. *

1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◉ ◯ Strongly Agree

22. Google classroom is my first choice in active learning compare to other method. 22. Google kelas adalah pilihan pertama saya dalam pembelajaran aktif dibandingkan dengan metode lain. *

1 2 3 4 5

Strongly Disagree ◯ ◯ ◉ ◯ ◯ Strongly Agree

23. I like the Google Classroom as a learning initiative and motivation booster. 23. Saya suka Google Kelas sebagai prakarsa belajar dan pendorong motivasi. *

1 2 3 4 5

Strongly Disagree ◯ ◯ ◉ ◯ ◯ Strongly Agree

Questionnaire of Student's Perception towards Using WhatsApp in Learning English

Please fill out the following form by choosing and ticking one of the following options:

(1) Strongly Disagree: Sangat Tidak Setuju
(2) Disagree: Tidak Setuju
(3) Neutral: Netral
(4) Agree: Setuju
(5) Strongly Agree: Sangat Setuju

* Required

Name *

SHERLYA OCTAVIANI

☑ XI IPS 2

1. Using WhatsApp helped me to develop my listening skill. 1. Menggunakan WhatsApp membantu saya mengembangkan keterampilan mendengarkan saya. *

1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◯ ◉ Strongly Agree

2. Using WhatsApp helped me to develop my speaking skill. 2. Menggunakan WhatsApp membantu saya mengembangkan keterampilan berbicara saya. *

1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◯ ◉ Strongly Agree

3. Using WhatsApp helped me to develop my reading skill. 3. Menggunakan WhatsApp membantu saya mengembangkan keterampilan membaca saya. *

1 2 3 4 5

Strongly Disagree ◯◯◯◯◉ Strongly Agree

5. Using WhatsApp helped me enrich my vocabulary. 5. Menggunakan WhatsApp membantu saya memperkaya kosakata saya. *

1 2 3 4 5

Strongly Disagree ◯◯◯◉ Strongly Agree

4. Using WhatsApp helped me to develop my writing skill. 4. Menggunakan WhatsApp membantu saya mengembangkan keterampilan menulis saya. *

1 2 3 4 5

Strongly Disagree ◯◯◯◯◉ Strongly Agree

6. Using WhatsApp helped me to learn from my mistakes in practicing English . 6. Menggunakan WhatsApp membantu saya belajar dari kesalahan saya dalam berlatih bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ◯◯◯◉◯ Strongly Agree

7. Using WhatsApp helped me to think in English. 7. Menggunakan WhatsApp membantu saya berpikir dalam bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ◯◯◉◯◯ Strongly Agree

9. Using WhatsApp helped me to get immediate feedback from my teacher. 9. Menggunakan WhatsApp membantu saya mendapatkan umpan balik langsung dari guru saya. *

1 2 3 4 5

Strongly Disagree ◯◯◯◯◉ Strongly Agree

8. Using WhatsApp helped me to overcome my fear to use English language. 8. Menggunakan WhatsApp membantu saya mengatasi ketakutan saya untuk menggunakan bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ◯◯◯◉◯ Strongly Agree

10. It is easy to download WhatsApp in my cell-phone. 10. Sangat mudah untuk mengunduh WhatsApp di ponsel saya. *

1 2 3 4 5

Strongly Disagree ◯◯◯◯◉ Strongly Agree

11. It is easier to contact my teacher through WhatsApp than other application. 11. Lebih mudah menghubungi guru saya melalui WhatsApp daripada aplikasi lain. *

1 2 3 4 5

Strongly Disagree ◯◯◯◉◯ Strongly Agree

12. Using WhatsApp motivate me to learn English. 12. Menggunakan WhatsApp memotivasi saya untuk belajar bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ◯◯◯◉◯ Strongly Agree

Questionnaire of Student's Perception towards Using WhatsApp in Learning English

Please fill out the following form by choosing and ticking one of the following options:

(1) Strongly Disagree: Sangat Tidak Setuju
(2) Disagree: Tidak Setuju
(3) Neutral: Netral
(4) Agree: Setuju
(5) Strongly Agree: Sangat Setuju

* Required

Name *

Haris Helnando

3. Using WhatsApp helped me to develop my reading skill. 3. Menggunakan WhatsApp membantu saya mengembangkan keterampilan membaca saya. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

4. Using WhatsApp helped me to develop my writing skill. 4. Menggunakan WhatsApp membantu saya mengembangkan keterampilan menulis saya. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

9. Using WhatsApp helped me to get immediate feedback from my teacher. 9. Menggunakan WhatsApp membantu saya mendapatkan umpan balik langsung dari guru saya. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

10. It is easy to download WhatsApp in my cell-phone. 10. Sangat mudah untuk mengunduh WhatsApp di ponsel saya. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

☑ XI IPS 1
☐ XI IPS 2

1. Using WhatsApp helped me to develop my listening skill. 1. Menggunakan WhatsApp membantu saya mengembangkan keterampilan mendengarkan saya. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

2. Using WhatsApp helped me to develop my speaking skill. 2. Menggunakan WhatsApp membantu saya mengembangkan keterampilan berbicara saya. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

