THE STUDENTS' PERCEPTIONS ON ONLINE ENGLISH LEARNING PLATFORMS DURING THE PANDEMIC COVID-19 AT THE FOURTH SEMESTER OF TBI-1 IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

HOTNI RAMBE
Reg. No. 17 203 00027

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021

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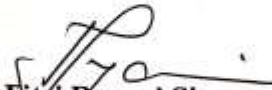Graduate Degree of Education (S.Pd.) in English

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LETTER OF AGREEMENT

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Item : 7 (seven) examplars

Padangsidimpuan,   November 2021

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To: **Dean**

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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Hotni Rambe**, entitled **"The Students' Perceptions on Online English Learning Platforms during the Pandemic Covid-19 at the Fourth Semester of TBI-1 IAIN Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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DECLARATION OF SELF THESIS COMPLETION

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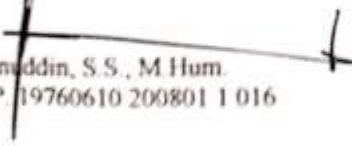
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LEGALIZATION

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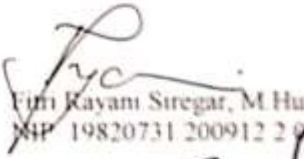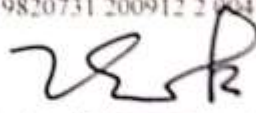at the Fourth Semester of TBI-1 IAIN
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The thesis has been accepted as a partial fulfillment of the requirement for degree
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Department	**: English Education**
The Title of the Thesis	**: The Students' Perceptions on Online English Learning Platforms during the Pandemic Covid-19 at the Fourth Semester of TBI-1 IAIN Padangsidimpuan**

ABSTRACT

This research focused on the students' perceptions about online English learning platforms in class TBI-1 4th semester IAIN Padangsidimpuan. Since the pandemic covid-19, the teaching and learning process was switched into online learning style. The researcher wanted to know and describe the students' perceptions toward the online English learning platforms. The researcher tried to get the students' perceptions about it.

The researcher used descriptive qualitative as a method of the research. The informants of the research were 15 students of TBI 4th semester of IAIN Padangsidimpuan. The researcher choosed the students in TBI-1 of the fourth semester because they just now learnt in the Ma'had and changed into online learning, so the students would feel the difference in both learning.

The data were collected by doing the interview and questionnaire. The analysis of the interview consisted of 3 steps, they were reading or memoing, describing, and classifying. The analysis of the questionnaire was qualitatively. The researcher also has done the prior observations in TEFL subject by online. The researcher choosed TEFL because this subject covered the English lesson such as writing, reading, grammar and vocabulary.

Based on the analysis of findings the researcher found the students' perceptions on online English learning platforms were positive and negative.The students tought that online English learning platforms were very helpful in learning online during the pandemic even though it would made the students felt bored, tired in did the assignment. The result of the researcher showed that the students agreed (73,44%) online English learning platforms were effective during the pandemic covid-19.

Key words: *Perception, online learning platforms, Covid-19*

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Jurusan	: English Education
Judul Skripsi	: Persepsi Mahasiswa Terhadap Platform Pembelajaran Bahasa Inggris Online Selama Pandemi Covid-19 pada Semester IV TBI-1 IAIN Padangsidimpuan

ABSTRAK

Penelitian ini berfokus pada persepsi mahasiswa tentang platform pembelajaran bahasa Inggris online di kelas TBI-1 semester 4 IAIN Padangsidimpuan. Sejak pandemi covid-19, proses belajar mengajar beralih ke gaya belajar online. Peneliti ingin mengetahui dan mendeskripsikan persepsi siswa terhadap platform pembelajaran bahasa Inggris online. Peneliti mencoba untuk mendapatkan persepsi siswa tentang hal itu.

Peneliti menggunakan deskriptif kualitatif sebagai metode penelitian. Informan penelitian ini adalah 15 mahasiswa TBI semester 4 IAIN Padangsidimpuan. Peneliti memilih mahasiswa di TBI-1 semester IV karena mereka baru belajar di Ma'had dan beralih ke pembelajaran online, sehingga mahasiswa akan merasakan perbedaan dari kedua pembelajaran tersebut.

Pengumpulan data dilakukan dengan wawancara dan kuesioner. Analisis wawancara terdiri dari 3 langkah, yaitu membaca atau memperbaiki, mendeskripsikan, dan mengklasifikasi. Analisis kuesioner dilakukan secara kualitatif. Peneliti juga telah melakukan observasi sebelumnya pada mata pelajaran TEFL secara online. Peneliti memilih TEFL karena mata pelajaran ini mencakup pelajaran bahasa Inggris seperti menulis, membaca, tata bahasa dan kosa kata.

Berdasarkan analisis temuan peneliti menemukan bahwa persepsi siswa pada platform pembelajaran bahasa Inggris online adalah positif dan negatif. Para siswa beranggapan bahwa platform pembelajaran bahasa Inggris online sangat membantu dalam pembelajaran online selama masa pandemi meskipun akan membuat para siswa merasa bosan, lelah dalam mengerjakan tugas. Hasil penelitian menunjukkan bahwa siswa setuju (73,44%) platform pembelajaran bahasa Inggris online efektif selama pandemi covid-19.

Kata Kunci: *Persepsi, Platform pembelajaran online, Covid-19*

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بسم الله الرحمن الرحيم

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled *"An Analysis Indonesian-English Code Switching on Blog of English Education Department Students at the Seventh Semester IAIN Padangsidimpuan"*. The second, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, 24 October 2021
Researcher

HOTNI RAMBE
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CHAPTER I
INTRODUCTION

A. Background of the Problem

English has become the international language which widely adopted for communication wide world; it becomes a tool of communication between native and non-native speakers. In Indonesia, English is a foreign language that must be mastered to support various aspects of life, one of them is learning in education. English has become a department in all university in Indonesia. Include one of them in state institute Islamic of Padangsidimpuan. English becomes a department in state institute Islamic studies of Padangsidimpuan , where the students will learn all about English.

Now days, the world is being within corona virus disease. This virus comes from Wuhan, China and spread entire the world. This virus gives many effects to all countries in the world, such as in economic, social life and education as well. There are many public places that have to stop their activity and close temporary such as market, restaurant, and tourist object. In economic side, many people got fired and it effects to their life and make the unemployment rate continue to increase.

Indonesia is one of the countries in the world that is infected of Corona Virus Desease-19. Corona virus comes to Indonesia since January 2020 until now. Corona virus disease is 2019 (COVID-19) is defined as illness caused by a novel coronavirus

now called severe acute respiratory syndrome 2 (SARS-CoV-2, formerly called 2019-nCoV) which was first identified aim an outbreak of respiratory illness case in Wuhan City, Hubei Province, China. This virus becomes the pandemic in the whole world and has been killed millions people and now all of the people in the world are worry about this pandemic.

Because corona virus widely spread among the people so, all schools in the world have to close during this pandemic especially primary school until university. Minister of Education, Nadiem Makarim stated that process of teaching and learning base online system or we can say online learning to decrease the spread of this virus. From the emergencies of COVID-19, the government made a policy of learning from home including lectures, but in its procurement, online lectures have many notes, especially from the students as one the online lectures part. Online learning is the best choice to make teaching and learning process work. However, in Indonesia not all students are familiar with the online learning.

Students identic with wake up early, need much money I study and have a social interaction with another student and always do assignments together in a group with the happiness. Now this situation has changed, the students only need to connect the internet for learning from home, and there are not the students give complain about this rule.

The governments' regulation, the rector of IAIN Padangsidimpuan created new regulation number B-1339/in.14/B.3a/pp/00.9/09/2020 about administration of study with online methods for odd semester student IAIN Padangsidimpuan

2020/2021 academic year, where before that the rector of IAIN Padangsidimpuan has created the first regulation on 18th of March 2020. Rector of IAIN Padangsidimpuan states that process of teaching and learning do by using online method, which purpose to ensuring method that used runs smoothly and effective, preventing, and controlling the spread and reducing the risk of Covid 19 in IAIN and the society.

Rector of State Institute For Islamic Studies Padangsidimpuan allows the lecturers to choose the platforms for teaching online. There are four platforms that can be used by the lecturer such as WhatsApp, Google Classroom, Google Meet, and Zoom. Based on the data of English lecturer, there are seven lecturers actively teaching on online learning in TBI-1 in the fourth semester.

Online learning is the use of internet to access learning method, to interact with the content, instructor, and other learners, and to obtain support during the learning process, in order to acquire knowledge to construct personal learning[1]. Online learning has goals to aims to provide quality of learning services that are massive and open a wider range of users of online learning services.

Online learning can be applied by using internet, it means the students have to buy voucher to do online learning. Online learning is an appealing educational option because it offers flexibility convenience to student. However in traditional classrooms, a leading concern prevails with keeping students motivated and engaged in the online setting. Henceforth, all schools in in Indonesia have to apply online

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[1] Jan Van Bruggen, *Theory and Practice of Online Learning*, *British Journal of Educational Technology*, vol. 36, 2005, https://doi.org/10.1111/j.1467-8535.2005.00445_1.x.

learning such as use Google classroom, Google meet, and zoom application. State Institute For Islamic Studies Padangsidimpuan is also use online learning.

From the four platforms, Google Classroom and Google Meet application are frequently used by the English lecturers in this pandemic. Every lecturer has different platform in teaching online. Based on the data, three of the lecturers use Google Classroom, three of them use Google meet, and one of them use WhatsApp group. The lecturer seldom use zoom in teaching and learning because it is more expensive than the three platforms.

Online learning must create challenging activities that enable learners to link new information to old, acquire knowledge and metacognitive abilities. Online learning strategies that facilitate the transfer of learning should be used to encourage application in different and real life situation. Simulation of the real situation, using real life cases should be part of the lesson. Also learners should be given the opportunity to complete assignments and projects that use real life application and information. Transfer to real life situation could assist the learners to develop personal meaning and contextualized the information.

In line with this, the researcher did a prior observation through online. The researcher joined in Google Meet link of English classes in TBI for two times to see the process of learning. The researcher joined on Google Meet link in Teaching English as Foreign Language (TEFL) with mam Sokhira Linda Vinde Rambe, M.Pd on Thursday, 29th of April 2021. Based on the prior observation done by the researcher, the researcher saw most of the students are late in joining the online

classroom on zoom link. Some of the students did not focus on listening to the explanation by the students presentations at the time and the students lack of participation, then students did not answer when the lecturer gave some questions and most of them did not turned their camera on during online learning except the lecturer ask the students to turn their camera. When the researcher interviewed some of the students, they said that they have some problems with internet connection, where some for them live in the village that has poor connection to reach the network. It makes the lecturer cannot explain the material detail and the students more difficult to comprehend the material that given by the lecturer and the. For the students, they have some new challenging ways of learning which make incuriousness to learn. It was found that the students perceived that online learning is more challenging then the students think before.

The researcher also observed the students' participations on Google Classroom by looked the activity on Google Classroom. Based on the observation, the researcher saw that the students participations was low, the students responded the lecturer quickly when the lecturer asked for taking attendance, but when the lecturer asked a question related to the lesson material, some the students typed the same answer in chat column. The students' answer have contains of good vocabularies and the answer was really good. It shows that students probably copied paste the answer from internet. While the lecturer asked any questions? The students did not give questions, but when the lecturer closed the lesson, all of the students answered thank

you mam quickly. When the lecturer gave an assignment and made the time to submit it, some of the students still late to submit it.

In another platform, the researcher also observed the teaching and learning process include the students' participations on WhattsApp group. Based on the observation, the researcher saw that the lecturer shared the learning material by sending a file. So the students can read and comprehend the material. The students' responses were low. Some of them did not give their contributions and comments. The lecturer gave the assignment and instructions well. The rule for submitting the assignment was the students have to send it through an email.

This situation will make the students catch some perceptions about the changing of learning method. The student will give their perception about what they have felt or experienced while online learning. According to Maurice Merleau[2] perception itself is define in terms of a sensory-motor behavior through which the world is constituted for man as the world of human consciousness prior to any explicit or reflexive thought about it. It means what things that comes from our environment will received by our brain and then process in our brain and represented to make the meaning about the information that accepted by our stimuli.

Hasanuddin Jumareng and friends[3] had identified the students' perception on online learning platforms and which platform was favored the most by the students.

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[2] Maurice Merleau-Ponty, *The Primacy Of Perception*, 1964.
[3] Hasanuddin Jumareng et al., "Online Learning and Platforms Favored in Physical Education Class during COVID-19 Era : Exploring Student ' Perceptions" 9, no. 1 (2021): 11–18, https://doi.org/10.13189/saj.2021.090102.

The research's participation were from the students of Suryakancana and Halu Oleo University. The total of the students are 60 students. The result of their research showed that the students' perceptions about online learning platforms are different. The students gave the positive perception about online learning platforms. Some of the students said that online learning platforms were very helpful during this pandemic. The students admit that online learning platforms are important to make the teaching and learning process still carried out. The students considered that use technology in learning was very important to support the process of teaching and learning process in this pandemic.

Based on the percentage of the research's result showed that Zoom application is the most favored platform. The research's result about percentage of platforms, they are Zoom (30%), Edmodo (6,67%), Schoology (3,33%), WhatssApp (23,33%), Google Meet (20%), and Google Classroom (16,67%). The students like Zoom application the most while learning online, because the students and the lecturer can see each other. So the students will be easier to comprehend the learning material that given by the lecturer. The students said that Zoom application is more interesting.

