STUDENTS' PERCEPTION OF USING E-LEARNING IN LEARNING ENGLISH AT MAN 1 KOTAMOBAGU

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching English

Dinda Putri Utina
NIM : 17.2.6.027

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

MANADO STATE INSTITUTE OF ISLAMIC STUDIES

1443 H / 2021 M

THESIS RATIFICATION

This thesis titled "Students Perception of Using E-Learning in Learning English at MAN 1 Kotamobagu" complied by Dinda Putri Utina with student registration number 17.2.6.027 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on October 26th 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

BOARD OF EXAMINERS

The Chairperson	: Ahmad Mustamir Waris, M.Pd	(................)
The Secretary	: Fadhlan Saini, M.Pd	(................)
Munaqisy I	: Nur Halimah, M.Hum	(................)
Munaqisy II	: Dr. Andi Mukarramah Nagauleng, M.Pd	(................)
Advisor I	: Ahmad Mustamir Waris, M.Pd	(................)
Advisor II	: Fadhlan Saini, M.Pd	(................)

Approved by:

The Dean of Tarbiyah and Teacher Training Faculty IAIN Manado

Dr. Arhanto., M.Pd
NIP. 197603182006041003

ABSTRACT

Dinda Putri Utina. (2021). *Students' Perceptions of Using E-Learning in Learning English at MAN 1 Kotamobagu,* English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies

The objective of this research are (1) to find out students' perception of using E-Learning in learning English during covid-19 pandemic at MAN 1 Kotamobagu (2) to reveal the advantages and disadvantages of using E-Learning in learning English during the Covid19 pandemic. This research employed descriptive qualitative as its research approach. This research was going through observation, questionnaire, and interview to collect the data. There were 10 questions for the questionnaire and 10 questions for the interview. The subjects of this research were 50 students of class X Religion 1 and X Religion 2 at MAN 1 Kotamobagu. The data were analyzed by using data reduction, data display and conclusion. The results show that the students' perception of using E-Learning in learning English has positive perception which is shown by 70 % of students who said agree to use E-learning in learning English. Meanwhile, the negative perception is 30 % of students by stating disagree to use E-learning in learning English during covid – 19 pandemic. In the meantime, the advantages express that E-learning can be accessed everywhere and everytime by easily downloading the material. It is considered practical in having E-learning during covid-19 pandemic and workable as well as comfortable for students. On the other hand, the disadvantages are said that E-learning often have an error when the students used it, an unstable network that makes E-learning difficult to access, and there are no teachers who supervise the learning in E-learning during covid-19 pandemic.

Key Words : E-learning, students' perception, learning English.

ABSTRAK

Dinda Putri Utina, (2021), *Persepsi Siswa Tentang Penggunaan E-Learning Dalam Pembelajaran Bahasa Inggris di MAN 1 Kotamobagu*. **Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado**

Tujuan dari penelitian ini adalah (1) untuk mengetahui persepsi siswa terhadap penggunaan E-Learning dalam pembelajaran bahasa Inggris pada masa pandemi Covid19 di MAN 1 Kotamobagu (2) untuk mengetahui kelebihan dan kekurangan penggunaan E-Learning dalam pembelajaran bahasa Inggris selama Pandemi Covid19. Penelitian ini menggunakan deskriptif kualitatif sebagai pendekatan penelitian. Penelitian ini dilakukan melalui observasi, kuesioner, dan wawancara untuk pengumpulan data. Ada 10 pertanyaan untuk kuesioner dan 10 pertanyaan untuk wawancara, subjek penelitian ini adalah 50 siswa kelas X Agama 1 dan X Agama 2 di MAN 1 Kotamobagu. Teknik analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa persepsi siswa tentang penggunaan E-Learning dalam pembelajaran bahasa Inggris memiliki persepsi positif yang ditunjukkan oleh 70% siswa yang menyatakan setuju menggunakan E-Learning dalam pembelajaran bahasa Inggris. Sedangkan persepsi negatif 30% siswa dengan menyatakan tidak setuju dengan penggunaan E-Learning dalam pembelajaran bahasa Inggris di masa pandemi Covid19. Sedangkan kelebihannya adalah E-Learning dapat diakses dimana saja dan kapan saja dengan mengunduh materi dengan mudah. penggunaan E-Learning lebih praktis selama Pandemi Covid19 dan bisa diterapkan serta nyaman bagi siswa. Sedangkan kekurangannya adalah E-Learning sering error saat digunakan siswa, jaringan yang tidak stabil yang membuat E-Learning sulit diakses dan tidak ada guru yang mengawasi pembelajaran di E-Learning selama Pandemi Covid19.

Kata Kunci : E-Learning, Persepsi Siswa, Pembelajaran Bahasa Inggris.

ACKNOWLEDGEMENT

First and foremost, praise to Allah SWT, who has given the grace and guidance in doing this Thesis so that the final Thesis can be finished. Shalawat and sallam are also given to the great prophet Muhammad SAW who has guided human kind from the age of illiteracy to the way that is societal and morally ordered.

The researcher would like to express my sincere gratitude to my beloved parents, Adjis Utina and Resia Paputungan for supporting me spiritually and materially. Every prayer that my mother pray helps to completed the Thesis that the researcher have done. My father's motivation and helped the researcher focus more on the Thesis when the researcher was desperate.

The researcher would like to thank Ahmad Mustamir Waris M.Pd as my first advisor and Fadhlan Saini M.Pd as my second advisor and also the secretary of English Education Study Program, who has taken a lot of time to guide me and provide guidance in doing the Thesis.

The researcher also thank the examiner who took the time to test and provide suggestions for my Thesis.

The researcher would like to express her sincere thanks to:

1. Delmus Puneri Salim S.Ag, M.A, M.Res, as the Rector of Manado State Institute of Islamic Studies.
2. Dr. Ahmad Rajafi, M.Hi., as the first Deputy Rector of Manado State Institute of Islamic Studies.
3. Dr. Radliyah Hasan Jan, S.E., M.Si., as the Second Deputy Rector of Manado State Institute of Islamic Studies.
4. Dr. Musdalifah Dachrud, M.Si., M.Psi as the Third Deputy Rector of Manado State Institute of Islamic Studies.

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Dinda Putri Utina

NIM : 17.2.6.027

Tempat/Tgl.Lahir : Manado/ 22 Oktober 1999

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Jl. Pipit, Kel. Perkamil, Kec. Paal Dua, Kota Manado

Judul : Students' Perception of Using E-Learning in Learning English at MAN 1 Kotamobagu

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, Oktober 2021

Penulis

Dinda Putri Utina

NIM. 17.2.6.027

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

APPENDIX

CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, the learning process is now directed to be carried out remotely due to the Covid19 pandemic situation. The government recommends all learning activities to be directed at learning from home to minimize the spread of the Covid19 pandemic. It means that all learning and teaching activities are carried out online without any face to face meetings between teachers and students.

Perception is a process that involves the process of receiving a stimulus by an individual through a sensory process. Students perception are needed by teachers and students to help learning strategies. Perception is important in the learning process. Walgito stated that student perception is the process of receiving stimulus by individuals through the senses or also called the sensory process.[1] Perception is also the feeling of students who are aware or not aware of something. According to Godwin students perception the process of interpreting information from someone.[2] Because that students' perception are used to be able to find out information about the used E-Learning in learning English during Covid19 Pandemic.