5. Using WhatsApp helped me enrich my vocabulary. 5. Menggunakan WhatsApp membantu saya memperkaya kosakata saya. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

6. Using WhatsApp helped me to learn from my mistakes in practicing English . 6. Menggunakan WhatsApp membantu saya belajar dari kesalahan saya dalam berlatih bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

11. It is easier to contact my teacher through WhatsApp than other application. 11. Lebih mudah menghubungi guru saya melalui WhatsApp daripada aplikasi lain. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

12. Using WhatsApp motivate me to learn English. 12. Menggunakan WhatsApp memotivasi saya untuk belajar bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ○○○○◉ Strongly Agree

7. Using WhatsApp helped me to think in English.
7. Menggunakan WhatsApp membantu saya berpikir dalam bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

8. Using WhatsApp helped me to overcome my fear to use English language. 8. Menggunakan WhatsApp membantu saya mengatasi ketakutan saya untuk menggunakan bahasa Inggris. *

1 2 3 4 5

Strongly Disagree ○○○◉○ Strongly Agree

Questionnaire of Student's Interest in Learning English

Please fill out the following form by choosing and ticking one of the following options:

Positive Statements:
1: Strongly Disagree (Sangat Tidak Setuju)
2: Disagree (Tidak Setuju)
3: Somewhat Disagree (Agak Tidak Setuju)
4: Somewhat Agree (Agak Setuju)
5: Agree (Setuju)
6: Strongly Agree (Sangat Setuju)

Negative Statements:
1: Strongly Agree (Sangat Setuju)
2: Agree (Setuju)
3: Somewhat Agree (Agak Setuju)
4: Somewhat Disagree(Agak Tidak Setuju)
5: Disagree (Tidak Setuju)
6: Strongly Disagree (Sangat Tidak Setuju)

Name *

Vita pania putri

Class *

☑ XI IPS 1

☐ XI IPS 2

1. My English class is interesting to me. 1. Bagi saya pelajaran bahasa Inggris itu menarik. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○○◉ Strongly Agree (Sangat Setuju)

54

2. I pay attention on English lesson when it is performed in the class. 2. Saya memperhatikan pelajaran bahasa Inggris ketika dilakukan di kelas. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○○◉ Strongly Agree (Sangat Setuju)

3. My English teacher creates pleasant atmosphere when teaching English. 3. Guru bahasa Inggris membuat suasana yang menyenangkan disaat belajar bahasa Inggris. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○○◉ Strongly Agree (Sangat Setuju)

Questionnaire of Student's Interest in Learning English

Please fill out the following form by choosing and ticking one of the following options:

Positive Statements:
1: Strongly Disagree (Sangat Tidak Setuju)
2: Disagree (Tidak Setuju)
3: Somewhat Disagree (Agak Tidak Setuju)
4: Somewhat Agree (Agak Setuju)
5: Agree (Setuju)
6: Strongly Agree (Sangat Setuju)

Negative Statements:
1: Strongly Agree (Sangat Setuju)
2: Agree (Setuju)
3: Somewhat Agree (Agak Setuju)
4: Somewhat Disagree(Agak Tidak Setuju)
5: Disagree (Tidak Setuju)
6: Strongly Disagree (Sangat Tidak Setuju)

* Required

2. I pay attention on English lesson when it is performed in the class. 2. Saya memperhatikan pelajaran bahasa Inggris ketika dilakukan di kelas. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○◉○ Strongly Agree (Sangat Setuju)

3. My English teacher creates pleasant atmosphere when teaching English. 3. Guru bahasa Inggris membuat suasana yang menyenangkan disaat belajar bahasa Inggris. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○◉○ Strongly Agree (Sangat Setuju)

8. I get low score on my English test. 8. Saya mendapat nilai rendah ketika tes bahasa Inggris. *

1 2 3 4 5 6

Strongly Agree (Sangat Setuju) ○○○◉○○ Strongly Disagree (Sangat Tidak Setuju)

9. I feel sleepy when English class takes place. 9. Saya merasa mengantuk ketika pelajaran bahasa Inggris berlangsung. *

1 2 3 4 5 6

Strongly Agree (Sangat Setuju) ○○○○○◉ Strongly Disagree (Sangat Tidak Setuju

Name *

Virginia Vionitari

Class *

☐ XI IPS 1

☑ XI IPS 2

1. My English class is interesting to me. 1. Bagi saya pelajaran bahasa Inggris itu menarik. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○○◉ Strongly Agree (Sangat Setuju)

4. I do homework or study English together with my friends. 4. Saya mengerjakan "PR" atau belajar bahasa Inggris bersama teman. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○◉○○ Strongly Agree (Sangat Setuju)

5. When I see short texts in English, I try to figure out what they mean. 5. Ketika melihat bacaan pendek bahasa Inggris, saya mencoba memahami artinya. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ○○○○○◉ Strongly Agree (Sangat Setuju)