Students' views of this learning will also vary. Therefore, the researcher interested to know how the students' views of English lesson during online learning are applied in their education. In other words, the researcher wanted to know about their comprehending in learn English subject at their department during COVID-19 pandemic are still learning well or not through online learning system.

The students in the fourth semester in 2020/2021 academic year also apply the online learning. This situation will change the students' habit. When the students in Ma'had, the students wake up early, meet the lecturer and another friends, but now all of habits has changed. The students only need to stand by on their mobile phone in a day without meet the lecturer and the other students.

So based on the facts that found on three online learning platforms, the researcher eagers to know what really the students' feel on the online English learning platforms during the pandemic COVID 19 at the fourth semester of TBI-1 IAIN Padangsidimpuan.

B. Identification of the Problem

The research focuses on analyzing the students' perception on online learning platforms which includes what the students' perceptions are and how the students' involvements on the online English learning platforms. The researcher wants to conduct a research about the students' perception on online English learning platforms during the pandemic COVID-19.

C. The Limitation of The Problem

The research is limited at the English subject at the fourth semester of TBI-1. So the title of this research will be "the students' perceptions on online English learning platforms during the pandemic COVID-19 at the fourth semester in TBI-1 IAIN Padangsidimpuan".

D. The Formulation of the Problem

In this research, there are two questions that would like to be answered, the question are

1. What are the students' perceptions on online English learning platforms during the pandemic COVID-19?

2. How do the students perceive on online English learning platforms during the pandemic COVID-19?

3. Which platform is more dominant agreed by the students?

E. Objectives of the Research

Based on the research questions stated previously, this research has two objectives, as follow:

1. To investigate what the students' perceptions are on online English learning platforms during the pandemic COVID-19.

2. To investigate how do the students' perceive on online English learning platforms during the pandemic COVID-19.

3. To investigate which platform is more dominant agree by the students

F. Significances of the research

This research is contributed some benefits or gives central significances as follow:

1. Theoretically: The result of this research, can be beneficial for other researchers or other readers as the source of their references in doing the research in the some topics or complement previous theories related to the title in future.

2. Practically :

    a. For the teachers: the findings will be beneficial for English teachers to provide materials by using online learning without teach in the classroom. Then from the findings, teachers know and understand how the students comprehend of the material delivered through online learning.

    b. For the students : they will able to used online learning for learning English during pandemic could students are able to learn and accept the English material even though from house, so that the teaching and learning system still work.

G. Definition of Key Term

1. Perception

    Perception is a process of receiving stimulus that sense by individuals through the sensory devise based on the environment to give the meaning to their environment. Perception refers to the set of processes we use the make sense of the different stimulus we have presented with. Perception is perspective or opinion, in which there is a process within ourselves to know and evaluate the extent to which we know people.

2. Learning English

Learning is a process to get the information, experiences and gives the behavioral change. Learning English in this research refers to the process by English education in getting knowledge and English language skill such as speaking, listening, reading, writing, and also the English system such as vocabulary, grammar, pronunciation, and also linguistic in English such as phonology, morphology.

3. Online learning

Online learning is a process of teaching and learning that takes place by using an internet. Online learning do the interaction between students and teacher in different place. Online learning can needs the internet to access the learning material. Online learning can be accessed anytime and from everywhere. There are some applications that can help online learning such as WhatsApp, zoom, Google meet, Google classroom, and web blog.

4. COVID-19 Pandemic

Corona virus desease (COVID-19) is a new virus that attacks people in the world, which was identified of respiratory illness such as flu and pneumonia. This virus forces people to protect themselves for doing social distancing because this virus spreads easily. This virus comes from Wuhan, China.

H.   Outline of the Thesis

This thesis is explained in five chapters, which every chapter contains of several subtopics. The chapter one contains of the background of the problem, focus of the problem. The chapter two reviews relevant literatures; chapter three is talked about research methodology and checking trustworthiness. The chapter four describes the result of the research. Chapter five is conclusion of the research and the suggestions given by the researcher herself.

CHAPTER II
THEORITICAL DESCRIPTION

A. Review of Related Literature

1. Definition of perception

Qiong[4] stated that perception is the process of attainingawarness or understanding of sensory information. Antonius Setyawan Nur Agung and Monika Widyastuti Surtikanti stated that perception is the experience object, even, and relationship acquired by resuming information and interpreting message[5]. It gives a meaning toward stimulus response in resuming information and predicting message which involves attention, hope, motivation, and memory.

Desy Try Rahayu Bagata stated that perception is an important psychological aspect human is responding to the presence of various aspects and symptoms around them[6]. It means all around human can be a thing that cause human's for making perception. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

Perception maybe energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ,

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[4] O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, https://doi.org/10.3968/10055.

[5] Antonius Setyawan Nur Agung and Monika Widyastuti Surtikanti, "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino," *SOSHUM : Jurnal Sosial Dan Humaniora* 10, no. 2 (2020): 225–35, https://doi.org/10.31940/soshum.v10i2.1316.

[6] Desy Try Rahayu Bagata, "EFL University Students ' Perception of the Use of Online Learning Platform in the Covid 19 Pandemic," *Jurnal Penelitian, Pendidikan, Dan Pembelajaran UNISMA* 15, no. 34 (2020), http://riset.unisma.ac.id/index.php/jp3/article/view/8102.

the interest of the person, the level of attention, and interpretation given to the perception[7]. It means a thing can influence how someone's perception by sensing paying attention and giving the conclusion about something in their experience.

In addition, perception is process of attaining awareness of understanding of sensory information[8]. It means that the way of process to think about something or information that received by our sensory will process in our brain and will produce result as a message according how do we make meaning about it. Perception can be as the action of receiving or collecting that taking position and apprehension with the mind or sense.

Furthermore, perception is a process of organizing and interpretation sensory information to give a meaning[9]. It means perception comes after the information is interpreted or sense of sight and there will be a meaning that expressed. Meanwhile Sarlito W. Sarwono & Eko A. Meinarno perception is process of result, interpretation, sorting, and arrangement of sensory information about something[10]. Someone's perception comes when the information about something received by our brain and process of sensory information and make the result that is called perception.

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[7] A A Adediwura and Bada Tayo, "Perception of Teachers' Knowledge, Attitude and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools.," *Educational Research and Reviews* 2, no. 7 (2007): 165–71.

[8] Qiong, "A Brief Introduction to Perception."

[9] Laura A.King, *Psikologi Umum*, ed. Brian Marwensdy (Jakarta Selatan: Salemba Humanika, 2014).

[10] Sarlito W. Sarwono and Eko A. Meinarno, *Psikologi Sosial*, ed. Ria Oktaviani, edition 1 (Jakarta Selatan: Salemba Humanika, 2014).

So in sum up, perception is the process how someone make the meaning of information by interpreting stimulus and give the message based on their understanding of what is felt. That includes how the information that received by the brain will process by stimuli.

2. Process Of Perception

Process of perception means the way how the information that received by the brain will be process and produce a meaning. According to Qiong, there are three stages of perception process[11], as follows:

a. Selection

Selection is the first stage, where we convert the environmental stimuli into meaningful experience. We only pay attention into the stimulus that familiar with our interested in through the selective process of perception. However, we cannot perceive all the information available to us, because in doing something we would experience and information overload and disorder. Since our countless stimuli arrives at our sensory organs simultaneously and waiting to be processed. It means the information that received to our brain will be select first and need to be processed.

b. Organization

The second stage is organization. After selecting information process the attitude world, we organize it someway by finding curtain meaningful patterns. Organization is accomplished by putting, things or people categories.

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[11] Qiong, "A Brief Introduction to Perception."

Organization allows to structure and give coherence to our general knowledge about people and the social world. Organization process has two characteristics, first is organizing process gives hormone perception structure, where we always put raw stimuli from the outside world into structured meaningful experience. The second is process shows that human perception process stability, means we select the stimuli, then put them into categories become durable.

c. Interpretation

The next stage is interpretation, it refers to the process of attaching meaning to the selected stimuli. Interpretation is the last stage where the information that has organized. Every person has different interpretation even though they get the some stimulus. Different interpretation happened because cultural provides us with a perceptual lens that great influences how we interpret and evaluate what we receive from outside world. It is also because different experiences and knowledge, so every person will give different interpretation about something.

3. The Two Dimensions of Perception

Dimension of perception means how to develop structure, stability, and meanings for the selected stimuli, namely how perception takes place and take two dimension of perception as follows:

a. The Physical Dimension of Perception

Every person has sensory organs. The physical dimension of perception is about the conversion of stimuli into usable form, and it functions in people's acquisition of information or knowledge about the outside world.[12] In this dimension means the system organs will receive the stimuli to the brain. It means that mechanism of perception of all humans is almost same. It has sensory organs like eyes, ears, and nose which allow humans to feel the environment.

This is a sensory organ that received by stimuli then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated. The result of the perception or the meaning of the stimuli will be different between people.

b. The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitude or motives of people (physical dimension) that determine what stimuli attract people's attention and therefore accept meaning.

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[12] Qiong, "A Brief Introduction to Perception"

4. Factors of Perception

According to Jalaluddin Rakhmat, there are two factors to determine the perception.[13] They are functional factors and structural factor.

a. Functional Factor

Functional factor comes from needs, experience from past time and another things include what we call as personal factors. It means that things to determine perception is not kind or type of stimulus, but the characteristic of the person who gives response to that stimulus. It comes from biological needs and effect of culture. For example, A and B are in a restaurant. If A is hungry the first thing that will see is rice and the second is drink, but B is drink first and rice is the second.

b. Structural Factor

Structural factors derive solely from the nature of the physical and nerves stimuli they cause on the individual nerves system. It means that we perceive something as a whole and do not see its parts. Structural factor means organize the stimuli based on the context. For example, to appreciate someone, person A and B will give different response. Maybe A will give positive response and B will give negative response, it depends on their context to appreciate the person.

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[13] Jalaluddin Rakhmat, *Psikologi Komunikasi*, ed. Tjun Surjaman, revisi edi (Bandung: PT Remaja Rosdakarya, 2003).

5. The things of differences perceptions

Every person has different perception in something even though in the same thing but will be different perception, certainly it is caused by something. According to Sarlito Wirawan Sarwono there are six things that influence differences in perception; they are attention, set, needs, value system, personality traits, and psychiatric disorders.[14]

The first is attention; this is related to someone's taking attention. Every person does not catch all stimulus where there is around us at once, but focus on the attention in one or two object only. Person A has different focus from person B. Attention will be happened if person focus on one sense organ. So, different focus will produce different perception.

The second is set, this is related to someone's feeling about something. For example, person A usually buys an egg with cost Rp.1000, and person B usually buys an egg with cost Rp.1500. When person A and B buy an egg in the same place with cost Rp.1700, they will have the different perception about the cost. So, different prospect will gives different perception.

The third is needs, this is related to someone's life, where temporary or sedentary needs each person. Certainly every person will has different needs, so different needs will produce the different perception.

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[14] Sarlito wirawan sarwono, *Pengantar Umum Psikologi*, edition 4 (jakarta: PT Bulan Bintang, 1986).

The fourth is value system, this is related to the situation of environment or applicable system in a society, it is also about views of material. For example, a poor kid makes perception that metal currency is bigger than the real size. So, different value system of in society influences to perception.

The fifth is personality traits; this is related to someone's character or personality. Different personality will affect the perception. For example, A and B work in the same office where A has character is shy person and coward where B has character is confident. A makes perception to the director of the office is scary and must be avoided, but B makes perception to the director is like another person in commonly.

The sixth is psychiatric disorders; this is related to someone's overthinking about something and makes the wrong perception. It can be caused error in perception that is called hallucination.

6. **Indicators of Perception**

According to Bimo Walgito in Hasnidar's thesis, there are three indicators of perceptions. They are absorption of external stimuli or objects, understanding of the object, and individual assessment or evaluation of the object.

a. Absorption of external stimuli or objects
These stimuli or objects are received and absorbed by the five senses, both vision, hearing, touch, smell, and taste individually or together. From result of absorption or reception by the five senses would give image, responses, or impression in the brain. These images can be single or plural, depending on the object of perception observed. Inside the brain, there are images or impressions, both old and newly formed. Clear whether or not the picture depends on whether or not stimulation is clear, sensory normality and time, just or long ago.

b. Understanding of the object
After the image occur in the brain, then the picture is organized, classified, and interpreted so as to form meaning or understanding of an object. The process of understanding is very unique and fast. The definition formed depends also on the old images that have been owned by the individual.

c. Individual assessment or evaluation of the object
After forming and understanding, then an individual's assessment is formed. Individuals compare the understanding that has just been obtained with the criteria or norms that individuals have subjectively. Individual judgments are different even though the object is the same. Therefore perception is individual.[15]

7. **Online Learning**

   a. **Definition of online learning**

   Online learning can be termed as a tool that can make the teaching learning more student-centered, more innovative, and even more flexible[16]. It means that online learning is an innovative system in process of teaching and learning that make the student more productive.

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[15] "Students' Perception of Using Online Learning Materials" (Muhammadiyah University of Makassar, 2020).

[16] Shivangi Dhawan, "Online Learning : A Panacea in the Time of COVID-19 Crisis," 2020, https://doi.org/10.1177/0047239520934018.

Furthermore, online learning refers to the process of teaching and studying on-line or network studying that can be on-line by Pc. It means that online learning as learning experience synchronous or asynchronous environments using different devices such as mobile phone, laptop, etc. with internet access.