Perception is a process of recognizing objects that occur through to help of the human senses. These sense organs are either through the nose, tongue, eyes, ears, and skin. The information obtained through the senses is processed through the nerves until it reaches the brain. The formation of this perception begins with observation through the process of seeing, hearing, touching, feeling, and receiving something which then someone selects the

---

[1] Bimo Walgito, *Pengantar Psikologi Umum.* Yogyakarta: ANDI, 2010..
[2] Godwin Unumeri, Ogheneochuko, *Perception And Conflict*, 2009.

information he receives into a meaningful.[3] As the word of Allah SWT in Surah An-Nahl verse 78:

وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْـًٔا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ۞

"And Allah brought you forth from the wombs of your mothers knowing nothing, and He gave you hearing, sight, and hearts that you may be grateful".[4]

The interpretation of this verse explain that the sense of hearing precedes the sense of sight. As for the ability of the mind and the eyes of the heart to function distinguish good and bad, then the mind and eyes of the heart function far after the sense of hearing and sight. Thus the order can be said that the order of the mention of the senses in the above verse reflects the stage of development of the function of the senses. Something that is heard will be the same, whether by one or many people and from whichever direction it comes sound.[5]

The above verse also describes that human who was born into the world, in the beginning did not have any knowledge, then God gave hearing and sight and other senses so that human can think and be able to interpret something against which heard and seen

E-Learning is a web that used the internet and technology to be accessed in online learning. As Somaiya Naidu state, E-Learning is the use of network information and communication technologies in teaching and learning.[6] It means E-Learning is a technology in learning that is designed for students and teachers to carry out distance learning activities. E-Learning is

---

[3] Faisal Hendra,"*Persepsi Mahasiswa Terhadap Pembelajaran Kemahiran Bahasa Universitas Al-Azhar Indonesia*", Jurnal Al-Azhar Indonesia Seri Humoniora, Vol.2, No.1, (2013), h.71.

[4] QS. An-Nahl ayat 78.

[5] M. Quraish Shihab, *"Tafsir Al-Mishbah Pesan, Kesan, dan Keserasian Al-Qur'an"*, Tanggerang: Lentera Hati, 2007, h.301-304.

[6] Somaiya Naidu, *E-Learning: A Guidebook of Principles, Procedures and Practices. 2nd Revised Edition* (New Delhi, India: Commonwealth Educational Media Center for Asia (CEMCA), 2006)

used by students and teachers in the learning process During Covid19 Pandemic, all learning English activities between teachers and students are carried out through E-Learning.

Students can learn a foreign language by referring to the conditions which is the language could be communicated to society. Then, Learning a foreign language students must refer to the conditions in which the language is spoken to the surrounding society to be able to learn and acquire the foreign language itself. Fasold and Liton stated, learning a foreign language is a condition for communicating with the surrounding community so that the community acquires the foreign language itself which is called a foreign language.[7] English is an international language that is widely used throughout the world, because it is a tool for communicating with people around the world. In Indonesia, English is a foreign language that must be mastered in order to support communication and other aspects, especially learning in education. Schunk said that learning is a process of change between a person's behavior that is able to last long enough resulting from practice or experience.[8] It means learning can acquire knowledge, skills, strategies, beliefs, attitudes obtained by various learning processes

The researcher are interested in exploring students' perceptions and the advantages and disadvantages of students of using E-Learning in learning English by knowing students' perceptions, then the researcher can understand students better, but in this research the researcher also explore the advantages and disadvantages of using E-Learning. Then the researcher conducted a research with title Students' Peception of Using E-Learning in Learning English at MAN 1 Kotamobagu.

---

[7] Fasold, R. W., & Connor-Linton, J.*." An Introduction to Language and Linguistics"*. New York: Cambridge University Press. 2006.

[8] Schunk, D. H.*" Learning Theories: An Educational Perspective Sixth Edition"*. Boston, MA: Pearson Education. 2012.

B. Research Questions

1. What are the students' perception of using E-Learning in learning English during Covid19 pandemic?
2. How are the advantages and disadvantages of using E-Learning in learning English during Covid19 pandemic?

C. Objective of the Research

1. To find out students' perceptions of learning English during the covid19 pandemic at MAN 1 Kotamobagu.
2. To find out the advantages and disadvantages of using E-Learning in learning English during the covid19 pandemic.

D. Significance of the Research

The result of the research are expected to using theoretically and practically:

1. Theoretically

    The result of this research is expected to contribute to further research, especially for those who learn or teach using E-Learning. The researcher hope to provide additional information, contribution of ideas, and materials in research studies on learning method through E-Learning.

2. Practically

    This research hopes that this research can be useful for:

    a. Students

        In the situation of the Covid19 pandemic, students can used E-Learning as a learning media, so that students do not miss the material in the classroom.

b. Teachers

This research will expect to provide inspiration for teachers in teaching English through E-Learning. Then from students 'perception, the teacher can measure the extent to which students' understanding of the material that the teacher will convey through E-Learning is there or not.

E. Scope and Limition of the Research

This research focused on student perceptions and the advantages and disadvantages of students of using E-Learning in learning English during Covid19 pandemic. The subjects in this research were students of class X MAN 1 Kotamobagu, especially those in class X Religion 1 and X Religion 2.

F. Definition of Key Terms

1. Perception

Process that begins with the sensing process, namely the process of receiving a stimulus by an individual through a sensory device or also called a sensory process called perception. But the process does not stop, but the stimulus is continued and the next process is the perceptual process.[9]

2. E-Learning

E-Learning is the use of Electronics to create a learning experience that occurs entirely within a web browser without the need for other software or other learning resources.[10]

---

[9] Bimo Walgito, *Pengantar Psikologi Umum.* Yogyakarta: ANDI*,* 2010..
[10] William Horton, *E-Learning Design* (San Fransisco: Pfeiffer, 2012)

3. Learning English

Learning English is one of the lessons that requires improvement in the learning process because English is the second language after the mother tongue, so the process of learning English must be very concerned.[11]

---

[11] Waladdin Panggabean, '*The Method of English Language Learning at Cambridge English Course Balikpapan*', Jurnal Studi Guru Dan Pembelajaran, Vol. 1.No. 1 (2018), 27

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Concept of Perception

Perception as a process of intervention between stimulus and response. directly perception can be known as an induced concept. The operating system is show in a relationship, and also interdependent. There are three system, namely the stimulus system, perception system, and response system. The three systems operate as show in the relationship, although they are interdependent. The nature of the stimulus and response can be observed directly.[1] It means the three systems are related in the nature of the stimulus and response systems that can be observed directly.

1. Definition of Perception

Perception is the feeling that a person (student feels about something that is consciously or unconsciously, thinking that is caused by a process that takes place from the brain. The first time students see a picture or object, students will immediately think of information then students will immediately perceive it through sound about what they think.[2]

Human psychology and perception are very closely related, from people's point of view, perception is a conscious act of one's environment through the physical which shows one's ability to understand. Therefore, according to experts, perception is defined according to one's opinion and views.[3]

---

[1] Wendel Garner, Hake Harlod, and Eriksen Charles, "*Operationism and the Concept of Perception"*, the colleg (America, 2009).

[2] Marwana Ambo Lele, '*The Students' Perception Of The Media Used By Teacher In Teaching English.* Makassar, 2019.

[3] Godwin Unumeri, Ogheneochuko, *Perception And Conflict*, 2009.

Perception is the process of interpreting information from other people. What people think about other people depends on how much information there is and how they interpret the information they get. Some people have the same information as other people's information, but a person or group has different conclusions because of differences in each human being in interpreting the information.[4]

Stimulus can come from outside in perception, but can also come from oneself, but usually perception comes from outside the individual concerned. Perception can be through various sensory organs in humans. But most of the perceptions use the visual apparatus perception is related to the sense of sight. Perception can be expressed because feelings, thinking abilities, individual experiences are not the same, therefore perceiving something stimulus results will differ between individuals and others[5]

Based on the explanation, the researcher argues that perception is a feeling or thought that is directly caused by the brain and then expressed by feelings using the sense of sight, then perception is a person's conscious action through physical activity.

2. **Students' Perception**

In the learning process perception is very important. Students' perceptions of learning strategies are needed.[6] Student perceptions really help teachers to see something or decide something from students, student perceptions help learning strategies.

---

[4]Muhammad Nurohman, Misbah, 'Analysis Of The Students Perception Toward Reading Strategies. Iain Salatiga. 2017, 2019.

[5] Bimo Walgito, Pengantar Psikologi Umum. Yogyakarta: ANDI, 2010..

[6]Y. Chen and L Hoshower, 'Student Evaluation of Teaching Perception and Motivation. Evaluation', 28.1 (2003), 71–78.

In addition, to measure learning outcomes, students' perceptions are needed. Based on this explanation, the researcher agrees that students' perceptions are a major aspect of the learning process, not only for evaluation but also for improving understanding. In this study, students' perceptions are the same as feelings and experiences that are interrelated in the learning process.