4. I do homework or study English together with my friends. 4. Saya mengerjakan "PR" atau belajar bahasa Inggris bersama teman. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ⦾⦾⦾⦾●⦾ Strongly Agree (Sangat Setuju)

5. When I see short texts in English, I try to figure out what they mean. 5. Ketika melihat bacaan pendek bahasa Inggris, saya mencoba memahami artinya. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ⦾⦾⦾⦾⦾● Strongly Agree (Sangat Setuju)

6. The instructional methods used in English class is interesting to me. 6. Bagi saya, metode pembelajaran bahasa Inggris menarik. *

1 2 3 4 5 6

Strongly Disagree (Sangat Tidak Setuju) ⦾⦾⦾⦾⦾● Strongly Agree (Sangat Setuju)

7. I have difficulties when studying English. 7. Saya menghadapi kesulitan belajar bahasa Inggris. *

1 2 3 4 5 6

Strongly Agree (Sangat Setuju) ⦾⦾⦾⦾⦾● Strongly Disagree (Sangat Tidak Setuju)
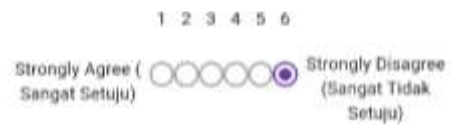
10. I'm afraid to participate in English activities. (e.g. English Camp, English Course, English Game/ Quiz; etc). 10. Saya takut/ ragu untuk mengikuti kegiatan-kegiatan bahasa Inggris. (Misalnya: English Camp, Kursus, Permainan/ Quiz bahasa Inggris, dan sebagainya. *

1 2 3 4 5 6

Strongly Agree (Sangat Setuju) ⦾●⦾⦾⦾⦾ Strongly Disagree (Sangat Tidak Setuju)
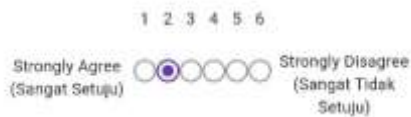
USUL JUDUL SKRIPSI

Nama : Putri Dessy Agustin

NIM : 06011181621009

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi :
1. Correlation between Students' Interest in Learning English and Student's Perception towards Blended Learning
2. Correlation between Student's Perception towards Online Learning and Students' Interest in Learning English
3. Student's Perception towards Online Learning and It's Relationship to their Interest in Learning English of the 11th Grade Students of SMA PLUS Negeri 2 Banyuasin III

Disetujui Judul Nomor : 3

Pembimbing : 1. Eryansyah, S.Pd., M.A., Ph.D.

2. Dedi Kurniawan, S.Pd., M.Pd.

Palembang, 4 Mei 2020

Ketua Program Studi,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

Tembusan:
1. Dosen Pembimbing
2. Subbagian Akademik

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580085
Laman : www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
No. 2727/UN9.FKIP/TU.SK/2021

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : a. Bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi untuk semua mahasiswa;
b. Bahwa sehubungan dengan butir a di atas, perlu diterbitkan surat keputusan sebagai pedoman dan landasan hukumnya.

Mengingat : 1. Undang-undang No. 20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permenristekdikti No. 17/2018;
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmenristekdikti RI No. 32031/M/KP/ 2019;
7. Keputusan Rektor Unsri No. 0110/UN9/SK.BUK.KP/2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

KESATU : Menunjuk/Mengangkat Saudara :
1. Eryansyah, M.A., Ph. D.
2. Dedi Kurniawan, S.Pd., M.Pd.
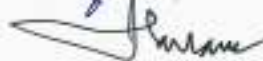
Sebagai pembimbing 1 dan Pembimbing 2 skripsi mahasiswa :
Nama : Putri Dessy Agustin
Nomor Induk Mahasiswa : 06011181621009
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul Skipsi : *Student's Perception towards Online Learning and It's Relationship to their Interest in Learning English of the Grade Students of SMA PLUS Negeri 2 Banyuasin III.*

KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Desember 2021, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya
Pada tanggal : 11 Oktober 2021
DEKAN,

HARTONO
NIP 196710171993011001

Tembusan :
1. Koordinator Program Studi Pendidikan Bahasa Inggris
2. Dosen Pembimbing
3. Mahasiswa yang bersangkutan
FKIP Universitas Sriwijaya

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
No. 2384/UN9.FKIP/TU.SK/2020

TENTANG
PENGANGKATAN PANITIA DAN PENGUJI SEMINAR PROPOSAL
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA
PERIODE BULAN NOVEMBER 2020

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : a. bahwa Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya yang akan menyelesaikan Studi harus menempuh Seminar Proposal Penelitian;
b. bahwa untuk Seminar Proposal Penelitian tersebut perlu ditetapkan dan diangkat Tim Penguji Seminar Proposal Penelitian;
c. bahwa sehubungan dengan butir a dan b di atas perlu diterbitkan Keputusan sebagai pedoman dan landasan hukum.

Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permenristekdikti No. 17/2018;
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmenristekdikti RI No. 32031/M/KP/XI2019;
7. Keputusan Rektor Unsri No. 0241/UN9/KP/2017.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENGANGKATAN PANITIA DAN PENGUJI SEMINAR PROPOSAL PENELITIAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA PERIODE BULAN NOVEMBER 2020

KESATU : Menunjuk Saudara-saudara yang namanya tertera dalam lampiran Surat Keputusan ini sebagai Panitia Tetap, Panitia Pelaksana, Panitia Penguji Seminar Proposal Penelitian Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Periode Bulan November 2020 secara berturut-turut seperti tertera pada lampiran Surat Keputusan ini;

60

KEDUA   :   Segala biaya yang timbul sebagai akibat diterbitkannya Keputusan ini dibebankan pada Anggaran Biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu;

KETIGA   :   Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya apabila ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di   : Indralaya
Pada tanggal   : 13 November 2019

DEKAN,

SOFENDI
NIP 196009071987031002

Tembusan:
1. Rektor Universitas Sriwijaya
2. Wakil Dekan II FKIP Unsri;
3. Ketua Jurusan Pendidikan Bahasa dan Seni FKIP Unsri;
4. Koordinator Program Studi di lingkungan FKIP Unsri
5. Dosen Pembimbing/Penguji
6. Admin Prodi Pendidikan Bahasa Inggris Palembang

PENGUJI SEMINAR PROPOSAL
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA
PERIODE BULAN NOVEMBER 2020

No	Peserta Ujian	Penguji	Keterangan	Waktu Ujian
01	Putry Denny Agustin 06011181621009	1. Eryansyah, M.A., Ph.D. 2. Dedi Kurniawan, S.Pd., M.Pd. 3. Machdalena Vianty, M.Pd., M.Ed., Ed.D. 4. Fitimova, S.S., M.Pd. 5. Drs. Muslih Hambali, M.LIS	Ketua/ Pembimbing I Sekretaris/ Pembimbing II Anggota Anggota Anggota	Kamis, 19 Nov' 2020 Pukul : 08.00-09.00 WIB
02	Muraki 06011281621026	1. Machdalena Vianty, M.Pd., M.Ed., Ed.D. 2. Fitimova, S.S., M.Pd. 6. Drs. Muslih Hambali, M.LIS 7. Eryansyah, M.A., Ph.D. 8. Dedi Kurniawan, S.Pd., M.Pd.	Ketua/ Pembimbing I Sekretaris/ Pembimbing II Anggota Anggota Anggota	Kamis, 19 Nov' 2020 Pukul : 09.00-10.00 WIB
03	Mgs. Muhammad Aziz 06011181520086	1. Drs. Muslih Hambali, M.LIS 2. Dedi Kurniawan, S.Pd., M.Pd. 3. Eryansyah, M.A., Ph.D. 4. Machdalena Vianty, M.Pd., M.Ed., Ed.D. 5. Fitimova, S.S., M.Pd.	Ketua/ Pembimbing I Sekretaris/ Pembimbing II Anggota Anggota Anggota	Kamis, 19 Nov' 2020 Pukul : 10.00-11.00 WIB

DEKAN,

SOFENDI
NIP 196009071987031002

PENGUJI SEMINAR PROPOSAL
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA
PERIODE BULAN NOVEMBER 2020

No.	Nama	Tugas
01	Hariswan Putera Jaya, S.Pd., M.Pd	Ketua
02	Sapri Rudi, S.AP.	Anggota

DEKAN,

SOFENDI
NIP 196009071987031002

STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS

RELATIONSHIP TO THEIR INTEREST IN

LEARNING ENGLISH OF THE 11ᵗʰ GRADE STUDENT OF

SMA PLUS NEGERI 2 BANYUASIN III

Student's Name   : Putri Dessy Agustin

Student's Number   : 06011181621009

Study Program   : English Education

Department   : Language and Arts Education

Academic Year   : 2020/ 2021

Approved to participate a Research Design Seminar on:
Date   : November 19ᵗʰ, 2020
Time   : 08.00 WIB until finish

Approved by

Advisor 1   Advisor 2

Eryansyah, M.A., Ph.D.   Dedi Kurniawan, S.Pd., M.Pd.
NIP. 196907181995121001   NIP. 19821212014041001

Certified by
Head of English Education Study Program,

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS

RELATIONSHIP TO THEIR INTEREST IN

LEARNING ENGLISH OF THE 11th GRADE STUDENT OF

SMA PLUS NEGERI 2 BANYUASIN III

Student's Name	: Putri Dessy Agustin
Student's Number	: 06011181621009
Study Program	: English Education
Department	: Language and Arts Education
Academic Year	: 2020/ 2021

Has been conducted a Research Design Seminar on:
Date   : November 19th, 2020
Time   : 08.00 WIB until finish

Approved by

Advisor 1   Advisor 2

Eryansyah, M.A., Ph.D.   Dedi Kurniawan, S.Pd., M.Pd.
NIP. 196907181995121001   NIP. 19821212201404041001

Certified by
Head of English Education Study Program,

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

65

Nomor: 0240/UN9.FKIP/TU.SB5/2021   1 Februari 2021
Perihal : Mohon Izin Penelitian

Yth. Kepala Dinas Pendidikan
Propinsi Sumatera Selatan

Dalam rangka penyelesaian Program Strata-1 (S1) Fakultas Keguruan dan Ilmu Pendidikan
Universitas Sriwijaya, kami mohon bantuan kiranya dapat mengizinkan mahasiswa:

        Nama   : Putri Dessy Agustin
        NIM   06011181621009
        Jurusan   : Pendidikan Bahasa dan Seni
        Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan penelitian di lingkungan SMA Plus Negeri 2 Banyuasin III mulai tanggal
1 s.d. 15 Maret 2021.