That delivery of education that contains communication between the teacher and learner, in separated distance where they are in place. The success of an E-learning system depends on the understanding of certain antecedent factors that influence the student acceptance and usage of such e-learning systems[17]. It means teacher and students must be able to use computer or mobile phone, in other words must be organize the system of computer or mobile phone.

So in sum up, online learning is a process of teaching and learning between the teacher and students by using internet access or network in different place by using computer or mobile phone or another electronic device.

b. Advantages of online learning

There are four advantages of online learning for teacher and student, they are flexible, effective, relation opportunities, and less expensive/cost effective.[18] The first is flexible, online learning is said flexible because teacher and student can make the deal schedule and free to choose their place for studying during the location is still conducive. Online learning is easy to apply and also practical.

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[17] Tagreed Kattoua, "A Review of Literature on E-Learning Systems in Higher Education" 7, no. 5 (2016): 754–62.

[18] Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education," *International Journal of Instructional Technology and Distance Learning* 12, no. 1 (2015): 29–42.

The student and the teacher do not need to wear formal clothes, but it still polite clothes. The schedule and the place can be considered.

The second is effective. Online learning is effective for both teacher and student to improve knowledge and qualification to access many source of knowledge and information while teaching and learning process is ongoing. So the student will be easy to find out the learning material.

The third is relation opportunities. It means that every students are not anxious to participate and give their response while teaching and learning process is ongoing. Online learning makes the student are not afraid to talk with another students, and also help the student to communicate and sharing exchange information.

The fourth is less expensive/cost effective. During the online learning both teacher and student do not need to go to the classroom. Online learning gives chance for teacher and student to study from home, so the student and the teacher do not need to spend much time and money to go to the classroom.

c. **Disadvantages of online learning**

All things have advantages and disadvantages. Beside some advantages of online learning, here some disadvantages of online learning. They are limited

social interaction, technology cost and scheduling effectiveness of assessments, and problematic for instructors.[19]

The first is limited social interaction. Online learning also called virtual meeting while teaching and learning process, means the student and the teacher do not face to face and only communicate by chat room or discussion group and on video group meeting. So that is why online learning is limited social interaction for both teacher and students or student to another student.

The second is technology cost and scheduling. Every student are different place and the qualities of the network also different. It makes the student cannot join the online class on time because of the bad network. If the connection for each students are different, so the speed of the network is not effective so the learning material that explained by the teacher is not clear because the bad network. The student also will be difficult to manage their time.

The third is the effectiveness assessment. The teacher will make the result from the student comprehension about the lesson. The teacher will be difficult to check the student's assignments, because the student will try to find the answer from any sources. So the teacher do not know the student understand or not about the lesson.

The fourth is the other problematic for the teacher. Online learning is the new thing for some of the teachers, it means that online classroom is an unfamiliar

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[19] Dhirendra Kumar, "Pros and Cons of Online Education," *NC State Industry Expansion Splutions* 2, no 1 (2015): 4, httpa://www.ies.ncsu.edu/resouces/white-papers/pros-and-cons-of-online-education/.

thing for them, because some teacher used to do the traditional learning face to face. So the teacher will difficult to control the online classroom.

d. The Platforms for Online Learning

There are many platforms that are used in IAIN Padangsidimpuan for online learning such as Google Classroom, Google Meet, and WhatsApp.

1.) Google Classroom

   a) Definition of Google Classroom

Google classroom is a new tool introduced in Google Apps for education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease.[20] This application helps teaching and learning effectively.on Google Classroom the lecturer can attach the file with the features of Google classroom.

   b) Characteristic of Google Classroom

A class that used Google Classroom enables the students and lecturers to be involved in virtual classroom activity, where each students can interact with the lecturer and with another students. There will be the lecturer, the students, and set of classroom activities such as submitting assignments, commenting, editing, checking on classmate work, receiving assignments[21]. It means that the lecturer

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[20] Izwan Nizal Mohd Shaharanee, Jastini Mohd Jamil, and And Sarah Syamimi Mohamad Rodzi, "The Application of Google Classroom as a Tool for Teaching and Learning," *Journal of Telecommunication, Electronic and Computer Engineering* 8, no. 10 (2016): 5–8.

[21] Eric Sulindra, "Optimizing Collaborative Learning: Using Google Classroom in Business English Correspondence Class," 2020.

can set the time for the students to submit the assignments, if there is a mistake in typing org giving the assignments, the lecturer also can edit it.

Google classroom can be used as means for the distribution of tasks, assignments submission as well as assessment. Google classroom can be downloaded without any charge by registering themselves on the Google account application for education. Google classroom application is very useful for online teaching and learning and can be obtained for free of charge and can be used on any device.[22] So google classroom is very beneficial for online learning and help lecturer is able to monitor the development of competencies among the students. The lecturer will know and see the students who done their assignments lately.

c) Advantages of Google Classroom

There are six points of the advantages or learning process through Google Classroom, they are easy to use, save time, cloud-based, flexible, free and mobile friendly[23]. The first is easy to use, this is related to how applying the Google Classroom. It is very easy to use because the network to access Google Classroom more easily, so the students and the lecturer can access it whenever and wherever they are. The lecturer is easy to attach or display the material and the discussion can do in comment column.

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[22] Nur Alim et al., "The Effectiveness of Google Classroom as an Instructional Media: A Case of State Islamic Institute of Kendari, Indonesia," *Humanities and Social Sciences Reviews* 7, no. 2 (2019): 240–46, https://doi.org/10.18510/hssr.2019.7227.

[23] Shampa Iftakhar, "Google Classroom: What Works and How?" 3 (2016): 12–18.

The second is save time. Google classroom is designed to save time, it is integrates and automates the use of other Google apps, including documents, slide, and spread sheet. The lecturer and the students can do another activity while teaching and learning on Google Classroom. The lecturer will be easy to grade point, scale, keyboard navigation for entering grades, sorted by the name to save the lecturer's time.

The third is cloud-based. The storage of the data will be saved safely and tidy. Google Classroom works with internet technology that makes the learning material that given by the lecturer will be saved on Google Classroom's screen. So when the students want to review the learning material, it will be easy to find.

The fourth is flexible. Google Classroom presents more professional and aesthetic technology to use in learning environment. The lecturers are easy to manage the students. The lecturers are easy to attach file and question section, where the lecturer can set the time for submitting the tasks.

The fifth is free. Everyone can download Google Classroom because the users are not necessary to access an educational institution first to download Google Classroom.

The last is mobile friendly. Everyone is easier to apply this application because it is designed well to make the new users are easy to use it.

d) Disadvantages of Google Classroom

Beside some advantages of Google Classroom, there is a disadvantage of Google Classroom. It cannot interact directly or through video call[24]. It means that the learning material only sent by text or message. The lecturer's explanation only display from text, so the students are difficult to comprehend the material. This situation will make the students are less participation and communication about the material. So the students are difficult to comprehend the material that given by the lecturer.

2.) Google meet

a) Definition of Google Meet

Google meet is one of virtual media same as zoom application. On google meet, the students and teacher also can share screen for explaining the material.

The process of learning through Google meet involves audios and visual aspect where the lecturer delivers the material directly through the media.[25] So both teacher and students can do the teaching and learning process well and can discuss the material that has not understood by the students clearly.

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[24] Olha V Bondarenko and Svitlana V Mantulenko, "Google Classroom as a Tool of Support of Blended Learning for Geography Students," n.d., 1–10.

[25] Agung Setyawan et al., "Effects of the Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes," *Universal Journal of Educational Research* 8, no. 9 (2020): 3924–36, https://doi.org/10.13189/ujer.2020.080917.

b)   Characteristics of Google Meet

Google Meet alloys an array of counter-abuse protections to keep users meeting safe[26]. Google Meet can make the security and privacy safety, so the users' important documents will not be cracked. Google Meet can apply by using mobile phone and laptop, where the users only make the link and joined with the link. Google Meet also supports the following encryption measures. Footnote. It means the security and privacy of the users will be kept well. All of the users' documents are in encrypted in transit by default in between the Google and client for video meetings on web, it can be work on apple IOS and also android with meeting home hardware. When someone join the Google Meet link by using mobile phone, the audio that is used will need the network.

c)   Advantages of Google Meet

Google Meet has six advantages. They are existence of the white board, available free, HD video display and another resolutions, easy to use, video encryption service, and can invite up to 100[27]. the first is about the existence of the white board feature, this is related to the use of Google Meet, where the users can write or type word in the white board, the users also can use share screen for

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[26] Ravinder Singh and Soumya Awasthi, "Updated Comparative Analysis on Video Conferencing Platforms- Zoom , Google Meet , Microsoft Teams , WebEx Teams and GoToMeetings Updated Comparative Analysis on Video Conferencing Platforms- Zoom , Google Meet , Microsoft Teams , WebEx Teams and GoToMeet," 2020.

[27] Dara Sawitri, Teknik Informatika, and Universitas Harapan, "Penggunaan Google Meet Untuk Work From Home Di Era Pandemi Coronavirus Disease 2019 (Covid-19)" 2019, no. April (2020): 13–21.

presenting the material, so the participants of meeting can see the material and comprehend the explanations.

The second is available free. During the online learning, there are many platforms that can be used for online learning. Google Meet gives the people to install this application with freedom. The users can download Google Meet on play store or app store.

The third is HD video display and other resolution support. This is related to the display screen clarity, where Google Meet has resolution so the display becomes clearer and make the users can see the matrial and the face of participants clearly.

The fourth is easy to use. The users are easy to apply it, the users only need to have a google account to sign up and also only click the Google Meet link without need another steps.

The fifth is video encryption service. This is related to the security in application use, with this the users' data will be safety and confidentiality of the users will be kept. So the users do not need to worry about theft and selling buy data.

The last is can invite up to 100 participants. Google Meet can invites 100 participants if the users' subscribe to Google suite. But in online learning the participants are not more than 50 people. So I sump up, Google Meet is one of the application for online learning that help the lecturers and students see and listen each other even though both of them in different place.

d) Disadvantages of Google Meet

Beside the advantages, Google Meet has three disadvantages, they are absence of data saving features, not all facilities are free, and requires a stable internet network[28]. the first is no data saver features, it means the users' mobile phone have to turn on the internet network, where it spends much internet data quota. So both lecturers and students have to buy internet data quota.

The second is not all the facilities are free. From the advantages of Google Meet can invites up to 100 participants, but the users have to buy the packages from google suite. It means that not all the facilities of Google Meet are free.

The last is require a stable internet network. It means that the network quality affects the work of Google Meet. So both lecturer and students must be in the best connection to make the quality of Google Meet better.

3.) WhatsApp

a) Definition of WhatsApp

WhatsApp is a communication tool that also as a new anchor. WhatsApp is an application that can send text, picture and even sounds so appropriate to be used as discussion tool.[29]On WhatsApp the teacher and students can make a group for discussion, so the teacher can manage the students on the group.

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[28] Sawitri, Informatika, and Harapan.

[29] Kawakibul Qamar, Selamet Riyadi, and Tri Candra Wulandari, "Utilization of Whatsapp Application as Discussion Media in Blended Learning," *Journal of Education and Learning (EduLearn)* 13, no. 3 (2019): 370–78, https://doi.org/10.11591/edulearn.v13i3.8412.

On WhatsApp group both teacher and student are available to send the file, video, picture, and voice note. WhatsApp also make the teacher and students easy to communicate each other by video call group, but the people are limited for six people only.

b) Characteristic of WhatsApp

As one of a tool of sending and receiving message, WhatsApp includes a variety of characteristics. WhatsApp can attaches text messages, images, audio files, video files, send link to web address[30]. The users can make story and do call or video call that consists of six people. WhatsApp enables to communicate someone to another person who has smartphone with the internet connection. The users can make a group chat and make an admin where the admin can add an out the member from group. WhatsApp will give notification if there is a new message and when the users has a mistake in sending the message, the sender can delete the message before the receiver read it.

c) Advantages of WhatsApp

There are four advantages of whatsApp group online learning, they are can be sued as collaborative tool, free and easy to use, can use segmentatively for lecturer class taught, has the capability to publish the assignments[31]. The first is

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[30] European Journal and Educational Sciences Vol, "Affecting Higher Students Learning Activity by Using Whatsapp" 4, no. 3 (2016): 88–93.

[31] Imam Nur Aziz, Yuli Ani, and Setyo Dewi, "Utilization of Whatsapp Application as Communication Media in Language Teaching and Learning at FBS UWKS Utilization of Whatsapp Application as Communication Media in Language Teaching and Learning at FBS UWKS," 2019, https://doi.org/10.1088/1742-6596/1175/1/012262.

can be used as collaborative tool, this is related to the learning ways, where in the WhatsApp group the member of teacher and students can be more than 200 members. Both lecturers and students can do the teaching and learning process whenever and it will be comfortable because the students do not need to wear uniform as usually when on Google Meet.

The second is free and easy to use. WhatsApp is a familiar application for us, because every time we do communication in day li life. Bot teacher and lecturer know how to operate it. WhatsApp is free to download and it does not need much internet data because it is cheap enough.

The third is can use segmentatively per lecturer class taught. This is related to the set of subject in WhatsApp group. Every lecturer can make a WhatsApp group in different class, it means every class has the different WhatsApp group. The lecturer can operate the group and make the set only admin can send the message in the group.