3. **Indicator of Perception**

There are indicator of perception :[7]

a. Stimuli regarding the sense organs or receptor are referred to as perceived object. Stimulus comes from the individual who is perceived, but the stimulus also comes from within each individual so that it hits the receiving nerve which acts as a receptor. Based on the definition, the researcher argues that the perceived object is a stimulus from the senses or receptor devices and then comes from a stimulus from within and also from outside each individual.

b. Sensory nerves, as a tool for the stimulus received by the receptor into the nervous system, namely the brain as the nerve of human consciousness. Sensory organs as a means to receive stimuli from the central nervous system. Based on the definition, the researcher argue that sensory nerves are tools that are received by receptor into the nervous system, namely the brain.

c. Attention is to created a perception requires attention, as a preparation in creating a perception. Attention is a concentration that focuses all individual activities on a group or object. Based on the definition that attention is to create perception, attention must be needed to create perception.

---

[7] Asri Saras Sati Ratna and Ramaditya, *'Effect Of Perception Of Benefits, Easy Perception Of Use, Trust And Risk Perception Towards Interest UsingE-Money'*, Sekolah Tinggi Ilmu Ekonomi Indonesia, 2019.

4. Component of Perception

Perception is an activity in the human mind that is based on several components. From the fundamental element of perception, perception includes the person who will be observed. Such perceived context (object, person, situation or relationship), context of the situation in which the object, event or person will be perceived. The process of the nature of perception that will begin with experiencing various stimulus by the senses and the end with the formation of perception.[8] Based on definition, the researcher conclude that perception is an activity in thinking based on components.

a. Perceiver

Humans who have a consciousness that is focused on a stimulus and begins to see it are called perceivers or people who experience it.

b. Target

Target is the object of perception for something or someone that will be perceived.

c. Situation

Which influence the perceptual process of environmental factors, time, and degree of stimulus is the situation.

4. Factor of Perceptions

Several factors that play a role in perception can be stated in several factors, namely:[9]

a. Object that is perceived

Stimuli on the senses or receptors can be generated by the object. The stimulus can come from outside the individual who will be perceived,

---

[8] Syafaat, 'The Students' Perception Of Use E-Learning For English Teaching At State Islamic Senior High School' (State Islmic Institute (Iain) Of Tulungagung, 2020).

[9] Bimo Walgito, *Pengantar Psikologi Umum.* Yogyakarta: ANDI, 2010...

but it can also come from an individual who directly receives nerves working as a receptor.

b. Receptor/human sense/ sensory device

To receive receptors, sense organs or receptors are needed a sensory tool is also needed as a means of transmitting the stimulus to be received by the receptors in the central nervous system, namely the brain as consciousness. Motor nerves are also needed as a means of making a response.

c. Attention

Attention is the concentration or concentration of all individual activities focused on a set of objects. Attention is needed to become aware of a perception. In holding the perception the first step needed is attention.

5. Perception Process

There are three stages in the perceptual process, namely selection, organization, and interpretation.

a. In the process of perception selection is the first stage, to be able to transform environmental impulses into meaningful experiences.

b. Organization is the second stage in the perception process. After obtaining the information we can organize by finding meaningful patterns. Organization is done by categorizing objects or people. The stage of perception of social and physical events or objects that we categorize will have shape, color, texture, size, etc.

c. Interpretation is the third stage in perception, which is directing the process of giving meaning to stimuli. Then, the stimuli will be categorized into structured and stable patterns, and from the patterns the patterns give meaning.

6. The Two Dimensions of Perception

In the process of perception, it is quite clear that physical and social perception is an operation internal in which the researcher selects a brief introductory stimulus about perception and processes it through the brain until it creates a structur, Stability, and meaning. To understand how the researcher can develop structure, stability, the selected stimulus,by the perception that occurs. Students must take the two fundamental dimensions of perception to take into account the physical and the psychological.[10]

a. The Physical Dimension of Perception

The physical dimension of perception is the most important aspect of converting stimuli into a form that can be used, and it serves as a tool for sharing information with others or learning about the outside world. This includes not only energy stimuli characteristics, properties, and functions of human sensory organs, but also stimuli transmission through a nerve to brain system.

b. The Psychological Dimension of Perception

When it comes to IC, the psychological aspect plays a larger role. Since people's beliefs, values, behaviors, needs, and preferences, among other things, have a much greater influence on how they view the outside world. People offer interpretations of selected stimuli during this process, and as a result, they imbue the outside world with their distinct personal touch. As an example, when it comes to the lives of parents, to live together with their children, there is a phrase in Chinese that means "living under the same roof."

---

[10] Qiong. O, '*A Brief Introduction To Perception. Studies In Literature And Language*', 15.4 2017, 19.

B. Concept of E-Learning

E-Learning is one way of providing resources for students and teachers in learning to obtain information.E-Learning based technology used the internet to produce learning materials..[11] Based on the explanation of E-Learning, E-Learning is one of the technology based learning media that provides resources to obtain information.

1. E-Learning

E-Learning is usually called a deliberate use network information and communication technologies in teaching and learning.[12] E-Learning is a relatively new information technology in Indonesia. E-Learning consists of two words, namely 'e' which means an abbreviation of electronic and learning whlich means learning.[13] So learning that used electronic or internet services, especially computer devices, is called E-Learning. E-Learning is often referred to as an Online learning.

E-Learning which stands for Electronic Learning, which is a new way of teaching and learning that uses Electronic Media, especially the internet, as a teaching and learning process.[14] It can be concluded from the definition, that E-Learning is a teaching and learning system using internet electronic media. This model of learning makes it easier for teachers and students in the teaching and learning process that can be done anywhere and anytime

By E-Learning, lecturers and students can have benefits in learning through E-Learning. One of them is students can get the opportunity to

---

[11]M. Rabah, *E-Learning,* Jordan: Dar Almnahej, 2005.

[12] Somaiya Naidu, *E-Learning: A Guidebook of Principles, Procedures and Practices. 2nd Revised Edition* (New Delhi, India: Commonwealth Educational Media Center for Asia (CEMCA), 2006).

[13] Ade Kusmana, *'E-Learning Dalam Pembelajaran'*, *Ilmu Tarbiyah Dan Keguruan,* 14.1 (2011), 37.

[14] H. Abdul Indrakusuma and Asti Riani Putri, *E-Learning (Teori Dan Desain)*, 2016.

learn more actively by using E-Learning. Therefore, students will be more independent in learning. Students know what to look for in order to get the information they receive from the teacher. In the learning process students also take the initiative to seek answers to questions during the learning process through E-Learning. to achieve the learning objectives students are taught to be able to maximize the use of technology.[15]

In the academic, E-Learning is characterized as the use of multimedia which makes learning more efficiently, and attracting the attention of E-Learning students can increase student defense in more advanced education to obtain education without the need to be present in class.[16]

Based on the definition, the researcher argues that E-Learning is learning that used network and electronic services on computer which is known as online learning.

2. Characteristics of E-Learning

There are four characteristics of E-Learning that can be explained as follows:[17]

a. Students build their own knowledge through teaching materials delivered via the web E-Learning, therefore the attractiveness of students towards learning materials does not depend on the instructor or students.

b. The sources of knowledge are everywhere and can be accessed easily by everyone. This is due to the globalizing nature of the Internet and accessible to anyone connected to it.

---

[15]Angga Hidayat, '*Students' Perception of E-Learning During Covid-19 Pandemic*', *Mathema: Jurnal Pendidikan Matematika*, 2.2 (2020), 34.

[16]Desi Suryatika, '*The Effectiveness of E-Learning as Teaching Media in EFL Classroom*', Jurnal Bahasa Dan Sastra, 8.1 2019, 3.

[17] H. Abdul Indrakusuma and Asti Riani Putri, *E-Learning (Teori Dan Desain)*, 2016.

c. Students/educational institutions function as mediators / guides.

Obtained from the education system restructuring policy, curriculum and management that can support implementation Information and Communication Technology for education optimally.