Penelitian tersebut dilaksanakan dalam rangka penulisan skripsi yang berjudul
*"Student's Perception towards Online Learning and It's Relationship to their Interest in
Learning English of the 11th Grade Students of SMA PLUS Negeri 2 Banyuasin III"*.

Demikian, atas perhatian dan kerjasama yang baik diucapkan terima kasih.

                                                    a.n. Dekan
                                                    Wakil Dekan Bidang Akademik,

                                                    Dr. Hartono, M.A.
                                                    NIP 196710171993011001

Tembusan:
1. Dekan FKIP Unsri (sebagai laporan)
2. Koordinator Program Studi Pendididikan Bahasa Inggris FKIP Unsri
3. Kepala SMA Plus Negeri 2 Banyuasin III

PEMERINTAH PROVINSI SUMATERA SELATAN

DINAS PENDIDIKAN

Jalan Kapten A. Rivai Nomor 47 Palembang, Sumatera Selatan
Telpon 0711-357897 Fax 0711-357897 Kode Pos 30129
Email : dikmentisarsel@yahoo.com Website : www.disdiksumselprov.go.id

Palembang, 24 Februari 2021

Nomor   : 420/ O18/SMA.1/Disdik.SS/2021
Lamp   : -
Prihal   : Izin Penelitian
           a.n. Putri Dessy Agustin

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Sriwijaya Palembang -
di Palembang

Menindaklanjuti Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Palembang Nomor : 0240/UN9.FKIP/TU.S85/2021; 1 Februari 2021 perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama   : Putri Dessy Agustin
NIM   : 06011181621009
Program Studi : Pendidikan Bahasa Inggris
Judul   : 'Student's Perception Toward Online Learning and It's Relationship to their Interest in Learning English of The 11th Grade Students of SMA PLUS Negeri 2 Banyuasin III'.

Untuk melakukan penelitian di SMA PLUS Negeri 2 Banyuasin III , pada tanggal 1 s.d. 15 Maret 2021 dan untuk selanjutnya dapat langsung berkoordinasi dengan Kepala Sekolah SMA PLUS Negeri 2 Banyuasin III.

Demikian atas perhatian Saudara, terima kasih

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA SELATAN
Kepala Bidang SMA,

H. MASHERDATA MUSA1,S.H., M.Si.
Pembina Utama Muda, IV/c
NIP 19620525 198512 1001

Tembusan Yth:
1. Kepala Sekolah SMA Plus Negeri 2 Banyuasin III
2. Yang Bersangkutan.

PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA PLUS NEGERI 2 BANYUASIN III
NPSN 10644162   TERAKREDITASI "A"
Jalan K.H. Sulaiman Kelurahan Kedondong Raya Kecamatan Banyuasin III
Kabupaten Banyuasin Sumatera Selatan Kode Pos 30011 Tlp. 0711-7691006
website: www.smaplusn2ba3.sch.id   email: smaplusn2banyuasin@gmail.com

SURAT IZIN PENELITIAN

Nomor : oqb   /422 – SMA PLUSN.2 / III / 2021

Kepala SMA Plus Negeri 2 Banyuasin III Kabupaten Banyuasin memberikan izin kepada:

Nama   : Putri Deesy Agustin

NIM   : 06011181621009

Program Studi   : Pendidikan Bahasa Inggris

Judul Penelitian : "Student's Perception *Toward Online Learning and it's Relationship to their*
interest in Learning English of The 11th Grade Students of SMA Plus Negeri
2 Banyuasin III ".

Untuk melakukan penelitian di Lingkungan SMA Plus Negeri 2 Banyuasin III Kabupaten Banyuasin, yang akan dilaksanakan pada tanggal 01 Maret s.d 15 Maret 2021 . Penelitian tersebut dilaksanakan dalam rangka penulisan Skripsi.

Demikianlah Surat Izin Penelitian ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pangkalan Balai, 16 Maret 2021
Kepala Sekolah

Drs. YUSRIZAL, M.Pd
Pembina Tk.I
NIP 196602141993021001

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
NOMOR : 3073/UN9.FKIP/TU.SK/2021

TENTANG

PENGANGKATAN PENGUJI SEMINAR HASIL PENELITIAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
KAMPUS INDRALAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA
PERIODE BULAN NOVEMBER 2021

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	: a.	bahwa Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya yang akan menyelesaikan Studi harus menempuh Ujian Seminar Hasil Penelitian;
	b.	bahwa untuk Ujian Seminar Hasil Penelitian tersebut perlu ditetapkan dan diangkat Penguji ;
	c.	bahwa sehubungan dengan butir a dan b di atas perlu diterbitkan Keputusan sebagai pedoman dan landasan hukumnya.