The last is WhatsApp group has the capability to publish the assignments. The lecturer can send the assignment or material on WhatsApp group. The lecturer can attach the file, photo, audio, or video. Both lecturer and student can record their voice when the discussion is started.

d) Disadvantages of WhatsApp

Beside the advantages, WhatsApp also has some disadvantages in learning such as need time and experience to prepare the material, students less

participation and attention, students copy paste the assignments[32]. The first is need time and experience to prepare the material. This is related to the lecturers' and students' preparation in present the learning material, where the material should be considered and make as well. The lecturer creates the best material so the students can comprehend the material, because WhatsApp usually use for chat and now it is used for teaching, so the lecturer must know how to serve the best learning material.

The second is students less participation and attention. WhatsApp groups only can send the message, text message, file, video and audio. So the lecturer cannot hold the students' attention because the discussion is only from chat. So the lecturer will not know the student pay attention or not. Some the students will not follow the discussion.

The third is students copy paste the assignments. During the discussion on WhatsApp group, when the lecturer asks a question, some of the students have the same answer. It means that the students only copy paste the answer from internet.

e. Implication for online learning

According to Terry Anderson and Fathi Elloumi in their book the implication for online learning as such[33]:

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[32] Mona M Hamad, "Using WhatsApp to Enhance Students ' Learning of English Language ' Experience to Share '" 7, no. 4 (2017): 74–87, https://doi.org/10.5539/hes.v7n4p74.

[33] Van Bruggen, *Theory and Practice of Online Learning*.

1) Learners should be told the explicit outcomes of the learning so that they can set expectations and can judge for themselves whether or not they have achieved the outcome of the online lesson. It means the teacher must give the student the score and ask the student about the conclusion of the lesson in every meeting.

2) Learners must be tested to determine whether or not they have achieved the learning outcome. Online testing or other forms of testing and assessment should be integrated into the learning sequence to check the learner's achievement level and to provide appropriate feedback. It means that the teacher must give quiz every meeting to know far the student's comprehension about the lesson.

3) Learning materials must be sequenced appropriately to promote learning. The sequencing could take the form of simple to complex, known to unknown, and knowledge to application. It means that the teacher must be able to organize the material from the easy one to the complex one, and the teacher must be creative to explain the lesson.

4) Learners must be provided with feedback so that they can monitor how they are doing and take corrective action if required. It means that in online learning the student must participate and responsible for what the teacher has explained.

f. How to optimize Online Learning

Online learning is the new thing for the TBI student at IAIN Padangsimpuan. Some of the students will fine difficulties to use it. According to Andrew[34] there are five keys considerations important for educators to take into account when supporting student's online learning, so the students will like the learning during online.

1) Instruction

This refers to how the teacher organizing the online learning or the way of the teacher to explain the learning material. For online instruction to be as explicit, orderly, and well organized as possible particularly when students are learning new or difficult subject matter. The instruction must be very clear and well-structured so the students comprehend the material well. So the teacher must be able to give the best instruction.

2) Content

It refers to the lesson or material that will be explained by the teacher. The content of the learning material must be not too difficult to soon and the teachers do careful vetting and selection of online material to ensure that students are working on the best material possible.

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[34] Andrew Martin, "How to Optimize Online Learning in the Age of Coronavirus (COVID-19): A 5-Point Guide for Educators Andrew," accessed November 21, 2020, https://newsroom.unsw.edu.au/news/social-affairs/how-optimise-online-learning-age- coronavirus.

3) Motivation

Motivation refers to student's effort as they learn. The educators must give the motivations for the students. So, the students still interested in online learning. It is relevant to self regulation and self management. It means that the teacher must give motivation to student to keep their spirit in learning even though study from home.

4) Relationship

It refers to the students and teacher's communication. The teachers maintain content with the class, teacher-students relationship and students with their peers online. It shows how educators can content to the students while online learning. So all the students must keep relationship with another students and also to the teacher.

5) Mental health

It refers to the student's physical. Mental health here means to learning. When students attend school in person, teacher and other support student that maybe struggling and then guide them. If the student has good mental health the student will be easier to receive the learning material.

8. Corona virus diseases 19

In December 2019, the world is faced with a death virus that spread in all countries the virus is called COVID-19[35]. This virus comes from Wuhan China

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[35] Warwick McKibbin, "Centre for Applied Macroeconomic Analysis The Global Macroeconomic Impacts of COVID-19 : Seven Scenarios," 2020, 45.

and spread to all part of the world. The COVID-19 outbreak (previously 2019-nCoV was caused by the SARS-CoV-2-VIRUS. Who started that COVID-19 is defined for surveillance process. WHO has developed the following definition for reporting COVID deaths: a COVID-19 death is defined for surveillance purposes as a death resulting from a clinically compatible illness in a probable or confirmed COVID-19 case, unless there is a clear alternative cause of death that cannot be related to COVID disease. There should be no period of complete recovery between the illness and death[36]. Indonesia is one of the countries that spread by this virus. Indonesian governments give the response to this outbreak by applying social distancing. Now all schools are closed, and to solve this problem online learning must be applied to provide meaningful learning experience for the students.

This virus may come from transforming between animals or humans. Common symptoms include fever, cough, myalgia, and fatigue[37]. So all the people have to keep our healthy and always obey the rules that given by the health protocol. Corona virus is a new virus that makes the world stop doing all activities in outdoor.

So in sum up, corona virus disease 19 (COVID-19) is a new virus that found from Wuhan, the province of China which is dangerous and kill s human. COVID-19 is caused by a novel coronavirus 2 (SARS 2).

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[36] Situation I N Numbers, "Coronavirus Disease 2019 (COVID-19)" 2019, no. April (2020).
[37] Zi Yue Zu et al., "Coronavirus Disease 2019 (COVID-19): A Perspective" 2019, no. 22 (2020).

B. Review of Related Findings

This research is not the first research that had been done, there are some research related to this research, as follow:

The first is Sri Mulyani. The students gave the positive responses. The students perceived that online learning is quite good. The students argue this method is arguably quite effective because it is the only way to keep the teaching learning process during covid-19 pandemic.

The result was found that the E-learning or online learning gets positive perception, became online learning is flexible and effective to apply in covid 19 pandemic. The students said that English through online during covid-19 pandemic was quite difficult, as the material delivered by the teacher was not well received and lack of question and answer interaction during online learning[38]. The researcher found that students' perception and motivations for English learning during the Covid-19 pandemic differed from one another.

This related finding is similar with this research where to investigate the students' perceptions on online English learning. Based on this related finding the researcher gains to deep study about the students' perception on online English learning.

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[38] Sri Mulyani, "Student's Perception and Motivation Toward English E-Learning During COVID-19 Pandemic (A Study at the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020)."

The next research is discovered by Nina Fauziyah.[39] This study found out how the students perception in English online learning through zoom apps and how the students' motivations in English online learning through zoom apps. The students give different perceptions about English online learning through zoom application.

The result is positive response and negative responses. Where in positive perception, the students argue that if the teacher explains the material using gestures it would help them in understanding process. Beside the negative perception, students said that English online learning through zoom apps is difficult and has disadvantages because they did not understand their teacher's explanations because several factors influenced them.

Based on this related finding, there is a similarity with this research, where the researcher investigated the students' perception in English online learning through zoom application, so the researcher will compare the result with this related finding and expand the study about the students' perception on online English learning.

The next research is discovered by Desy Try Rahayu Bagata[40], the researcher found that the students gave positive perceptions. The students told that online learning platform can save their time and efforts while doing and submitting the assignments electronically. The online learning platforms made the students

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[39] Nina Fauziyah, "Students ' Perception and Motivation in English Online Learning Through Zoom Apps Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga" (2021).

[40] Bagata, "EFL University Students ' Perception of the Use of Online Learning Platform in the Covid 19 Pandemic."

needed to learn some troubleshooting technology in using the online learning platforms.

Based on the result there is a similarity with this research where the researcher investigate the students' perception on online learning platforms.

The last research was discovered by Sartika Hijriati[41]. In this research, the researcher found that the students perception are positive. Based on the findings, all students stated that, in addition to university E-learning websites, there are a variety of online lecture media. WhatsApp Group, Zoom Meeting, Google Classroom, Google Meet, Schoology, Email, and YouTube are examples of online media. Powerpoints, pdfs, brief films, and reading materials are used as lecture materials.

The results suggest that E-learning is favored by 10 students (55.5%) in online lectures, Google Classroom, GoogleMeet, and WhatsApp are preferred by 7 students (38.8%), and Zoom Meeting is selected by 1 student (5.5%) in online lectures. During the epidemic, students believed that online lessons were sufficient to slow the spread of the Covid-19. However, when it comes to implementation, students prefer face-to-face lectures to online lectures 100 percent of the time.

From the previous findings reviewed have similarities with this study, where all the researchers investigated the students' perception about online learning in education. The researcher plans to show how the students' perception about online

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[41] Sartika Hijriati, "Students' of Mataram Perception on E-Learning during the Covid-19 Pandemic" 2 (n.d.): 271–88.

English learning through zoom application in the pandemic COVID-19. That can be used as an evaluation in this situation where the online learning is the only option to continue teaching and learning activities in COVID 19 pandemic.

CHAPTER III
RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research was conducted in State Institute For Islamic Studies Padangsidimpuan at the fourth semester of TBI-1, the researcher focused to invite 15 students. The research conducted from July 2021 until September 2021.

B. The Research Design

This research was qualitative approach, especially descriptive qualitative. This research interviewed the informants by interviewing to analyze the data. The researcher would analyze the students' perceptions on online English learning during covid-19.

In this study the researcher wanted to get information about students of state institute for Islamic studies Padangsidimpuan about their perception about online learning. The researcher would describe all the students' perception that comes from their experience on online learning, which is about the students' opinions and arguments about online English Platforms during the pandemic covid-19.

C. The Subject of the Research

The researcher planned to only 15 participants, they were the English department students of State Institute For Islamic Studies Padangsidimpuan

who had been learning online English by using Platforms. The researcher took 15 students by using random sampling, it was a half students from TBI-1. Google Classroom, Google Meet, and WhatsApp were the platforms that used in State Institute for Islamic Studies Padangsidimpuan. The researcher faced the participants by online in person.

D. Source of Data

In this research, the researcher took the data from structured interview and questionnaire. The sources of data guided were directed to all the informants:

1) Interview

The researcher interviewed the informants by online in person. The interview is structural interview where the question in the interview has been prepared before interviewing. The researcher asked 4 questions about online learning to know their perceptions about online English learning platforms. The questions included their perception about the platforms, their feeling after using the platforms, the applications of the platforms and their judgement about the platforms.

2) Questionnaire

In the questionnaire, the researcher made closed-ended question means the question has a choice that prepared by the researcher. The researcher asked 20 items questions about online English learning platforms to know how the students perceived the online English learning platforms. The researcher will use Likert scale started from 5 -1 which is: (5) strongly agree, (4) agree, (3) uncertain, (2)

disagree, (1) strongly disagree. The questionnaire were distributed on WhatsApp group that made by the researcher, but the informants sent the answer in person. The informants were free to choose the answer.

The researcher made the questionnaire in Indonesian language and was adopted from the theory indicator of perception stated by Bimo Walgito. The questionnaire has valid by the lecturers of the State Institute for Islamic Studies Padangsidimpuan

Table 1.

The Indicator of Students' Perception on Online English Learning Platforms

No	Indicator of Perception	Sub Indicator	Item	Number of Question
1	Absorption of external stimuli or object by the five sense individually or together	Absorption of the object before knowing the object	6	1, 2, 3, 4, 5, 6
2	Understanding the object that occur in the brain	Understanding the object, the use of the objects into various features	7	7, 8, 9, 10, 11, 12, 13
3	Individual assessment or evaluation of the object	Individual point of views about online English learning platforms	7	14, 15, 16, 17, 18, 19, 20

E. Technique of Collecting Data

The procedures of collecting the data as follows:

1. The researcher prepared the instruments before doing the research (interview and questionnaire sheet).

2. The researcher contacted the all informants and made a WhatsApp group for helping in collecting the data. Then the researcher asked permission to do the research with them until finish.

3. The interview was done by online using chatting. The researcher prepared the script of interview questions and questionnaire.

4. The researcher sent the list of interview and questionnaire into WhatsApp group.

5. Researcher asked the informants to send the informants' answers in personal number not to the group.

F. Technique of Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. The data analysis used after the data have been collected. Based on the collecting data, the data was a result of interview and questionnaire. In this research, the researcher analyzed the data and developing analysis from the information obtained through interview and questionnaire. The data from interview and questionnaire were analyzed descriptively in the sub-chapter as follow:

1. Analysis of Data from the Interview

The researcher analyze them by using three steps of analyzing the qualitative data suggested by Gay, there were reading or memoing, describing and classification[42]. The explanations as follow

a. Reading or Memoing

To get the initial sense of data, the researcher read the interview guided that has been done. After doing the interview with the informants, the researcher reads and write the students responses based on the interview questions.

b. Describing

The next step is describing the data after reading or memoing. The researcher described the students' responses and described the students' perceptions of fifteen informants on online English learning platforms during the pandemic covid-19

c. Classifying

Classifying the data means, the researcher classified the data based on the categorized. In this research, after reading or memoing the data, the researcher classified based on informants' responses positive or negative side.

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[42] Peter W. Airasian L. R. Gay, Geoffrey E. Mills, *Educational Research Competences for Analysis and Applications*, ed. Jeffery W. Johnston, Tenth edit (Boston: Pearson Education, 2012).