Of the four characteristics, E-Learning can be distinguished from conventional learning activities. In E-Learning, students' understanding of the material is no longer dependent on the teacher. Because students can process their own knowledge through the material presented through E-Learning.

3. E-Learning Principle

There are several important principles for learning through E-Learning. The principles of E-Learning, among others:[18]

a. E-Learning as a learning medium, can solve problems, generate creativity, makes the learning process easier, more directed and meaningful.

b. E-Learning is an alternative media in the education system that has the principle of high-tech-high-touch, that is, the process is more dependent on sophisticated technology and more importantly the high-touch aspect, namely "teachers and students". Therefore, students in using E-Learning need readiness.

c. Then these principles can be a guide in the preparation of learning using E-Learning.

These three principles show that to encourage the maximum achievement of learning objectives, learning made with E-Learning should not be arranged carelessly. There are ethics that must be adhered to, such as the ethics of writing scientific papers in terms of including

---

[18] Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi Dan Komunikasi (TIK)*, 2009.

references or sources used in developing the learning, there is responsibility for the material and anything uploaded to E-Learning.

4. The Advantages of E-Learning

E-Learning has considerable potential to support it achieve learning goals.[19]

a. Can increase learning interactions in learning materials, students and teachers, and to fellow students to interact during online learning activities.

b. Encourage an active learning attitude E-Learning facilitates joint learning by allowing students to join or form learning communities that are better learning activities outside the classroom, both individually and in groups. This situation can make learning more constructive, collaborative, and dialogue that occurs both between teachers and students and between students with each other.

c. Make it easier for students to learn anywhere and anytime, electronic learning resources make it easier for students to access learning. Likewise with the collection of learning assignments, students can submit assignments without having to wait until there is an appointment to meet with the teacher so that students.

d. E-Learning increases opportunities for learners to learn
By offering virtual experiences and tools that give students time so that students can learn more, and also increase opportunities to learn more in E-Learning.

e. Control the learning process
E-Learning offers teachers to check whether students are studying the uploaded material, doing practice questions and assignments online. Teachers and students can use structured and scheduled

---

[19] Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi Dan Komunikasi (TIK)*, 2009

teaching materials or learning instructions via the internet, so that they can assess each other on how the teaching materials are learning.

f. Make it easier to update teaching materials for teachers

E-Learning provides services for teachers to update, improve teaching materials uploaded with E-Learning. Teachers can also choose teaching materials that are more actual and contextual. So that students can download the uploaded material to study.

g. Encourage the growth of a cooperative attitude

The relationship of communication and online interaction between teachers, teachers and students and between students encourages the growth of a cooperative attitude in solving learning problems.

h. Accommodates various learning styles

E-Learning can present learning with various learning modalities (multisensory) both audio, visual and kinesthetic, so that it can facilitate students who have different learning styles.

5. Disadvantages of E-Learning

There are disadvantages of learning E-Learning:[20]

a. Learning through E-Learning as distance learning makes students and teachers or teachers unable to carry out the learning process face-to-face or directly. Learning that is carried out physically separately by the teacher and students can reduce or even eliminate direct interaction between the teacher and students. This situation can result in the relationship between teacher and student being less close or harmonious, so that it can interfere with the success of the learning process. Inadequate interaction can hinder the formation of attitudes, values, morals, or social in the learning process so that they cannot be applied in everyday life.

---

[20] Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi Dan Komunikasi (TIK)*, 2009.

b. Technology is an important part of education, but if it focuses more on the technological aspects and not on the educational aspects, there is a tendency to pay more attention to technical or business / commercial aspects and ignore the educational aspects to change the academic abilities, behavior, attitudes, social or skills of students.

c. The learning process tends towards training and education that emphasizes more on knowledge or psychomotor `aspects and pays less attention to affective aspects.

d. Teachers are required to know and master ICT-based learning strategies, methods or techniques. If you are not able to master it, the process of transferring knowledge or information will be hampered and can even thwart the learning process.

e. The learning process through E-Learning uses internet services which require students to learn independently without depending on the teacher. If students are unable to learn independently and their learning motivation is low, it will be difficult for them to achieve learning goals.

f. The disadvantages of E-Learning is that not all students and teachers can access E-Learning because of the unavailability of computers and internet network. Moreover, not all places and educational institutions have internet network facilities.

g. If you do not use open source software, you may run into problems with limited availability of relatively expensive software.

h. Disadvantages of skills to operate computers and the internet more optimally.

6. E-Learning in Learning English Language

Learning is a behavior that lasts a long time as a process of producing changes from practice or other forms of experience naturally to be able to produce various behaviors in certain ways. Therefore student

learning begins with skills and knowledge brought in in situations and then refined into one of the learning functions.[21]

English is an accepted language which means it is the key to success in life if students speak English well. English is an important instrument in various fields of scientific communication, cultural exchange, and so on. Another definition also states that language is the main communication medium between teachers and students. Students will have difficulty learning English because English is simultaneously an educational facility and object.[22]

As a learning model, E-Learning for all subjects can also be applied in language learning, including English. In E-Learning, one of the menu offered, namely Web Pages, can help lecturers in teaching English. E-Learning has been grouped according to domains such as vocabulary, grammar, phonetics, and four language skills such as speaking, listening, reading, and writing.[23]

Through this E-Learning, teachers can access learning material remotely from anywhere so that students can also learn English remotely. Teachers can also share links or information with students about English. Students can also access English learning videos for discussions with teachers and other students.

Based on the definition, the researcher can be concluded that learning English through E-Learning is learning that can make it easier for teachers and students to learn languages the need for face to face learning so that the time used for learning and teaching becomes efficient. English is without the key to success because of the importance of mastery of the

---

[21]Dale Schunk, H, *Learning Theories An Educational Perception*, ed. by Matthew Buchholz, Space Science Review*s, 2012s*

[22]Sri Mulyani, '*Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic*, Iain Salatiga, 2020).

[23] Henny Mardiah, "*The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic"*, English Teaching and Linguistics Journal (ETLiJ), Vol 1 No. 2 2020. 49–55.

language, especially English to communicate anywhere and language learning will provide various experiences through the knowledge and skills of students in the process of learning.

C. Previous Studies

The researcher formulates the research to compare the similarities and differences of the research. They are :

No	Research Identity	Similarity	Difference	Research Originality
1	Tari Putri Utami 2020 "Analysis Of Teachers 'Strategies On English E-Learning Classes During Covid-19 Pandemic" State Institute For Islamic Studies (Iain) Salatiga	The instrument of this research is observation and interview.	The subject of the study was MTs Sudirman Getasan. This research used qualitative approach. Data collection techniques in this study are observation, interview, and documentation	This research focused on students' perception of using E-Learning in English subject at MAN 1 Kotamobagu and the steps the researcher took to implement this research using descriptive qualitative.
2	Henny Mardiah. Volume 1. No.2. 2020 "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic".	This research used a descriptive qualitative approach.	The subject of this research was institut Teknologi Manajemen Internasional Medan, this research used qualitative descriptive method and this research focused on teaching English during covid19	

3	Desi Surayatika. Journal Language And Literature Volume 8 No.1 July 2019. "The Effectiveness of E-Learning as Teaching Media in EFL Classroom"	This research aims to improve students' writing skills by implementing E-Learning	The subject of this research was University of Indo Global Mandiri Palembang. This research only focused on improving students' writing skills by implementing E-Learning.	
4	Valentina Arkorful, and Nelly Abaidoo. International Journal of Education and Research . Vol. 2 No. 12 December 2014, "The role of e-learning, the advantages and disadvantages of its adoption in Higher Education	The advantages and disadvantages of its adoption and implemention E-Learning.	This study was research of literature review. This research focused on effectiveness of using E-Learning in teaching in tertiary institution.	
5	Anita Anggraeni. ELTIN journal, Volume 2 No 1, April 2014 "Using E-Learning To Support Learning And Teaching Language: The Importance of Virtual Learning Environments (VlE) to Improve Students` Sepaking Ability"	The instrument of this research used questionnaire and interview	The subject of this study was the Bandung High School of Teacher Training and Education and this research focused on improving speaking abilities	

6	Gerda Mihhailova. Baltic Journal of Management. Vol 1, No 3. 2005. "Elearning as internationalization strategy in higher education lecturer and students perspective	This study investigates students' perceptions of using E-Learning	semi-structured group interviews were used to find answers to the posed research questions. This research used semi structure interview to presented reseach question	

The table of previous studies is the same as the research that the researcher studied.