Mengingat	: 1.	Undang-Undang No.20 Tahun 2003;
	2.	Peraturan Pemerintah No. 4 Tahun 2014;
	3.	Permen Ristekdikti No. 12 Tahun 2015;
	4.	Permen Ristekdikti No. 17 Tahun 2018;
	5.	Kepmenkeu RI No. 190/KMK.05/2009;
	6.	Kepmenristekdikti RI No. 32031/M/KP/2019;
	7.	Keputusan Rektor Unsri No. 0110/UN9/SK.BUK.KP/2021.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENGANGKATAN PENGUJI SEMINAR HASIL PENELITIAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA PERIODE BULAN NOVEMBER 2021
KESATU	:	Menunjuk Saudara-saudara yang namanya tertera dalam lampiran Surat Keputusan ini sebagai Penguji Seminar Hasil Penelitian Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Periode Bulan November 2021 secara berturut-turut seperti tertera pada lampiran Surat Keputusan ini.

69

KEDUA : Segala biaya yang timbul sebagai akibat diterbitkannya Keputusan ini dibebankan pada Anggaran Biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya apabila ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya
Pada tanggal : 16 November 2021

DEKAN,

HARTONO
NIP 196710171993011001

Tembusan:
1. Koordinator Program Studi Pendidikan Bahasa Inggris
2. Dosen Pembimbing/Penguji
3. Mahasiswa yang bersangkutan
FKIP Universitas Sriwijaya

PENGUJI SEMINAR HASIL PENELITIAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
KAMPUS INDRALAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA
PERIODE BULAN NOVEMBER 2021

No	Peserta Ujian	Penguji	Keterangan	Waktu Ujian
1	Deka Sanjaya 06011181520005	1. Dra. Zuraida, M.Pd 2. Hariswan Putera Jaya, S.Pd., M.Pd	Ketua / Pembimbing Anggota	Senin, 22 November 2021 Pukul: 08.00 – 08.30 WIB
2	Melia Andani Heba 06011181621004	1. Dr. Rita Inderawati, M.Pd 2. Dra. Zuraida, M.Pd	Ketua / Pembimbing Anggota	Senin, 22 November 2021 Pukul: 08.30 – 09.00 WIB
3	Ginata 06011281621032	1. Machdalena Vianty, M.Ed., M.Pd., Ed.D 2. Drs. Musdik Hambali, MLIS 3. Eryansyah, M.A., Ph.D 4. Dra. Zuraida, M.Pd 5. Fiftinova, S.S., M.Pd	Ketua / Pembimbing 1 Sekretaris / Pembimbing 2 Anggota Anggota Anggota	Senin, 22 November 2021 Pukul: 09.00 – 10.00 WIB
4	Putri Desay Agustin 06011181621009	1. Eryansyah, M.A., Ph.D 2. Dedi Kurniawan, S.Pd., M.Pd 3. Machdalena Vianty, M.Ed., M.Pd., Ed.D 4. Dra. Rita Hayati, M.A 5. Fiftinova, S.S., M.Pd	Ketua / Pembimbing 1 Sekretaris / Pembimbing 2 Anggota Anggota Anggota	Senin, 22 November 2021 Pukul: 10.00 – 11.00 WIB

DEKAN,

HARTONO
NIP.196710171993011001

STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS

RELATIONSHIP TO THEIR INTEREST IN

LEARNING ENGLISH OF THE 11th GRADE STUDENT OF

SMA PLUS NEGERI 2 BANYUASIN III

Student's Name	: Putri Dessy Agustin
Student's Number	: 06011181621009
Study Program	: English Education
Department	: Language and Arts Education
Academic Year	: 2021/ 2022

Approved to participate a Research Result Seminar on:

Date	: November, 25th, 2021
Time	: 10.00 WIB until finish

Approved by

Advisor 1   Advisor 2

Eryansyah, M.A., Ph.D.   Dedi Kurniawan, S.Pd., M.Pd.
NIP. 196907181995121001   NIP. 198212122014041001

Certified by
Head of English Education Study Program,

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS

RELATIONSHIP TO THEIR INTEREST IN

LEARNING ENGLISH OF THE 11th GRADE STUDENT OF

SMA PLUS NEGERI 2 BANYUASIN III

Student's Name   : Putri Dessy Agustin

Student's Number   : 06011181621009

Study Program   : English Education

Department   : Language and Arts Education

Academic Year   : 2021/ 2022

Has been conducted a Research Result Seminar on:
Date   : November, 25th, 2021
Time   : 10.00 WIB until finish

Approved by

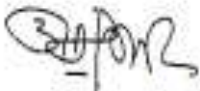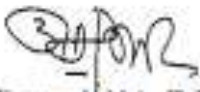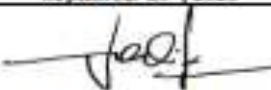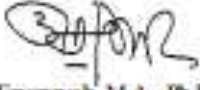| Advisor 1	Advisor 2
Eryansyah, M.A., Ph.D.	Dedi Kurniawan, S.Pd., M.Pd.
NIP. 196907181995121001	NIP. 198212122014041001