2. Analysis of Data from the Questionnaire

The researcher analyzed the data from questionnaire qualitatively. The data were analyzed to find the informants' perceptions, opinion, and judgement about online English learning platforms. The questionnaire was designed used Likert-Scale with five options, Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and SD (1).

The procedures of data analysis as follow:

a. After the data have collected and summed up, the researcher gave the score to all the answer. The score was start from 5-1. The researcher count by using the formula stated by Nizar[43]:

> T x Pn
> T=Total participant
> Pn=Choice of Likert scale

Concerning the formula above, the highest score expected is 100% (strongly agree) the score is from (20)x high points of category (5). Beside the lowest score is 20% (strongly disagree). The interval range will be:

> Interval Range = (100-20)/5=16

b. Interpreting the result of the questionnaire based on the calculation. In this research used excel to count the average of the

[43] Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis (Medan: Perdana Publishing, 2015).

data. The classification of the questionnaire were developed into 3 categorized intervals as following (Absorption of external stimuli, Understanding the object that occur in the brain, Individual assessment).

Index %= total score/Yx100

c. Organizing the table consist of the statements, the frequencies, and the percentage.

Table 2.Score Category by Sugiyono[44]

Score	Category
20%-35,99%	Strongly Disagree
36%-51,99%	Disagree
52%-67,99%	Neutral
68%-83,99%	Agree
84%-100%	Strongly Agree

d. The researcher summed up the data and made into percent, then explained by using chart, table and words.

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[44] Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

G. Techniques to Maintain the Data Trustworthiness

    1. Credibility

From the standpoint of a participant or subject in the study, credibility means the researcher is credible and trustworthy. Triangulation and member checks aid in the establishment of credibility and contribute to the trustworthiness of an organization. Long-term contact with and observation of research subjects are other important considerations. To answer the same questions, triangulation asks the same research questions of multiple study participants and collects data from different sources using diverse approaches. When a researcher invites participants to evaluate the data acquired by interviewers and the researchers' interpretations of that data, this is known as a member check.

    2. Transferability

The degree to which the findings of qualitative research may be generalized and used to various situations and contexts is referred to as transferability. Researchers cannot guarantee that results based on data interpretation are transferable, but they can demonstrate that they are plausible.

    3. Dependability

Dependability emphasizes the requirement for the researcher to account for the always changing context in which the research takes place. A data audit is sometime used to determine the veracity of data. If the data collection is both rich and thick, a data audit can be performed to see if the research situation pertains to the auditor's situation.

This is impossible without appropriate details and context knowledge. Regardless, keep in mind that the goal is not to extrapolate outside the sample.

4. Confirmability

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the research. Confirmability means the researcher should be able to examine the data to confirm the result interpretation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

As mentioned in earlier chapter, in order the students' perceptions on online English learning platforms during the pandemic covid-19 at the fourth semester of TBI-1 Padangsidimpuan. The researcher has gotten the students' perceptions result related to this research's title by applying the interview and questionnaire. The researcher described the result based on the indicator and positive or negative side.

A. Findings

1. **The Students' Perceptions on Online English Learning Platforms during the Pandemic Covid-19 at the fourth Semester of TBI-1 IAIN Padangsidimpuan**.

Based on the interview result with 15 students about online English learning platforms it found that the students said the online English learning platforms are effective for online learning, and these learning platforms are very easy to use and can save their time in doing the assignment, save the space and save their money to go to campus. The students said by using these platforms is only the way for teaching and learning in this pandemic because they still can do the presentation in different place. In negative side, the students said that these online English learning platforms make them feel unwell, less satisfied, bored, and tired because sometimes they have to stand

by on their mobile phone. Those are the students' perceptions above online English learning based on positive and negative side. (See appendix 3).

There were 4 questions in interview. The first was "What is your opinion about Google Classroom, Google Meet and WhatsApp? Here were the answers from the informants.

a. Google Classroom

Based on the informants' answer, the students' perceptions about Google Classroom were good and effective for online learning. Based on the answer above, there were 9 informants gave the same perception about it. They were MI, NCT, EFP, MFA, KH, FRN, DSD, RWS, and RJ. They said that Google Classroom was effective for online English learning. MI said that she was able to send her assignment based on the time that determined by the lecturer. So she would not be late in submitting her assignments. Then, NCT said she could save her time, space and her money to go to campus. She also could do another job while teaching and learning process and she did not need to spend much internet data.

Next, EFP said she could operate the Google Classroom easier. She was able to submit her assignments, she knew how to attach the file, photo, or document. Then MFA said he could see the material that given by the lecturer every time, everywhere because

on Google classroom all of the learning material are arranged well.

So he can read it when he wants.

The interview as follow

(a) Researcher : "What is your opinion about Google
Classroom?
RMP   : "I think Google Classroom is a good
platform to collect students, their task the
presence list neatly. So the lecturer would be
easier to review the students' daily activities.

Based on the interview above can be seen that the informants

conveyed the Google Classroom is effective on online English learning with

some reasons. The other reasons also came from RWS. She said Google

Classroom was very effective learning platform for sending assignments and

previewing the previous lessons. On Google Classroom everything was

arranged well event though sometime took a long time because the Google

notifications came lately and made me be late to fill the attendance list. But

for her Google Classroom is effective.

(a) Researcher : "What is your opinion about Google Classroom?"
MFA   : "I think Google Classroom is a platform in learning
online that provides the set of the material that we can
see every time, everywhere. So when the lecturer sent
the learning material we can see an read it tomorrow or
in the next time".

Also NCT said on Google Classroom we can see the score of her

assignments that she has done. So she will get the lecturer's feedback or

respons ato her assignments. So Google Classroom is effective platform.

Beside that, there was one informant said that Google Classroom is less effective and less communications. She was SA. The interview as follow:

(a) Researcher : " What is your opinion about Google Classroom?"
   SA   : "I think Google Classroom is less effective for the student because I cannot see the lecturer face to face or do the video conference."

SA said Google Classroom ws only effective for the lecturer in presenting or giving the learning material. So she did not get the specific explanation from the lecturer. So, according to the interview, there were 14 informants told that Google Classroom was effective for online learning.

b. Google Meet

According to the students' perceptions about Google Meet, all of the informants told that Google Meet is more effective than Google Classroom and WhatsApp. They were MI, SA, NCT, MANS, MFA, KH, FRN, DSD, RMP, RJ, RWS, JN, EFP, Hr, and RAS. They said they could see the lecturer and their friends while teaching and learning process. They also can do the presentation like in the classroom. So they can get the lecturer's explanations.

The interview as follow:

(a) Researcher : "What is your opinion about Google Meet?"

   RWS   : "For me Google meet is the best platform because I am an active person, so I prefer in direct study, event thought Google Meet has large and much internet data, it can be more active in

	discussions and provide and understanding there is not much the differences from face to face classes".
RAS	:"Yaa I prefer to this platform, because we wil be more active when the lecturer explain the learning material and we can ask more abut the explanations. We also can give our contributions by chat column".
RJ	: "I think Google meet is really very useful platform with the features that can show the participants' videos and also can share screen for the presentation at the same time".
RMP	: "In my opinion, Google Meet is a good platform to make online class more effective, the features almost perfect and easier to use".
SA	: "In my opinion, Google Meet is more effective than Google Classroom, because as we know on Google Meet we can set the video, the microphone, and we can give our question that related to the lesson directly. So it will helps us to get the point of the learning material".

Then, SA said she felt satisfied with Google Meet because it provides the features of video conference. So she can easily joined the meeting link and she can get the specific explanation from the lecturer. Next MFA said he can here the lecturer and his classmates voice, he also can set his microphone and see the media of presentations.

Next, DSD said Google Meet is an application that supports us to communicate with several people without meeting in person. She

taught that it was able to meet the lecturer and her classmate event though in the different place.

Based on the interview above, can be seen that the informants conveyed that Google Meet was more effective than Google Classroom with some reasons. The other reasons also came from the other informant KH conveyed that Google Meet was still had the same function with Google Classroom as the platform for online learning, but on Google Meet the lecturer was not only attached the file, but give the explanation.

c. WhatsApp Group

The informants have the different perception about WhatsApp. There were 11 informants said WhatsApp was helpful for online English learning. They were NCT, MI, KH, FRN, DSD, RWS, JN, EFP, RAS, and Hr.

The interview as follow:

(a) Researcher : "What is your opinion about WhatsApp?"

NCT : "I think it is a helpful platform in terms recording the students' attendance or the number of students on the group or writing things that are needed.

KH : "I think it is amazing, because previously I only know WhatsApp is only for chatting, but now we can use it as one of the platform in teaching and learning process".

EFP   : "In my opinion learning by using WhatsApp is also good because it is easy for us to get the information about the lesson from the group"

RAS   : "In my opinion it qiuite same as Google Classroom, but in WhatsApp we can the VN (voice note), video, and picture. So we still can get the explanation from the lecturer by recording. I think WhatsApp is better than Google Classroom.

RWS   : "It is not difficult to use. Our lecturer also use WhatsApp for taking attendance list and only for sharing the meeting link".

Based on the interview above, can be seen hat the informants conveyed WhatsApp is a helpful platform for online English learning during the pandemic covid-19. FRN also said tat she taught WhatsApp did not need a lot of internet data for accessing. So she did not need to spend much money for buying the internet data. Then, JN said he taught WhatsApp was easier to apply because it was familiar for us in our daily activities we always use it for communication. So we have known how to use the features well. RS also said WhatsApp is like a complementary application which it was not available the others learning platforms were difficult to access. So we can still learning when the Google Classroom and Google Meet were not available to use.

Beside that, there were four informants said that WhatsApp was less effective for English online learning. They were SA, MANS, MFA, and RMP. The interview as follow:

(a) Researcher : "What is your opinion about WhatsApp?"

SA   : "In my opinion, WhatsApp is less effective for teaching and learning process, because some time the

lecturers cannot replay the message or the question directly."

MANS : "I think WhatsApp is not effective for online learning because the lecturer only can give the material without explain it. It is just text or only can send picture or video."

MPA : "In my opinion it is not comfortable because the lecturer just teach the learning material through voice not so I cannot see their face. For me this is a bit busy platform."

RMP : "I think this platform is so complicated for online learning, because of the replay message from the all of students. It makes the room is full. When the lecturer asks the question or contribution and attendance list all of the students will struggle to fill the attendance list."

The question number 2 was related to the students' feeling after learning online by using three platforms, they would catch some experiences after using the platforms. The question was "What did you feel after learning English online by using the three platforms?". Based on the result of the interview, there were 10 informants said learning English through the three platforms made them feel unwell, less satisfied, feel bored, and tired. They were NCT, MANS, RMP, RJ, MFA, KH, Hr, RWS, SA, and RAS.

The interview as follow:

(a) Researcher : "What did you feel after learning after learning by using the three platforms?

NCT : "After learning by using the three platforms I do not know what the lecturer or my friends have explained. I cannot remember the learning material that explain by the lecturer at the day".

MANS : "I feel so tired and it is complicated to use because we must have internet data to access that".

RMP : "I feel unwell, because online learning makes me have to do many assignments and the time is limited to collect it".

RJ   : "I actually feel my laziness has multiplied. Sometime I do not take a bath when online learning is started. As we known when face to face learning we have to go to campus early and now the situation is different. So that is why I am lazy".

MFA   : "I feel bored, because this learning way is not my learning style, but what can I do? This is the pandemic era. Some time I feel tired because I have to provide my internet data to access the platforms".

Based on the answers of the informants can be seen that they have the same answer about their feelings. Then KH also said it was so strange, because this was the first time for her to follow the online learning. So she never did the learning online seriously and well. It was like a joke for her. Some time I feel difficult and confused to understand the learning material.

Next Hr she said she felt bored because she had to stay on her mobile phone. In a day there were two or three subjects so she had to online. Sometimes her eyes were sick because the radiation of the mobile phone. Next RWS said she felt online learning was unlike when face to face in classes. She could not accept what her friends told in the last presentation. When she asked a question, her friends would answer it recklessly. She only could say okay I accept it. It was hard for her to understand the material.

Then RAS said he is really un stay able because he did not really get the point of the material because some time when Google meeting the network was poor and bad, it made him hard to understand the lecturer or the presenter's explanations. Next SA said she felt less satisfied because she only

could follow and did the online learning but she could not get the specific explanations.

Beside that, there were five informants said that they felt easier and happy while learning online. They were DSD, EFP, MI, FRN, and JN. The interview as follow:

(a) Researcher : "What did you feel after learning online by using the three platforms?".

DSD : "I feel it helps me because the three platforms are easier and faster time flexibility, quite fast and simple in determining the schedule directly. It is only enough to be connected to the internet so that the teaching and learning activities can be carried out immediately".

EFP : "I feel so good, happy and satisfied because for me the three platforms have the advantages itself that can help me in teaching and learning process".

MI : "I feel good because in those media are very important for us we often use those media in the same time. I think we must have those platforms on online learning".

FRN : "I am so happy because I can learn easily at home without go to campus".

JN : "I feel learning by using the three platforms make the lecturer and the students are easier to learn in this pandemic. It is really helpful for us".

Based on the interview can be seen that most of the informants gave the negative perceptions about their feelings in learning English online.

2. **The way how the students perceive the online English learning platforms during the pandemic covid-19 at the fourth semester of TBI-1 IAIN Padangsidimpuan**.

The researcher saw how the students perceive the online English learning platforms from the questionnaire result. The researcher found that the students perceive the online English learning platforms are various, where the most scale that chosen by the students was Agree. The students absorb that online English learning platforms provide interaction between lecturer and students, then the students understanding that online English learning platforms can support their task into various features. It means that the students are Agree (M=73.44%) about the online English learning platforms. The percentage and the mean can be seen based on this table below.