The first research by Tari Putri Utami with the title *"Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic"* State Institute For Islamic Studies (Iain) Salatiga. 2020. This research used a qualitative approach and the instrument that this research used is observation, Interview and documentation to conducted the data, The focused of this research is the teacher strategy used in teaching English with E-Learning classes during the Covid19 pandemic. In findings of this Thesis is the teacher used 3 strategies, namely planning, drafting, and editing. Diverification of the research by Tari Putri Utami are used Qualitative approach and the instrument of observation and interview. The subject by Tari Putri Utami is teacher in MTs Sudirman Getasan, but the subject of this research is Students of MAN 1 Kotamobagu. The research of Tari Putri Utami focused on teacher strategies on English E-Learning classes during covid19 pandemic, while this research focused on students perception of using E-Learning in learning English subject.[24]

The second research by Henny Mardiah with the title "The Use of E-Learning to Teach English in the Time of the Covid-19" the researcher found

---

[24] Utami Putri, Tari, *"Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic"* State Institute For Islamic Studies (Iain) Salatiga., 2020.

in the English Teaching and Linguistic Journal (ETLiJ). This research was conducted with descriptive qualitative research. This reseach used observation and interview to obtain data, this study aims to determine the use of E-Learning as a recent phenomenon in teaching English during the Covid19 pandemic. The result of this research is suggest that E-Learning system is considered as the one and only relevant teaching learning method in the time of pandemic. The difference between the research of Henny Mardiah and this research is this research focused on using E-Learning to teach English in the time of the covid19 pandemic, and this research focused on the situation and phenomena of the covid19 pandemic.[25]

In the third research with the tittle "effectiveness of E-Learning as teaching media in EFL Classroom" this research was conducted by Desi Surayatika, this is a thesis, the researcher found in the journal of language and literature Volume 8 No. 1 2019. The objective of this research is to improve students' writing skills by applying E-Learning. This research used experimental and control groups, then this research used pretest and posttest in each group. The result of this research data indicate that using the post-test and pre-test techniques, students' writing skills increase. The difference between Desi Suryatika research and this research is that Desi Suryatika research used a quasi-experimental approach, while this study used descriptive qualitative research. Then the subject of the desi Suryatika research is the Independent Global Indo Global University of Palembang, while the subject of this research is students of MAN 1 Kotamobagu.[26]

In the fourth research by Valentina Arkorful and Nelly Abaidoo with the tittle "the role of E-Learning, the Advantages and disadvantages of its adoption in higher Education" this thesis the researcher found in the International Journal of Education and Research. The objective of this research is investigating the effectiveness of using E-Learning in teaching

---

[25] Mardiah, Henny. *The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic,* English Teaching and Linguistics Journal (ETLiJ), 2020.
[26] Desi Suryatika, *'The Effectiveness of E-Learning as Teaching Media in EFL Classroom'*, Jurnal Bahasa Dan Sastra, Volume, 8 No, 1 2019, ..

tertiary institutions. This research uses literature reviews and used surveys and observations to get the data. The difference from the research of Valentina Arkorful and Nelly Abaidoo and this research is the subject of research by Valentina Arkorful and Nelly Abaidoo is Institutions of higher education. While the subject of this research is students of MAN 1 Kotamobagu.[27]

In the fifth research with tittle "Using E-Learning to Support Learning and Teaching Language: The Importance of Virtual Learning Environments (VLE) to Improve Students Speaking Ability" by Anita anggraeni, the researcher found this thesis from ELTIN journal, Volume 2 No. 1 2014. This research analyzed the data using a student questionnaire and student interview. This research aims to investigate the implementation of virtual learning Environments (VLE) and its effect on EFL learners speaking in one college in the southern of Bandung. The findings of this research show that VLE E-Learning has positive effect on improving students speaking in terms of language quality and the improvement of vocabulary, and students exspress opinions on the implementation of VLE E-Learning. the dissent of this research and research by Anita Anggraeni is the research by Anita Angraeni focused on using E-Learning to support learning and teaching language, while this research is focused on students perception of using E-Learning in learning English subject.[28]

In the sixth study by Gerda Mihhailova with the title E-Learning as internationalization strategy in higher education lecturer and students perspective. This thesis the researcher found from Baltic Journal of Management Vol. 1 No 3 2006 this research used interview questionnaire and semi structured group interview to collected the data. The objective of this research is to used E-Learning to open new business expansion and

---

[27]Valentina Arkorful and Nelly Abaidoo, *'The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education'*, International Journalof Education and Research, Vol. 2.No. 12 (2014).

[28] Anita Anggraeni, *'Using E-Learning To Support Learning and Teaching Language: The Importance of Virtual Environments (VLE) To Improve Students Speaking Ability'*, ELTIN Journal, Volume 2.No 1 (2014).

internationalization opportunities for many companies including higher education institutions. The distinction of research by Gerda Mihhailova and this research is the research by Gerda Mihhailova used Interview semi structure, while this research used structure interview.[29]

---

[29]Mihhailova Gerda, '*E-Learning as Internationalizationstrategy in Higher Education: Lecturer's and Student's Perspective*', Baltic Journal of Management, 1.3 (2006).

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used a qualitative descriptive method as a way to present the result of the data. The qualitative approach identified the community and then how that community develops different patterns of behavior over time.[1]

On this research it is intended describe a phenomenon experienced by the research subject as a whole to obtain information about students' perception of using E-Learning in learning English at MAN 1 Kotamobagu. The researcher obtained information according to the data results from observation, questionnaire, and interview.

The researcher collected the data and analyzed the data in accordance with qualitative understanding. It was conducted in order to emphasize and figure out therelated research problems.

B. Research Participant

In this research, the students of class X Religion which consisted of three classes as the research population. Then the researcher took 2 classes randomly. The researcher took 2 classes consisting of 3 classes X Religion as sample. The two classes that the researcher took were class X Religion 1 and class X Religion 2 as the research sample. Then the researcher took 25 students of Religion 1 class randomly and 25 students of class X Religion 2 randomly, so that the number of students sample was 50 students from class X Religion 1 and X Religion 2 as the participate of this research.

---

[1]Creswell John, W, *Research Design Pendekatan Metodde Kualitatif, Kuantitatif, Dan Campuran*, ed. by Achmad Fawaid, 4th edn (yogyakarta: pustaka pelajar, 2016).

C. Research Setting

1. Place

This research has been completed at MAN 1 Kotamobagu. The school is located on Jalan Brawijaya, Mongondow, Kotamobagu Selatan District, Kotamobagu City.

2. Time

The Researcher collected data for one month starting from June 14, 2021 to July 14, 2021. The Researcher collected the data by conducting participatory observation then distributing questionnaire and conducting interview.

D. Data and Source of Data

1. Primary Data

Primary data came from the data happen in the field. The primary data has been obtained by the following activities :

a. Observation

b. Questionnaire

c. Interview

2. Secondary Data

Secondary data is data that researcher get or that researcher has been collected when researcher conducted research from existing sources.[2] Different from primary data, the secondary data focus on the supporting data or information which is obtained from materials, documentation, previous research quotation, books.

---

[2]Muh Hasan, Iqbal, *Methodology Research* (Jakarta: Ghalia Indonesia, 2002).

E. Research Instrument

To conduct this research, the researcher utilize some research instrument. The instrument can be describe as follow :

1. Observation Sheet

   Observation sheet made by the researcher containing by the activities, situation, and student learning process using of E-Learning in English subject at MAN 1 Kotamobagu. The researcher collected the data for one week by recording the materials obtained, to complete the existing research data

2. Questionnaire

   At this stated, the researcher used a Likert scale questionnaire to measure students' attitudes, opinions, and perceptions. By the action, the researcher used ten statement conduted through online form like Google Form https://docs.google.com/forms/d/e/1FAIpQLSdgD4FFstBHIWqv0nmZ1EGIA2GKio2u37irxCXJJRFVPSmhg/viewform?vc=0&c=0&w=1&flr=0.