Certified by
Head of English Education Study Program,

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
No. 3353/UN9.FKIP/TU.SK/2021

TENTANG
PENGANGKATAN PANITIA DAN PENGUJI UJIAN AKHIR PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS INDRALAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA
PERIODE DESEMBER TAHUN AKADEMIK 2020/2021

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : a. bahwa sebagai tindak lanjut pelaksanaan bimbingan penulisan
Skripsi Program Studi bagi Mahasiswa FKIP Universitas Sriwijaya
perlu adanya pengangkatan panitia Ujian Akhir Program Strata -1;
b. bahwa sehubungan dengan butir a tersebut di atas, perlu diterbitkan
Surat Keputusan sebagai pedoman dan landasan hukumnya.

Mengingat : 1. Undang-Undang No. 20 Tahun 2003,
2. Peraturan Pemerintah No.4 Tahun 2014,
3. Permen Ristekdikti No. 12 Tahun 2015,
4. Permenristekdikti No. 17/2018,
5. Kepmenkeu RI No. 190/KMK.05/2009,
6. Kepmenristekdikti RI No. 32031/M/KP/2019,
7. Keputusan Rektor Unsri No. 0110/UN9/SK.BUK.KP/2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG
PENGANGKATAN PANITIA DAN PENGUJI UJIAN AKHIR
PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN
BAHASA INGGRIS KAMPUS INDRALAYA FAKULTAS KEGURUAN
DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA PERIODE
DESEMBER TAHUN AKADEMIK 2020/2021

KESATU : Menunjuk Saudara-saudara yang namanya tertera dalam lampiran Surat
Keputusan ini sebagai Penguji Ujian Akhir Program Strata-1 (S-1)
Mahasiswa Program Studi Pendidikan Bahasa Inggris Kampus Indralaya
Fakultas Keguruan Keguruan dan Ilmu Pendidikan Universitas
Sriwijaya Periode Desember 2021 secara berturut-turut seperti yang tertera
pada lampiran Surat Keputusan ini.

dengan

KEDUA : Segala Biaya yang timbul sebagai akibat diterbitkannya surat keputusan ini dibebankan pada Anggaran Biaya Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya atau dana yang disediakan khusus itu.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya apabila ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya
Pada tanggal : 16 Desember 2021

DEKAN,

HARTONO
NIP 196710171993011001

Tembusan:
1. Rektor Universitas Sriwijaya
2. Wakil Dekan Bidang Akademik FKIP Unsri
3. Wakil Dekan Bidang ADUM FKIP Unsri
4. Ketua Jurusan Pendidikan Bahasa dan Seni FKIP Unsri
5. Koordinator Program Studi Pendidikan Bahasa Inggris FKIP Unsri

PENGUJI UJIAN AKHIR PROGRAM STRATA-1
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS INDRALAYA
PERIODE DESEMBER 2021

No	Peserta Ujian	Penguji	Keterangan	Waktu Ujian
1	Imas Utama 06011281722033	1. Dra. Zuraida, M.Pd. 2. Dr. Margaretha Dinar Sitinjak, M.A.	Ketua/Pembimbing Anggota/Penguji	Selasa, 21 Des 2021 Pukul : 08.00-08.30 WIB
2	Regina Olivia Simajuntak 06011281722017	1. Amrullah, M.Ed., Ph.D 2. Dr. Ismail Petra, M.A	Ketua/Pembimbing Anggota/Penguji	Selasa, 21 Des 2021 Pukul : 08.30-09.00 WIB
3	Giratia 06011281621032	1. Machdalena Vianty, M.Ed., M.Pd., Ed.D. 2. Drs. Muslib Hamiali, MLIS. 3. Dra. Rita Hayati, M.A	Ketua/Pembimbing I Sekretaris/Pembimbing II Anggota/Penguji	Selasa, 21 Des 2021 Pukul : 09.00-09.30 WIB
4	Putri Dessy Agustin 06011181621009	1. Eryansyah, M.A., Ph.D. 2. Dedi Kurniawan, S.Pd., M.Pd. 3. Dr. Rita Inderawati, M.Pd	Ketua/Pembimbing I Sekretaris/Pembimbing II Anggota/Penguji	Selasa, 21 Des 2021 Pukul : 09.30-10.00 WIB

DEKAN,

HARTONO
NIP 196710171993011001

THESIS EXAMINATION

Title	: **Students' Perception towards Online Learning and Its Relationship to their Interest in Learning English**
Name	: Putri Dessy Agustin
Student Number	: 06011181621009
Study Program	: English Education
Department	: Language and Arts
Academic Year	: 2021/2022

Approved to participate in a thesis examination on:

Date	: Thursday 23th, 2021
Time	: 08.00 WIB until finish

Approved by

Advisor 1

Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Advisor 2

Dedi Kurniawan, S.Pd., M.Pd.
NIP. 198212122014041001

Certified by
Coordinator of English Education Study Program,

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

77

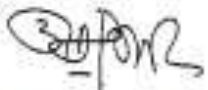**STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING AND ITS RELATIONSHIP TO THEIR INTEREST IN LEARNING ENGLISH OF THE 11th GRADE STUDENT OF SMA PLUS NEGERI 2 BANYUASIN III**

Student's Name   : Putri Dessy Agustin

Student's Number   : 06011181621009

Study Program   : English Education

Department   : Language and Arts Education

Academic Year   : 2021/ 2022

Has been conducted a Thesis Examination on:
Date   : December 23th, 2021
Time   : 09.30 WIB until finish

Approved by

Advisor 1

Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Advisor 2

Dedi Kurniawan, S.Pd., M.Pd.
NIP. 198212122014041001

Certified by
Head of English Education Study Program,
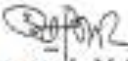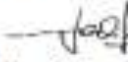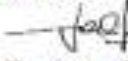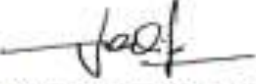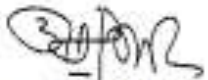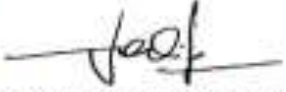
Hariswan Putra Jaya, S.Pd., M.Pd.
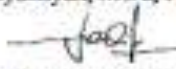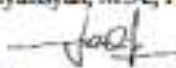NIP. 197408022002121003
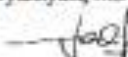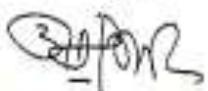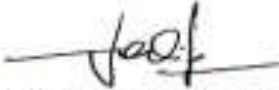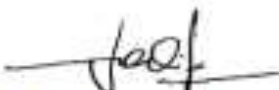
THESIS CONSULTATION CARD
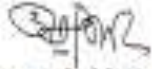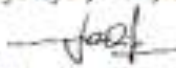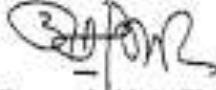
Student's Name : Putri Dessy Agustin
Student's Number : 06011181621009
Study Program : English Education
Department : Language and Arts Education
Thesis' Title : Students' Perception towards Online Learning and Its Relationship to their Interest in Learning English
Advisor 1 : Eryansyah, M.A., Ph.D.
Advisor 2 : Dedi Kurniawan, S.Pd., M.Pd.

No.	Consulted Topic	Advisor's Comments	Signature and Date
			Advisor1/2
1.	Background	Grammar, quotation, and capital letter	Eryansyah, M.A., Ph.D August 28th, 2020
2.	Method of research, population and sample	Still revise	Eryansyah, M.A., Ph.D. September 28th, 2020
3.	Instruments	Added the instruments from two questionnaires to three questionnaires	Dedi Kurniawan, S.Pd., M.Pd. October 5th, 2020
4.	Proposal Draft	Revise it as suggested	Eryansyah, M.A., Ph.D. October 5th, 2020

No.	Consulted Topic	Advisor's Comments	Signature and Date
			Advisor1/2
5.	Proposal	Ready for Seminar for Research Design	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. October 9th, 2020
6.	Proposal	Revise it according to examiners	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. December 7th, 2020
7.	Instruments	The questionnaire must be pilotting	Dedi Kurniawan, S.Pd., M.Pd. December 11th, 2020
8.	Population and sample	Revise it as suggested	Eryansyah, M.A., Ph.D. December 16th, 2020
9.	Instrument	The questionnaire must be validated by validators	Dedi Kurniawan, S.Pd., M.Pd. January 20th, 2021
10.	Instrument	Checked the validity and reliability the questionnaire	Dedi Kurniawan, S.Pd., M.Pd. February 27th, 2021

No.	Consulted Topic	Advisor's Comments	Signature and Date Advisor1/2
11.	Proposal	Do the Research	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. April-May, 2021
12.	References	Use APA 7th	Eryansyah, M.A., Ph.D. September 18th, 2021
13.	Proposal Draft	Revise it as suggested	Eryansyah, M.A., Ph.D. September 24th, 2021
14.	Article (Technique for Analyzing Data)	Use Pearson Product Moment	Dedi Kurniawan, S.Pd., M.Pd. October 4th, 2021
15.	Article and Thesis	Revise it as suggested	Dedi Kurniawan, S.Pd., M.Pd. October 8th, 2021
16.	Article and Thesis	Ready for Preliminary Research Report	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. November 16th, 2021

No.	Consulted Topic	Advisor's Comments	Signature and Date Advisor 1/2
17.	Thesis	Revise it according to examiners	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. December 7th, 2021
18.	Thesis	Revise it as suggested	Eryansyah, M.A., Ph.D. December 8th, 2021
20.	Thesis	Ready for Thesis Exam	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. December 15th, 2021
21.	Thesis	Revise it according to examiner	Eryansyah, M.A., Ph.D. Dedi Kurniawan, S.Pd., M.Pd. December 24th, 2021