Table.3 The Mean scores of the Students' Perceptions about Online English Learning Platforms.

No	Indicator	Statement	Platform	Percentage	Mean	Summary
1	Absorption of external stimuli or object by individually or together	I think these online English learning platforms are effective to increase my achievement in this semester	GC	64.00%	3.20	Neutral
			GM	77.33%	4.33	Strongly Agree
			WA	57.33%	3.27	Neutral

No	Indicator	Statement	Platform	Percentage	Mean	Summary
2		I think these online English learning platforms' appearance is interesting	GC	70.67%	4.20	Agree
			GM	82.67%	3.33	Neutral
			WA	52.00%	2.53	Disagree
3		I feel these I online English learning platforms needs unlimited internet	GC	65.33%	4.27	Strongly Agree
			GM	84.00%	3.80	Agree
			WA	62.67%	2.80	Neutral
4		I think these online English learning platforms is complicated	GC	61.33%	3.87	Agree
			GM	53.33%	3.40	Neutral
			WA	61.33%	3.47	Agree
5		I think these online English learning platforms provide interaction between my friends, my lecturer and I	GC	57.33%	3.07	Neutral
			GM	84.00%	3.40	Neutral
			WA	64.00%	2.93	Neutral
No	Indicator	Statement	Platform	Percenta	Mean	Summary

No	Indicator	Statement	Platform	Percentage	Mean	Summary
				ge		
6		I think these online English learning platforms is low budgeting because I do not need to go to campus and photo copy the media	GC	85.33%	3.40	Neutral
			GM	70.67%	2.93	Neutral
			WA	82.67%	3.80	Agree
7	Understanding the object that occur in the brain	I think I am able to attend the meeting that invited by link on these online English learning platforms	GC	84.00%	3.07	Neutral
			GM	89.33%	2.33	Disagree
			WA	84.00%	2.13	Disagree

No	Indicator	Statement	Platform	Percentage	Mean	Summary
8		I thin k I can use	GC	88.00%	2.47	Disagree

No	Indicator	Statement	Platform	Percentage	Mean	Summary
		these online English learning platforms properly	GM	90.67%	2.87	Neutral
			WA	92.00%	2.60	Disagree
9		I think I can support my task to the various features of these online English learning platforms	GC	88.00%	2.40	Disagree
			GM	69.33%	2.53	Disagree
			WA	78.67%	3.87	Agree
10		I think I can find the learning material and task in these online English learning platforms	GC	80.00%	3.00	Neutral
			GM	73.33%	3.00	Neutral
			WA	70.67%	3.07	Neutral

No	Indicator	Statement	Platform	Percentage	Mean	Summary
11		I feel I can make a new meeting by	GC	73.33%	2.80	Neutral
			GM	86.67%	3.73	Agree

No	Indicator	Statement	Platform	Percentage	Mean	Summary
		using these online English learning platforms				
			WA	74.67%	2.60	Disagree
12		I think I can see the lecturer's feedback, my score to the task that I have done through these online English learning platforms	GC	78.67%	3.33	Neutral
			GM	58.67%	2.87	Neutral
			WA	61.33%	3.87	Agree
13		In class participation, I am able to provide the media of learning for me and my friends in these online English learning platforms	GC	82.67%	3.60	Agree
			GM	86.67%	3.20	Neutral
			WA	80.00%	2.73	Neutral

No	Indicator	Statement	Platform	Percentage	Mean	Summary
14	Individual	I think I learn	GC	66.67%	3.47	Agree

No	Indicator	Statement	Platform		Percentage	Mean	Summary
	assessment	better using online English learning platforms	GM		70.67%	4.07	Agree
			WA		52.00%	3.60	Agree
15	I judge these online English learning platforms can damage my eyes health because the radiation of technology tools like mobile phone and laptop		GC		80.00%	4.07	Agree
			GM		85.33%	3.13	Neutral
			WA		85.33%	2.93	Neutral
16		I think these online English learning platforms give many challenges in using technology tools for both lecturer and students in learning	GC		69.33%	3.27	Neutral
			GM		73.33%	3.53	Agree
			WA		60.00%	3.73	Agree

No	Indicator	Statement	Platform	Percentage	Mean	Summary

No	Indicator	Statement	Platform	Percentage	Mean	Summary
17		I think these online English learning platforms is only the way in teaching and learning process during the pandemic covid-19	GC	84.00%	4.00	Agree
			GM	85.33%	2.73	Neutral
			WA	76.00%	2.80	Neutral
18		I feel learning English through these online platforms are easier than traditional learning	GC	58.67%	3.67	Agree
			GM	61.33%	4.40	Strongly Agree
			WA	60.00%	3.80	Agree

No	Indicator	Statement	Platform	Percentage	Mean	Summary

19		I feel these online English learning platforms are stressful because many kinds of the task such as video, power point, paper etc.	GC	66.67%	4.47	Strongly Agree
			GM	68.00%	3.47	Agree
			WA	61.33%	3.13	Neutral
20		I feel these online English learning platforms help me to access the previous learning material	GC	85.33%	3.67	Agree
			GM	72.00%	2.33	Disagree
			WA	78.67%	3.13	Neutral
		Mean		73.44%	3.921	Agree

To summarize, the students agree (M=73.44%) about the online English learning platforms during the pandemic covid-19. Students taught that these platforms are effective for making the teaching and learning process still process, and give them the challenges of using the technology tools.

3. **The dominant platform that agreed by the students is Google Meet.**

Where in platform Google Classroom the highest scale is Agree (32%), platform Google Meet the highest scale is Strongly Agree (34%)

and platform WhatsApp the highest scale is Agree (28%). Here the explanations about the percentage in every platforms.

a. Google Classroom

The researcher analyzed the percentage Mean of the total score in every scale based on the indicators. It showed that there were 4% students responded Strongly Disagree, 14% students responded Disagree, 19% students responded Neutral, 32% students responded Agree and 31% students responded Strongly Agree. Based on the result the highest score was Agree. So totally in platform Google Classroom the students Agree that Google Classroom was effective on online English learning during this pandemic. The percentage can be seen based on this table.

Table.3 Percentage of Google Classroom

Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Absorption	7%	21%	26%	22%	24%
Understanding	2%	8%	11%	36%	43%
Assessment	4%	14%	20%	37%	25%
Mean	4%	14%	19%	32%	31%

b. Google Meet

In platform Google Meet, the researcher analyzed the percentage mean from the total score in every scale was obtained 3%

students responded Strongly Disagree, 16% students responded Disagree, 14% students responded Neutral, 33% students responded Agree and 34% students responded Strongly Agree. Based on the result the Strongly Agree with this platform used on online English learning during the pandemic. The percentage can be seen in the table below.

Table 4. Percentage of Google Meet

Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Absorption	3%	19%	14%	24%	40%
Understanding	2%	13%	10%	37%	38%
Assessment	4%	14%	18%	37%	27%
Mean	3%	16%	14%	33%	34%

c. WhatsApp

In platform WhatsApp, the percentage mean of the total score in every scale showed that the highest score was Agree. In scale Strongly Disagree the students responded 6%, while in Disagree was obtained 19%. Then 23% students responded Neutral. The students responded Agree were 28% and for Strongly Agree 24% students responded Strongly Disagree. So it found that the students Agree WhatsApp was

also effective on online English learning during the pandemic covid-19. The percentage can be seen in this table below.

Table 5. Percentage of WhatsApp

Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Absorption	8%	26%	27%	22%	17%
Understanding	5%	12%	14%	29%	40%
Assessment	5%	19%	27%	32%	17%
Mean	6%	19%	23%	28%	24%

Absorption of the external stimuli. Another finding showed that online English learning platform provides audio and visual aspect, where the lecturer delivers material directly through the media. It because the students can see the material that given by the lecturer and see the assignment's deadline and see each other while in the presentation meeting. In general the students Strongly Agree that online English learning platforms provides interaction between the lecturer and the students.

Understanding the object occur in the brain. Online English learning platforms can support task to the various features of these platforms is one of the students understanding about the platforms. The students are able to use the platforms properly include how to attend the meeting and make a

new link meeting, see the lecturer's feedback and able to provide the media of learning.

Individual's assessment. The students have learnt by using online English learning platforms. The students agree that online English learning platforms are effective during the pandemic covid-19. The students taught that online English learning platforms gave many challenges for both lecturer and students in using technology tools, but sometimes the students feel that online English learning platforms can damage their eyes health because the radiation of the technology tools such as mobile phone and laptop. Sometimes the students are stressful because many kinds of the task that given by the lecturer such as video, power point, and paper.

B. Discussions

This research took 15 informants by doing the interview and questionnaire. The researcher analyzed the students' perceptions based on the indicator of perception. The perception consisted of the indicators that adopted from Bimo Walgito theory. The indicators consisted of absorption of external stimuli or object, understanding the object, and individual assessment.

Based on the research findings, the researcher found that the students' perceptions on online English learning platforms during the pandemic covid-19 are positive and negative. The students taught that online English learning

platforms were effective and helpful during this pandemic covid-19, they did not need to go to the campus for learning. The students still can do the presentation like in the classroom. The students

The students also taught that the application of the online English learning platforms were very easy to use, they were able to attach the file, video, and do the share screen while presenting the learning material, then learn easier and faster time flexibility. The students taught this is only the way for teaching and learning during the pandemic covid-19 although they were in distance.

But negative side the students felt so tired, bored, less satisfaction, and it was complicated because they have to stand by on their mobile phone. Learning by using the online English platforms made the students sometimes hard to understand the lecturer explanations because the internet connection was not stable and made the video meeting or the presentation took time to long. The students could not accept what their friends told in the last presentation.

Relating to the previous studies which relevant with this study, Sri Mulyani's study, the students gave the positive perception, online learning English is flexible and effective to apply in the pandemic covid-19 and this is only the way to keep teaching and learning in this pandemic. It is consider with the students perceptions on online English learning platforms during the pandemic covid-19 at IAIN Padangsidimpuan.

Another research is from Nina Fuziyah investigates that the students give positive and negative response. In positive responses the students argue the

lecturer can explain the material then in negative side the students said that the presentation is depended on the internet connection and the problem is when the connection is bad. Based on this result the students' perceptions are same, but in positive side the students' reasons are different.

Based on Desy Try Rahayu Bagata's research, she investigates that the result of the research questions about how EFL university students perceive the use of the online learning platform in the COVID 19 pandemic showed that the students have a positive perception toward the used of online learning platforms helped them in submitting the assignment, because online learning platform can save students times and efforts while doing and submitting the assignment electronically. Moreover, the online learning platform has some advantages for online learning during the pandemic which is the whole learning process full online. This research also consider with the students' perceptions at IAIN Padangsidimpuan.

Based on the research discovered by Sartika Hijriati, the results suggest that E-learning is favored by 10 students (55.5%) in online lectures, Google Classroom, GoogleMeet, and WhatsApp are preferred by 7 students (38.8%), and Zoom Meeting is selected by 1 student (5.5%) in online lectures. During the epidemic, students believed that online lessons were sufficient to slow the spread of the Covid-19. However, when it comes to implementation, students prefer face-to-face lectures to online lectures 100 percent of the time. This research is

not really consider with this research because the students do not prefer in the platforms.

C. Checking the Data Trustworthiness

In checking the data trustworthiness of the data, the researcher used the triangulation to compare the data from the students. Based on the result, the data were same from the interview and questionnaire that showed the students gave the positive responses. The information that come from the interview and questionnaire were same from the absorption, understanding and the individual assessment.

CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

Based on the result from the interview and questionnaire that done by the researcher about the students' perceptions on online English learning platforms at the fourth semester of TBI-1 IAIN Padangsidimpuan, the researcher get the conclusion as follow:

1. Based on the result of the interview it found that the students' perceptions on online English learning are positive and negative. The students have positive perceptions. They can use the online English learning platforms properly. The students can maximize the advantages from these platforms approach if there are no the disturbances such as the internet connection. Online English learning platforms made the students learn by using them in various for making them are not bored while teaching and learning only use one platform.

2. The students gave strongly agree perception (M=73.44%) about the online English learning platform are effective during the pandemic covid-19, because students can save their time, space and their money to go to campus, online English learning platforms are low budgeting and made them did not need to copy the learning material.

3. The dominant platform that agreed by the students is Google Meet (34%).

B. Suggestion

After getting the result of the research, the researcher would like to give some suggestions as follow:

1. For the lecturer, the researcher hopes the English lecturer could make the learning process more creatively, so the students do not feel bored of using the online English learning platforms. Hopes the lecturer make various media while explain the lesson to make sure the students understand about the explanations

2. For the students, it is very important to know how the use of the online learning platforms in various features, because the technology will be develop, and still maintain the motivations for learning in this pandemic covid-19.

3. The researcher hopes the future researcher will conduct a research that related to topic of this research and expand more deeply.