3. Interview

   To dick out the data, in this research, the researcher tended to used ten questions to us more questions in detail to the interview about perceptions of using E-Learning in English subject at MAN 1 Kotamobagu. The question are recorded and transcript into the data in detail.

F. Data Collection Technique

In collecting the data the researcher had some following Technique :

1. Observation

   The Researcher observed students using participatory observation. The Researcher used observation to collect the data on problems that occur in

the field. The Researcher went to school and observed students online using E-Learning.

2. Questionnaire

In this research, the researcher distributed questionnaire to students. The researcher made 10 statement items related to students' perceptions about using E-Learning in learning English. In the questionnaire, the researcher used a Likert scale to calculate the percentage. The researcher used a questionnaire with several choices, there are 'Sangat Setuju' 'Setuju', 'Tidak Setuju', 'Sangat Tidak Setuju'. The Researcher used Google forms to fill out the questionnaire. The link that the researcher used ishttps://docs.google.com/forms/d/e/1FAIpQLSdgD4FFstBHIWqv0nmZ1EGIA2GKio2u37irxCXJJRFVPSmhg/viewform?vc=0&c=0&w=1&flr=0. Students fill out a questionnaire by clicking on the answer on the online form platform by filling in the choices according to the chosen one.

3. Interview

In this session, the researcher discussed some of the questions asked for the interview. The researcher used 10 questions in the interview. Interview were conducted in the school directly with students. In the interview session, the researcher used structured interview as a data collection technique. By conducting this structured interview, the researcher asked the same questions to each student, and the researcher acted as a data collector and recorded each students answer.

G. Research Stages

1. Making permission to conduct the data.

The researcher came to the school and asked the principal of MAN 1 Kotamobagu to give permission to get the data.

2. Meeting with the English teacher.

The researcher met with the English teacher and discussed about the research objectives and the instrumens in this research.

3. Making observation.

   The researcher provided online observations by idintifying the used of E-Learning application

4. Distributing the questionnaire.

   The researcher distributed the questionnaires to students to find out the data.

5. Asking students through interview.

   The researcher executed the interview to students to support the data.

6. Analyzing the data.

   The researcher analyzed the data based on the formula and model from qualitative method data obtained.

7. Reporting the data.

   The researcher Reported the data and concluded as the final data.

H. Data Analysis Technique

Having done the research, the researcher formulated the techniques of analysis in accordance with Miles and Huberman model, they are[3] :

a. Data reduction

   In this step, the researcher formulated a questionnaire consisting of 10 statements and interview questions to the respondents. In analyzing the data, the researcher reduced the data based on the results of questionnaire and interview responses. The data were in the form of description of percentage through google form and sentences spoken by the respondents selected. Right after that, the researcher summarized all the data and tried to divide which necessary data to use. Meanwhile, the researcher made some points to be ready displayed into the next step.

---

[3] Sugiyono "*Metode penelitian kuantitatif, kualitatif, dan R&D,* (Bandung: Alfabeta, 2013), p. 246.

b. Data display

Seeking for the interpretation of the data, the researcher, in this case performed the data in the form of tables or diagrams based on the calculation of google transcripts. The variations were vary. It started by stating the number 1 result to the final number of the percentage. This questionnaire data were used to support the important research question in order to measure out the data properly. In conducting this questionnaire analysis, the researcher utilized a likert scale style. In order to count the entire data. The researcher presented the following formula, as follows;

$$P = \frac{F}{N} \times 100$$

P : Percentage

F : Frequently of the respondent

N : Total number of all respondent

On the other hand, in order to analyse the interview data, the researcher in this step provided such recordings and some notes taken at the time the questions being asked by the researcher. This effort was clearly written in the form of transripst of the interview from the researcher and the respondents.

c. Conclusion

In this stage, the researcher concluded based on the following questionnaire data and interview data as well. The way the researcher did, was about to show the calculation based on the formula and presented the numbers in chapter 4 as findings in this research. Besides, for the interview analysis, the researcher stated all the answers into the findings and concluded them in conclusion (chapter 5).

CHAPTER IV
FINDINGS AND DISSCUSSION

A. Findings

1. Observation Result

The researcher made observation by observing the students' learning process using E-Learning. The Researcher used participatory observation in research because it made it easier for researcher obtained the data. The Researcher participated in online classes in teaching and learning activities in learning English using E-Learning in class X of Religion 1 and X of Religion 2. Hence the data obtained by the researcher was accurate. Here are the descriptions of the observations made by the researcher for six days as followed:

Table 4.1
Activities

No.	Date and Time	Activities
1	Monday,14 june 2021	From the first observation, the researcher came to MAN 1 Kotamobagu. The researcher reviewed the research location that would be used as research material. as that time, the researcher met with Mr. Binar as the vice the principle for curriculum at MAN 1 Kotamobagu. He explained clearly about the location of MAN 1 Kotamobagu and explained about the implementation of E-Learning on the school.

2.	Tuesday, June 15 2021.	In the second observation, The researcher discussed with the teacher of class X of Religion 1 and X of Religion 2 to conduct the research using the E-Learning web. Then, the researcher met with an English teacher who taught in class X of Religion 1 and X of Religion 2. The English teacher helped researcher to be able to access E-Learning.
3	Wednesday, 16 June 2021	In the third obervation, the researcher joined the participation in learning English with the students of class X of Religion 1 and X of Religion 2 online using E-Learning. The researcher observed students activities from the beginning of online class learning to the end in online classes.
4	Thursday 17 June 2021	In the fourth observation, the researcher met with students of class X of Religion 1 and X of Religion 2. Then, the researcher conveyed the purpose of the research to be carried out to students.
5	Friday 18 June 2021	In the fifth observation, the researcher asked students to fill out an online questionnaire via Google Form link.
6	Saturday, 19 June 2021	In the sixth observation, on Saturday 18 June 2021, the researcher conducted interviews with 13 students in class X of Religion 1 and 12 students in class X of Religion 2.

From the results of observations made for 6 days, the researcher found that as followed:

a. Students attended English lessons using E-Learning are good

b. Students did not study on time, it can be seen by late sending English assignments in E-Learning.

c. Students asked by the teacher to be able to understand the material for 30 minutes.

d. The teacher communicated by students not using E-Learning, but used Telegram group chat.

e. Students closed the lesson with greetings.

2. Questionnaire Result

Based on the results of the questionnaires that the researcher distributed to students, the researcher distributed questionnaires to 50 students consisting of class X of Religion 1 and class X of Religion 2. The researcher chose this class because the teaching and learning process using E-Learning had already been implemented. The statement that the researcher shared consisted of 10 statements, each statement was given four options that students had to choose, namely strongly agree, agree, disagree, strongly disagree. In this statement, the researcher used a Likert scale as a reference for filling out the Likert questionnaire because this research focused on student perception. The way the researcher distributed the questionnaire uses through an online form link or Google Forms, the link that the researcher used was https://docs.google.com/forms/d/e/1FAIpQLSdgD4FFstBHIWqv0nmZ1E GIA2GKio2u37irxCXJJRFVPSmhg/viewform?vc=0&c=0&w=1&flr=0.

Table 4.2 Students Perception of
"The Teacher explain English material well through E-Learning"

No	Classification	Frequent	Percentage
1	Strongly Agree	24	48%
2	Agree	17	34%
3	Disagree	7	14%
4	Strongly Disagree	2	4%

Table 4.2 shows that *students' perceptions of teacher explain English material well through E-Learning* are evident from the student answer above, namely 24 students answer strongly agree with a percentage of 48%, 17 students answer agree with a percentage of 34%, 7 students answer disagree with the percentage of 14%, and 2 students answer strongly disagree with a percentage of 4%.

The researcher concluded that *the teacher explain the English material well using E-Learning* is a positive perception with a frequency of 24 students with percentage of 48% and a negative perception of 2 students with a percentage of 4%.

Table 4.3 Students Perception of
"The English material delivered by the teacher through E-Learning is in accordance with the syllabus"

No	Classification	Frequent	Percentage
1	Strongly Agree	25	50%
2	Agree	22	44%
3	Disagree	1	2%
4	Strongly Disagree	2	4%

Table 4.3 shows that the material presented by *the teacher is in accordance with the syllabus.* It can be seen from the students' answer that there were 25 students answer strongly agree with the percentage of 50%,

22 students agree with the percentage of 44%, 1 student disagree with the percentage of 2% and 2 students answer strongly disagree with the percentage of 4%.

The researcher concluded that the perception obtained from this statement is 50%, which means that *the perception of the material presented by the teacher in accordance with the syllabus* is a positive perception while the negative perception that the researcher acquired from this statement is 4%.

Table 4.4 Students Perception of
"Learning English through E-Learning was effective during the Covid19 pandemic"

No	Classification	Frequent	Percentage
1	Strongly Agree	19	38%
2	Agree	16	32%
3	Disagree	7	14%
4	Strongly Disagree	8	16%

Table 4.4 shows *that learning English through E-Learning is effective during the covid19 pandemic.* This can be seen from the students' answer that 19 students answer strongly agree with a percentage of 38%, 16 students answer agree with a percentage of 32%, 7 students answer disagree with a percentage of 14% and 8 students answer Strongly disagree with a percentage of 16%

The researcher concluded that the highest answer is 38% of students agree that the perception that can be obtained is a positive perception, while the low answer is 16% as a negative perception.

Table 4.5 Students Perception of
"Your English skills improve during learning through E-Learning"

No	Classification	Frequent	Percentage
1	Strongly Agree	16	32%
2	Agree	14	28%
3	Disagree	13	26%
4	Strongly Disagree	7	14%

Table 4.5 shows that *students' English skills improve while using E-Learning.* This is evidenced from the students' answer that 16 students answer strongly agree with a percentage of 32%, 14 students answered agree with a percentage of 28%, 13 students answer disagree with a percentage of 26%, and 7 students answer strongly disagree with a percentage of 14%.

The researcher concluded that the most dominant students answer strongly agree with the percentage of 32% so that the perception obtained is positive perception, while students who answer disagreed 14% as a negative perception

Table 4.6 Students Perception of
"The teacher conduct question and answer activities about English material in learning through E-Learning"

No	Classification	Frequent	Percentage
1	Strongly Agree	22	44%
2	Agree	11	22%
3	Disagree	13	26%
4	Strongly Disagree	4	8%

Table 4.6 shows *that the teacher asks question about the English material.* It can be seen from 22 students who answer strongly agree with a percentage of 44%, 11 students answer agree with a percentage of 22%, 13

students answer disagreed with a percentage of 26% and 4 students answer strongly disagreed with a percentage of 8%.

The researcher concluded that the perception obtained from this statement is positive perception. It can be seen from the answer that most answer agree was 44%, while 26% was negative perception with students' answers that disagree.

Table 4.7 Students Perception of
"You want to learn the learning media used by teachers during the covid19 pandemic"

No	Classification	Frequent	Percentage
1	Strongly Agree	23	46%
2	Agree	18	36%
3	Disagree	6	12%
4	Strongly Disagree	3	6%

Table 4.7 shows that *students study the learning media used by teachers during the covid19 pandemic*. It can be seen from the students' answer that 23 students answer strongly agree with a percentage of 46%, 18 students answer agree with a percentage of 36%, 6 students answer disagree with a percentage of 12%, and 3 students answer strongly disagree with a percentage of 6%.

The researcher concludes that the positive perception obtained is 46%, while 12% is negative perception.

Table 4.8 Students Perception of
"You ask the teacher when you have difficulty learning English through E-Learning"

No	Classification	Frequent	Percentage
1	Strongly Agree	15	30%
2	Agree	19	38%
3	Disagree	12	24%
4	Strongly Disagree	4	8%

Table 4.8 shows that *students ask the teacher when they have difficulty learning English through E-Learning.* It can be seen from the students' answer that 15 students answer strongly agree with a percentage of 30%, 19 students answer agree with a percentage of 38%, 12 students answer disagree with a percentage of 24%, and 4 students answer strongly disagree with a percentage of 8%.

The researcher concluded that most students agree with the percentage of 38% so that the perception obtained is positive perception, while 24% of students who answer disagree so that the perception they get is negative perception.

Table 4.9 Students Perception of
"You are diligently working on English assignments given by the teacher through E-Learning during the covid19 Pandemic"

No	Classification	Frequent	Percentage
1	Strongly Agree	19	38%
2	Agree	21	42%
3	Disagree	9	18%
4	Strongly Disagree	1	2%

Table 4.9 shows that *students are diligent in doing English assignments that the teacher gives through E-Learning during the Covid19 pandemic.*

Based on the data above, 19 students answer strongly agree with a percentage of 38%, 21 students answer agree with a percentage of 42%, 9 students answer disagree with a percentage of 18%, and 1 student answer strongly disagree with a percentage of 2%.

The researcher concluded that the positive perception obtained is 42% while the negative perception is 18%.

Table 4.10 Students Perception of
"You continue to learn English even though there are no assignments during the covid19 Pandemic"

No	Classification	Frequent	Percentage
1	Strongly Agree	17	34%
2	Agree	22	44%
3	Disagree	8	16%
4	Strongly Disagree	3	6%

Table 4.10 shows that *students continue to learn English from home even though there are no assignments during the covid19 pandemic*. There are 17 students answer strongly agree with the percentage of 34%, 22 students answer agree with the percentage of 44%, 8 students answer disagree with the percentage of 16%, and 3 students answer strongly disagree with the percentage of 6%.

The researcher can conclude that the perception obtained from this statement is a positive perception, where students answer agree is 44% and the negative perception that the researcher got from students who answer disagree is 16%.

Table 4.11 Students Perception of
*"You are motivated and excited to learn English through E-Learning
during the Covid19 Pandemic"*

No	Classification	Frequent	Percentage
1	Strongly Agree	20	40%
2	Agree	14	28%
3	Disagree	14	28%
4	Strongly Disagree	2	4%

Table 4.11 shows that *students are motivated and enthusiastic in learning English through E-Learning during the covid19 pandemic*. It can be proven from the data above that 20 students answer strongly agree with a percentage of 40%, 14 students answer agree with a percentage of 28%, 14 students answer disagree with a percentage of 28%, 2 students answer strongly disagree with a percentage of 4%.

The researcher conclude that students are enthusiastic in learning English through E-Learning with a percentage of 40% as positive perception and 28% of students disagree with negative perception.

3. **Interviews Result**

The researcher conducted direct interview with students during the covid19 pandemic in class MAN 1 Kotamobagu. The researcher obtained interview data using a smartphone record to recorded students voice. In this interview, the researcher took 25 students from two classes as informant to conduct interview about learning English using E-Learning. The researcher conducted interview with 25 students of class X of Religion 1, and X of Religion 2. The researcher communicated with the students by asking 10 questions that the researcher had prepared, then the students answered the questions. Interview were recorded and transcribed for analysis by the researcher. The results of the interview used by the researcher were to be able to convince and support the results of

observation and students questionnaire. The Researcher presented interview data, as follows:

Based on the results of interview, the researcher found that the teacher explained the English material through E-Learning because the teacher uploaded the material with explanation video so that students could understand the material presented. One of students namely ARP said that

(Yes Miss, because the teacher often uploads material with an explanation video).

"Baik Miss, soalnya guru sering ba upload materi dalam bentuk video penjelasan".[1]

Meanwhile, based on the interview answers that the teacher explained the material using document, it was difficult for students to understand the material because the material received was only with document without any explanation from the teacher. This can be found from students answer namely FAJM said that:

(Not good Miss, because the teacher explained something that is difficult to understand, so made me difficult to understand Miss, especially if the teacher only shows the material through documents).

"Tidak terlalu baik Miss, soalnya kalau guru menjelaskan ada yang susah mo dipahami apalagi guru hanya kase materi lewat dokumen miss".[2]

Based on the second question, the researcher found answere from interview that students agree with learning English using E-Learning during the Covid19 pandemic. According to one student said that:

(I agree Miss, because learning using E-Learning, people can learn from home better and more easily).