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APPENDIX 1

Interview to the students

1. What is your opinion about ;
    a. Google Classroom
    b. Google Meet
    c. WhatsApp Group
Answer

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2. What did you feel after learning by using the three of platforms?
    (Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
Answer

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3. What do you think about the application of the three platforms?
    (Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
    Answer

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4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
    (Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)
    Answer

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Questionnaire Sheet

The questionnaires about the way of the students' perceive the online English learning platforms during the pandemic covid-19

A. Informant Identity
   1. Name   :
   2. Nim   :
   3. Class/semester :
B. Instruction
   1. This questionnaire is only for academic or research
   2. Read and answer all of questions careful and honestly
   3. The answers are maintained secretly
   4. Tick (√) the choice that has been provided
      The criteria of the answer choice:
      a. SA :Strongly Agree
      b. A   :Agree
      c. U   :Uncertain
      d. DA :Disagree
      e. SD :Strongly Agree
   5. Thank you for your participation

No	Questionnaire Statements	Platforms	S A	A	U	D A	S D
1	I think these online English learning platforms are effective to increase my achievement in this semester (Menurut saya platform pembelajaran bahasa Inggris online ini efektif untuk meningkatkan prestasi belajar saya di semester ini)	a. GC					
		b. GM					
		c. WA					

2	I think these online English learning platforms' appearance is interesting (Menurut saya tampilan platform pembelajaran bahasa Inggris online ini menarik)	a. GC					
		b. GM					
		c. WA					
3	I feel these online English learning platforms needs unlimited internet (Saya merasa platform pembelajaran bahasa Inggris online ini membutuhkan internet yang tidak terbatas/internet yang banyak)	a. WA					
		b. GM					
		c. WA					
4	I think these online English learning platforms is complicated (Menurut saya platform pembelajaran bahasa Inggris online ini sulit)	a. GC					
		b. GM					
		c. WA					
5	I think these online English learning platforms provide interaction between my friends, my lecturer and I (Menurut saya platform pembelajaran bahasa Inggris online ini menyediakan interaksi antara saya dengan teman saya, dosen dan saya)	a. GC					
		b. GM					
		c. WA					

6	I think these online English learning platforms is low budgeting because I do not need to go to campus and photo copy the media (Menurut saya platform pembelajaran bahasa Inggris online ini hemat, karena saya tidak perlu pergi ke kampus dan memfoto copy media pembelajaran)	a. GC					
		b. GM					
		c. WA					
7	I think I am able to attend the meeting that invited by link on these online English learning platforms (Saya merasa saya mampu mengikuti pertemuan yang diundang melalui link dalam platform pembelajaran bahasa Inggris online ini)	a. GC					
		b. GM					
		c. WA					
8	I think I can use these online English learning platforms properly (Menurut saya, saya bisa menggunakan platform pembelajaran bahasa Inggris online ini dengan baik)	a. GC					
		b. GM					
		c. WA					
9	I think I can support my task to the various features of these online	a. GC					

	English learning platforms (Menurut saya, saya bisa mencantumkan tugas saya dengan berbagai fitur dari platform pembelajaran bahasa Inggris online ini)	b. GM					
		C. WA					
10	I think I can find the learning material and task in these online English learning platforms (Menurut saya, saya bisa menemukan materi pembeljaran dan tugas dalam platform pembelajaran bahasa Inggris online ini)	a. GC					
		b. GM					
		c. WA					
11	I feel I can make a new meeting by using these online English learning platforms (Saya merasa, saya bisa membuat pertemuan baru dengan menggunakan platform pembelajaran bahasa Inggris online ini)	a. GC					
		b. GM					
		c. WA					
12	I think I can see the lecturer's feedback, my score to the task that I have done through these online English learning platforms (Menurut saya, saya bisa melihat masukan	a. GC					
		b. GM					

	dosen, nilai saya terhadap tugas yang telah saya kerjakan melalui platform pembeljaran bahasa Inggris online ini)	c. WA					
13	In class participation, I am able to provide the media of learning for me and my friends in these online English learning platforms (Dalam partisipasi kelas, saya mampu menyediakan media pembelajaran untuk saya dan untuk teman saya dalam platform pembelajaran bahasa Inggris online ini)	a. GC					
		b. GM					
		c. WA					
14	I think I learn better using online English learning platforms (Menurut saya, saya belajar lebih baik dengan menggunakan platform pembelajaran bahasa Inggris online ini)	a. GC					
		b. GM					
		c. WA					
15	I judge these online English learning platforms can damage my eyes health because the radiation of technology tools like mobile phone and laptop	a. GC					
		b. GM					

	(Menurut saya platform pembelajaran bahasa Inggris online ini bisa menyakiti mata saya karena radiasi dari HP dan laptop)	c. WA					
16	I think these online English learning platforms give many challenges in using technology tools for both lecturer and students in learning (Menurut saya platform pembelajaran bahasa Inggris ini memberikan banyak tantangan dalam menggunakan teknologi untuk dosen dan mahasiswa dalam belajar)	a. GC					
		b. GM					
		c. WA					
17	I think these online English learning platforms is only the way in teaching and learning process during the pandemic covid-19 (Menurut saya platform pembelajaran bahasa Inggris online ini adalah satu-satunya cara untuk proses belajar megajar selama pandemi covid-19)	a. GC					
		b. GM					
		c. WA					
18	I feel learning English through these online platforms are easier than traditional learning (Saya merasa belajar bahasa Inggris melalui	a. GC					
		b. GM					

	platform pembelajaran bahasa Inggris online ini lebih mudah dari pada belajar tradisional)	c. WA					
19	I feel these online English learning platforms are stressful because many kinds of the task such as video, power point, paper etc. (Saya merasa platform pembelajaran bahasa Inggris online ini membuat stress karena banyak jenis tugas seperti power point, video, makalah, dll.)	a. GC					
		b. GM					
		c. WA					
20	I feel these online English learning platforms help me to access the previous learning material (Saya merasa platform pembelajaran bahasa Inggris online ini membantu saya untuk mengakses materi pembelajaran yang sebelumnya/ yang sudah lalu)	a. GC					
		b. GM					
		c. WA					

VALIDATION LETTER

I am the one who signed this letter

     Name   : Sokhira Linda Vinde Rambe, M.Pd

     Job   : English Lecturer in IAIN Padangsidimpuan

     Has provided interview and questionnaire guide sheet on students' perceptions on online English learning platforms during the pandemic covid-19 for completeness of the research entitled:

"The Students' Perceptions on Online English Learning Platforms during the Pandemic Covid-19 at the Fourth Semester of TBI-1 IAIN Padangsidimpuan"

Arranged by:

Name   : Hotni Rambe

NIM   : 17 203 00027

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education Department (TBI-1)

The input that I have given as follow:

1.
2.
3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview and questionnaire.

                                Padangsidimpuan, 07 September 2021

                                Validator

                                Sokhira Linda Vinde Rambe, M.Pd.
                                NIP. 19851010 201903 2 007

INSTRUMENT GUIDELINES VALIDATION INSTRUMEN

"Questionnaire Sheet The Students' Perception On Online English Learning Platforms During The Pandemic Covid-19 at the Fourth Semester of TBI-1 IAIN Padangsidimpuan"

Validator   : Sokhira Linda Vinde Rambe, M.Pd

Institution   : State Institute For Islamic Studies Padangsidimpuan (IAIN)

Position   : English Lecturer

A. COMPANION

The validation sheet is used to obtain Mr. /Mrs. Assessment of the interview and questionnaire of the students' perception on online English learning during the pandemic covid-19. I thank for your willingness to be validator and fill out this validation sheet

B. HINT

1. I request that Mr. / Mrs. Provide an assessment in terms of several aspects, general assessment and suggestions for revision of the interview and questionnaire that I complied.
2. For the assessment in terms of several aspects, Mrs. is requested to put a check (√) in the value column that corresponds to your assessment.
3. For revisions, Mrs. can write them directly on the manuscript that needs to be revised, or write them in the suggestions column that we provide.

C. ASSESSMENT SCALE

1   = Invalid   4= Valid

2   = Less Valid   5= Very Valid

3   = Quite Valid

D. ASSESSMENTS REVIEWED FROM SEVERAL ASPECTS

Aspect	Indicator	Validation				
		1	2	3	4	5
Clarity	1. Clarity of questionnaire title					
	2. Clarity of the questions					
	3. Clarity of the instructions					
Content Accuracy	4. Accuracy of the statements with the expected answers.					
Relevance	5. The statements related to the research objectives					
	6. The statements according to the desired aspects					
Content validity	7. The statements reveal true information					
No bias	8. The statements containing one complete idea					
Language accuracy	9. The language used is easy to understand					
	10. The language used is effective					
	11. The writing according to improved spelling (EYD)					

$$Evaluation = \frac{obtained\ score}{maximum\ score} x100\%$$

Information:

A = 80-100

B = 70-79

C = 60-69

D = 50-59

Information:

A = Can be used without revision

B = Small revision can be used

C = Can be used with major revision

D = Unable to use

Note :

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Padangsidimpuan, 07 September 2021

Validator

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

APPENDIX 3

The script of interview with some students
Name : RJ
Nim   : 1920300109
Class : TBI-1

1. What is your opinion about ;
   a. Google Classroom
   This application is very helpful for students and lecturers in the online learning process. And its use is quite simple.
   b. Google Meet
   This app is really very useful. With advanced features that can show participant videos and can also share screens for presentations at the same time.
   c. WhatsApp Group
   This application is like a complementary application which when it is not available then other learning applications are difficult to access. Because this is usually used to share links to other applications.

2. What did you feel after learning by using the three of platforms?
(Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
   I actually feel my laziness has multiplied. But I also benefit because this platform doesn't incur a lot of bills. Compared to if we are presenting offline, we at least copy the paper but with this platform, it is not really necessary.

3. What do you think about the application of the three platforms?
(Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
   I think that it is not difficult to run the three platforms. However, there are still many early students who do not understand how it works. So it's better to do training by the campus

4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
(Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)

Of course not. There are many other platforms at play. Examples such as zoom, e learning, edpuzzle, telegram, even Facebook.

Name : RMP
Nim   :1920300091
Class :TBI-1

1. What is your opinion about ;
   a. Google Classroom
   b. Google Meet
   c. WhatsApp Group
2. What did you feel after learning by using the three of platforms?
   (Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
3. What do you think about the application of the three platforms?
   (Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
   (Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)

Jawaban:

1. A. Google classroom based on my opinion is a good platfrom to collect student, their task also the presence list neatly, so the teacher easier to review the student's daily activity.
B. Google meet based on my opinion is a good place to make online class, the fitur almost perfect and easier to use.
C.whatsapp group in my opinion not realy bad in learning place, we can share voice note to control the subject and do discussing, but I think this platform so complicated because of the reply students make the room full.
2. I feel unwell
3. I think the working of the three platforms was so bad, bacuuse some lecturer only send the task without describing them.
4. Yes, because this ppkm make every single education platfrom doing that to control corona virus.

Name : MANS
Nim   : 1920300093
Class : TBI-1

1. What is your opinion about ;
   d. Google Classroom
   e. Google Meet
   f. WhatsApp Group
2. What did you feel after learning by using the three of platforms?
   (Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
3. What do you think about the application of the three platforms?
   (Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
   (Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?

Answers

1. A. My opinion about classroom is a platform for students or teacher for discussion of subject in the class by online.
   B. Google meet is a platform for people such as students,teachers,bussiness man ect for meet with video by online
   C. Whatsapp group is a group in whatsapp for dicsussion by online and it's just text or it can sends pictures,video or document.
2. So tired and it's complicated to use because we must have a balance or internet data.
3. So far so good because I almost use them everyday and it's not really difficult again.
4. Ofcourse, by using them the only one to learn in this pandemic. Everybody must follow the rules of government so there is no more case with covid-19.

Name : MI
Nim   : 1920300084
Class : Tbi -1

1. What is your opinion about ;
   a. Google Classroom
      I think google classroom is a one of media for online learning that can help us, we can mention it GC. in gc also we can send our task.
      But we can do interaction like at GM.
   b. Google Meet
      I think Google meet is a media that can help us to presentation. But at Gm we there is not form to send our task.

   c. WhatsApp Group
       I think whatsApp group is a media that can also do discussion frot this form, but usually we use whatsapp only for chat or text.
2. What did you feel after learning by using the three of platforms?
   (Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
    I feel those media very important for us, because we often use those media in the same time. I think we must have those for online learning.

3. What do you think about the application of the three platforms?
   (Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
   I think from gc, gm and wag have difference basic. Usually we use gc for forum our task, or our materi. Gm we use for presentation , gc we use for discussion. I thik that are the difference between of them.
4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
   (Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)
   I think yes.. But we can do blendid learning. maybe sometimes we do offline learning but we must stay healthy and don't forget we wear mask .

Name : NCT
Nim   : 1920300027
Class : Tbi1

1. What is your opinion about ;
a. Google Classroom
b. Google Meet
c. WhatsApp Group
2. What did you feel after learning by using the three of platforms?
(Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
3. What do you think about the application of the three platforms?
(Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
(Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)

Answer :

1. A. I think learning using Google classroom is very helpful in terms of collecting assignments because there are features that help upload photos or answer sheets that are done then there are scores available after checking them

B. I think Google Meet is very helpful in online learning instead of face-to-face on campus it's like face-to-face online we can talk directly and see our friends or lecturers and discuss material

 C. Then I think WhatsApp Group is also very helpful in terms of recording student attendance or the number of students in the group or writing things that are needed But it's not effective for discussions due to the sinking of chat in the group This is one of the obstacles faced and for task collection it is also very ineffective.

2. After using these 3 features, I feel that there are advantages and disadvantages. One of the advantages is that I can save my time, space and money to come to campus. Then one of the disadvantages or one of the obstacles is the network problem, sometimes what is conveyed by the lecturer or friends who are presenting the A has congestion on their network or my

network so I don't understand what they are saying or discussing. But I think it's more negative because I don't know and don't remember anything explained by the lecturer that day.

3. These three applications are very useful and very helpful because during this pandemic we are required to stay at home and are not allowed to travel so this application is very useful for us at this time because it makes it very easy for us to learn without having to leave the house.

4. Yes, with this feature it is easy for us to learn from home but there are several other applications such as Zoom or applications that we do not know that are not popular at this time.

Name : Saddia Ansari

Nim   : 1920300035

Class : TBI-1

1. What is your opinion about ;
a. Google Classroom
b. Google Meet
c. WhatsApp Group
2. What did you feel after learning by using the three of platforms?
(Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)
3. What do you think about the application of the three platforms?
(Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)
4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?
(Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)

Answer

1. A. In my opinion Google Classroom less effective for students to study because in Google Classroom we cannot do the video conference, but it is effective for our lecturer to share their material.

   B.in my opinion Google Meet is more effective than Google Classroom because in Google Meet we can do the video conference so we can see our lecturer and ask question directly.

   C. And WhatsApp group is less effective, because sometimes the lecturer do not replay directly the message or the question that we ask for the lecturer

2. After learning by using the three platforms I feel less satisfied because I do not get the explanation.

3. I think the application of the online English platforms is very easy to use.

4. No it is not, there are many application that we can found in playstore.

Name : RWS

Nim : 1920300019

Class : TBI-1

1. What is your opinion about ;
   a. Google Classroom
   b. Google Meet
   c. WhatsApp Group
2. What did you feel after learning by using the three of platforms?

(Apa yang kamu rasakan stelah belajar dengan menggunakan ketiga platform tersebut?)

3. What do you think about the application of the three platforms?

(Bagaimana pendapat kamu tentang penguunaan ketiga platform tersebut?)

4. Is learning by using the three platforms is only the way for teaching and learning in this pandemic?

(Apakah pembelajarn dengan menggunakan ketiga platform ini adalah satu-satunya cara untuk proses belajar mengajar di masa pandemic ini?)

Answer

1. I think Google Classroom is very effective platform for sending the assignment and reviewing the previous material.
   For me Google meet is the best platform because I am an active person, so I prefer in direct study, even though Google Meet has large and much internet data, it can be more active in discussions and provide and understanding there is not much the differences from face to face classes.
   WhatsApp group is not difficult to use. Our lecturer also use WhatsApp for taking the attendance list and only for sharing the meeting link.
2. After using the three platforms I think all were good, but knowledge and our understanding it is basically from ourself. It means these platforms are very effective face in this pandemic.
3. As my opinion below, the application is not too difficult. Especially fro WhatsApps, it is a common application that we use every day. By using these platforms will increase our ability to hand technology.so there I not problem for me. Everything is great.
4. Even though the three platforms are effective, but there is a lot of another platform that also can sue in this pandemic such as zoom, Edpuzzle, etc.
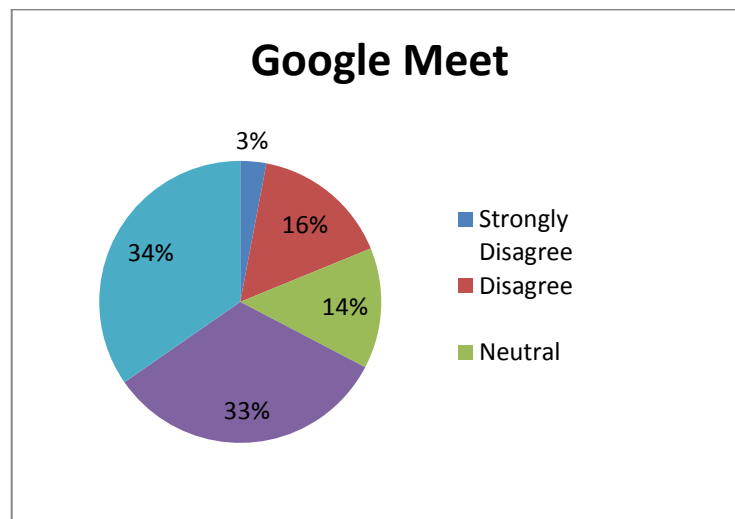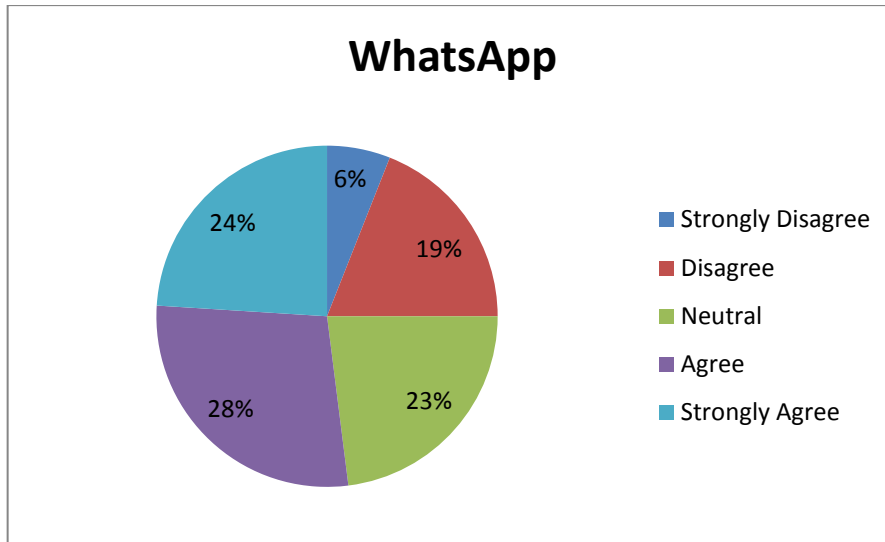
APPENDIX 4

a. Google Classroom
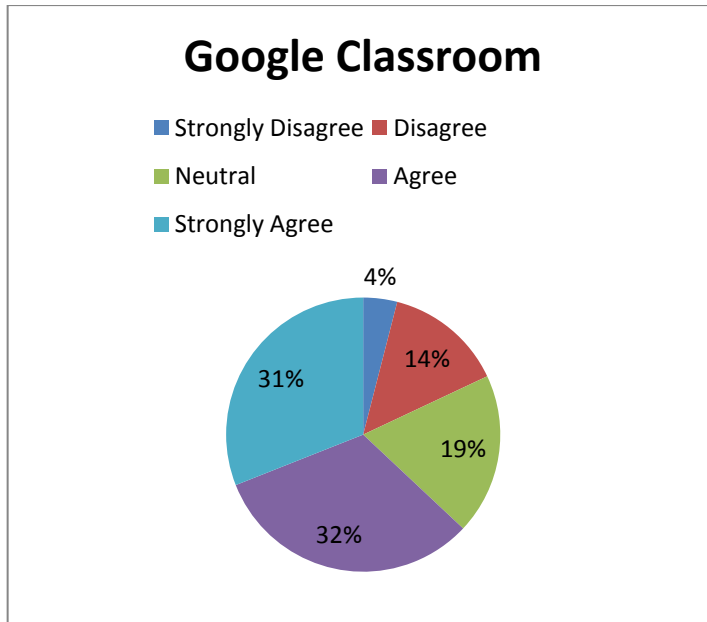
b. Google Meet

c. WhatsApp

APPENDIX 5

The informants' name and initial

No	Name	Reg. Number	Initial
1.	Rabiatul Jamilah	1920300109	RJ
2.	Royhan Malik Pulungan	1920300091	RMP
3.	Mahmul Anshary Nabasa Siregar	1920300093	MANS
4.	Martina Ingis	1920300084	MI
5.	Nessy Cahyani Tumanggor	1920300027	NCT
6.	Saddia Ansari	1920300035	SA
7.	Riska Wulandari Saragih	1920300019	RWS
8.	Desy Syahputri Daulay	1920300022	DSD
9.	Era Fajira Pohan	1920300031	EFP
10.	Fitri Ramadani Nasution	1920300018	FRN
11	Hotrina	1920300057	Hr
12.	Jepri Naldi	1920300076	JN
13.	Kaifah Habeahan	1920300029	KH
14.	Muhammad Fariz Alfarizi	1920300067	MFA
15.	Ragil Ananda Sugi	1920300034	RAS

APPENDIX 6

Jepri Naldi

ma'af kk 21.08

agak lelet jaringannya kk 21.09

sedang mengirim itu kk hasilnya kk 21.09

The questionnaires about the students' perceptions on online English learning
platform during the pandemic covid-19

A. Informant Identity
1. Name   Jepri Naldi
2. Nim   1920300076

PDF questionnaire.pdf

11 halaman • 191 kB • PDF 21.10

Iyaa dek makasih yaaa 21.21 ✓✓

Kakak tunggu jawaban vn nya yaa dek 21.21 ✓✓

iya kk 21.22

16 September 2021

Diteruskan

Kirim pesan

← 👤 **Martina Ingis** 🎥 📞 ⋮

11 September 2021

🔒 Pesan dan panggilan terenkripsi secara end-to-end. Tidak seorang pun di luar chat ini, termasuk WhatsApp, yang dapat membaca atau mendengarkannya. Ketuk untuk info selengkapnya.

📄 interview martina ingis ans...

1 halaman • 9,2 kB • DOCX   20.53

📄 martina ingis answering.docx

7 halaman • 17 kB • DOCX   20.53

Assalamualaikum kk
Ini jawaban martina ingis.
Maaf ya kk terlambat 🙏
                              20.54

Wa'alaikumsalam dek 20.55 ✓✓

Oke martina rekam dulu 20.56

▶ ●━━━━━━━━━ 🎧
                    4.11
AUD-20210911-WA0009... 21.06

😊 Kirim pesan   📎 📷 🎤

← Ragil Ananda Sugi 📹 📞 ⋮

VN aja kak? 22.10

Iyaa dek 22.11 ✓✓

Tapi yg questionnaire tinggal ceklis ajanya itu dek 22.11 ✓✓

Okay kak 22.14

Kakak tunggu yaa dek 🙏 22.15 ✓✓

> **Anda**
> Kakak tunggu yaa dek 🙏

Iya kak 22.26

📄 Ragil's Questionnaire.docx

7 halaman · 17 kB · DOCX 22.26

▶ ● ━━━━━━━━━━━
2.03 22.43 🎤

> **Ragil Ananda Sugi**
> 🎤 Pesan suara (2.03)

😊 │Kirim pesan 📎 📷 🎤

← Era Fajira Pohan
online

18 September 2021

Iyaa dek   11.16 ✓✓

▶ ●———————— 🎧 1.06 ↱
AUD-20210918-WA0025...   11.22

▶ ●———————— 🎧 0.26 ↱
AUD-20210918-WA0026...   11.22

▶ ●———————— 🎧 0.54 ↱
AUD-20210918-WA0027...   11.22

▶ ●———————— 🎧 0.29 ↱
AUD-20210918-WA0028...   11.25

▶ ●———————— 🎧 1.03 ↱
AUD-20210918-WA0029...   11.27

Udahh kak   11.27

Makassih banyak yaa dek😊   11.29 ✓✓

Okeyyy kak e..
Sama" kak

😊 Kirim pesan   📎   📷   🎤

questionnaire.docx

45 kB · DOCX   12.23 ✓

interview.docx

20 kB · DOCX   12.23 ✓

Assalamualaikum adik adik semua nya, semoga kita semua selalu dalam lindungan Allah dan senantiasa dalam keadaan sehat wal'afıat😇.
Disini kakak sudah mengirimkan dua file yaitu kuesioner dan pertanyaan interview, jadi adapun instruksi untuk interviewny dek kakk minta kalian mengirim kan VN ajaa yaa dek sama kakak🙏

Dan untuk kuesionernya tinggal menceklis aja nya dek di kolom yang sudah kakak sediakan, dengan pilihan
SA= sangat setuju
A=seutuju
U=tidak tau
D=tidak setuju

Kirim pesan

22 September 2020

Nomor   : 95 /In.14/E.6a/PP.00.9/09/2020
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Fitri Rayani Siregar, M.Hum.**   **(Pembimbing I)**
2. **Sri Minda, M.Hum.**   **(Pembimbing II)**
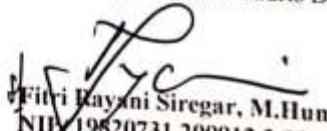
di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Hotni Rambe
NIM   : 1720300027
Fak/Prodi   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Students' Perceptions on Online English Learning Platforms during the Pandemic Covid-19 at the Fourth Semester of TBI-1 IAIN Padangsidimpuan.**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
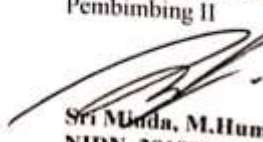
Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing II

Sri Minda, M.Hum.
NIDN. 2018018801

Nomor : B - 1276 /In.14/E.1/TL.00/09/2021   02 September 2021
Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Hotni Rambe
NIM   : 1720300027
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "The Students' Perceptions on Online
English Learning Platforms During the Pandemic Covid-19 at the Fourth Semester of
TBI-1 IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Wakil Dekan Bidang Akademik

Fauzar Rangkuti, S.Si., M.Pd.
NIP. 19760413 200604 1 002

Nomor   : 130/In.14/E.6a/PP.00.9/10/2021   25 Oktober 2021
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama   : Hotni Rambe
NIM   : 17 203 00027
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari bulan September 2021 s/d Oktober 2021 dengan judul "The Students' Perceptions on Online English Learning Platforms during the Pandemic Covid-19 at the Fourth Semester of TBI-1 IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004