" Setuju Miss, soalnya dengan belajar menggunakan E-Learning torang bisa belajar dari rumah dengan baik deng lebih mudah".[3]

---

[1] Students, Aflis Raeishra Pontut, *Interview,* Monday, 21 June 2021 .
[2] Students, Fabian Adhyaksa Jang Mokodompit, *Interview,* Monday, 21 Jume 2021.

The researcher also got students' answer that some students disagree by using E-Learning in learning English. One of students said that

(I do not agree Miss, because E-Learning often has error, making it difficult to learning English through E-Learning).

"kurang setuju Miss, karena E-Learning sering error jadi sulit untuk pembelajaran bahasa inggris".[4]

In the third question, the researcher found that learning English is effective enough using E-Learning depending on how the teacher explained the English material through E-Learning during the covid19 pandemic. The statement was supported by students, namely RPD said that:

(Quite effective, Miss according to the way the teacher explained, because English is a bit difficult to understand, so it depends on the teacher Miss)

"Cukup efektif Miss, sesuai deng cara guru menjelaskan soalnya kan ini bahasa inggris agak susah dipahami jadi tergantung gurunya Miss".[5]

The answers from students were so that the researcher found that E-Learning was less effective because the unstable internet network made E-Learning can not access. One of the students said that :

(Not effective, ma'am, because if the internet is disconnected, people cannot access E-Learning, so people cannot study).

"Tidak terlalu efektif miss soalnya kalau jaringan internet hilang nda bisa akses E-Learning jadi torang nda bisa belajar".[6]

In the fourth question, the researcher found that the students' English had increased using E-Learning during the covid19 pandemic because the teacher explained the material using English language so that

---

[3] Students, Meyli Nafia Ginoga, *Interview,* Tuesday, 21 June 2021.
[4] Students, Aflis Raeishra Pontut, *Interview,* Monday, 21 June 2021
[5] Students, Reza Pratama Datunsolang, *Interview,* Wednesday, 23 June 2021.

[6] Students Dwi Mokoginta, *Interview,* Tuesday, 22 June 2021 .

students could be increase their vocabulary. One of students namely GPN said that:

(enough to increase Miss, because the teacher was explain the material in English language so we can know the pronunciation of each word).

"cukup meningkat Miss, soalnya guru mo ba jelaskan materi pakai bahasa inggris jadi boleh dapa tau penyebutan tiap kata".[7]

Meanwhile, the researcher also found that some students' English did not improve because the material presented by the teacher was difficult to understand so that the students' ability to learn English become less. According to students said that:

(Not too much Miss, because sometimes the English material is too difficult to study independently).

"Tidak terlalu meningkay Miss, soalnya kadang materi bahasa inggris terlalu sulit kalau cuma mo belajar secara mandiri".[8]

In the fifth question, the researcher found that the teacher often did question and answer activities but did not use E-Learning but instead used Telegram groups to students about students' difficulties in learning English and asked questions about English assignment so that students could be understand and not forget to do assignments. One of students said that:

(Yes Ma'am, the teacher often asked about material that is not understood and asked about our assignments, but most of the question and answer are through the chat group on telegram).

"Iya Miss, guru sering bertanya tentang materi yang belum dipahami dan menanyakan tentang tugas Miss, tapi tanya jawab hanya lewat Grup telegram Miss".[9]

The sixth question explain that learning English using E-Learning is difficult to understand because the material received by students is

---

[7] Students, Gina Prastika Niode, *Interview,* Wednesday, 23 June 2021.
[8] Students, Aflis Raeishra Pontut, *Interview,* Monday, 21 June 2021.
[9] Students, Ammar Abdullah Mokodompit, *Interview,* Monday, 21 June 2021.

documents and is not with explanation, so students can not understand English learning. One of students namely AAM said that :

(I don't understand Miss, especially if the Teacher only upload the material in the form of documents about English, I don't really understand it Miss).

"Nda paham Miss, apalagi kalau guru cuma mo kirim dokumen bagitu tentang bahasa inggris lebe nyanda mangarti Miss".[10]

Meanwhile, the researcher also found that some students could understand English material using E-Learning because the material uploaded by the teacher in E-Learning can be downloaded so that students can learn over and over again. One of the students answer that:

(Understand Miss, because the material in E-Learning can be downloaded so we can learn over and over again).

"Mengerti Miss soalnya materi di E-Learning boleh mo downlad jadi boleh belajar akang ulang-ulang".[11]

In the seventh question, the researcher found that the advantages of E-Learning are that the time and place can be customized so that the subject Material and uploaded material can also be downloaded so that students can learn any time. One of students namely FS said that:

(In addition to a more practical time, the material that Maam Ani provides can also be downloaded so we can study anytime).

"Selain waktu lebih praktis materi yang Maam Anu mo kirim lagi boleh torang mo download jadi torang boleh belajar kapan saja".[12]

The eight question explain that the disadvantages of using E-Learning in learning English during covid19 pandemic is that errors often occur on the E-Learning web so that it make students difficult to access E-Learning to learning. One of the students said that:

---

[10] Students, Ammar Abdullah Mokodompit, *Interview,* Monday, 21 June, 2021 .
[11] Students Abdullah Hanif Kobandaha, *Interview,* Thursday, 24 June 2021.
[12] Students, Faisal Simbala, *Interview,* Friday, 25 June 2021.

(The disadvanatages is that sometimes E-Learning has errors, so when we are going to learn E-Learning we cannot learn Miss).

"Kekurangan sih kadang-kadang E-Learning error jadi pas trang mo blajar kong kalau mo error bekeng torang nda bisa blajar Miss."[13]

Then the researcher also found disadvantages of students of useed E-Learning is bad Internet network that made students difficult to learning used E-Learning. According to one of students namely ARP said that:

(The disadvantages of E-Learning, in my opinion only if the network is slow, the video material is difficult to open).

"Kekurangannya E-Learning, menurut saya cuma kalau jaringannya lemot, materi videonya susah dibuka".[14]

In the ninth question, the researcher found that in E-Learning students and teacher could interact, however the teacher most often used Telegram group to communicate with students. one of students said that :

(we could interaction via E-Learning, but usually there are things we don not understand about the material, we usually discuss the material in the Whatsapp group or in the telegram group.

"Kalau interaksi lewat E-Learning bisa tapi biasanya kalau ada yang belum paham tentang materi yang biasa diskusikan di grup wa miss atau di grup telegram".[15]

In the last question, the researcher found that the future E-Learning solution is to improve the appearance of learning in E-Learning so that students and teacher can use E-Learning comfortably. One of students said that:

---

[13] Students, Ammar Abdullah Mokodompit , *Interview,* Monday, 21 June, 2021 .
[14] Students, Aflis Raeishra Pontut, *Interview,* Monday, 21 June 2021.
[15] Students, Hijrah Nur Arif Makalalag, *Interview*.

(E-Learning Solutions The display of learning in E-Learning is further enhanced so that students can learn more enthusias and more interestingly).

"Solusi di E-Learning tampilan pembelajaran di E-Learning lebih kase gaga agar siswaa dapat belajar dengan nyaman."[16]

B. Discussion

1. Students' Perception of Using E-Learning in Learning English During Covid19 Pandemic

In the first discussion, the researcher investigated students' perception of using E-Learning in learning English during covid19 pandemic. Related to student perception, the researcher used a theory from the previous studies, on E-Learning to find out how to use E-Learning as a strategy in higher education by exploring the perception of lecturer and students.[17] To answer the research question, the researcher distributed questionnaire to students in grades X of Religion 1 and X of Religion 2. In addition to the questionnaire distributed, the researcher also conducted interview to support the data from the questionnaire. After the researcher finished obtaining the data from questionnaire and interview, the researcher described the data as follows

---

[16] Students, Chelsea Aprilia Pakaya, *Interview,* Thursday, 24 June 2021.

[17] Gerda Mihhailova, *"E-Learning as Internationalization Strategy in Higher Education: Lecturer's and Student's Perspective*", Baltic Journal of Management, Vol 1, N o 3, 2006..

Table 4.12
Table of Questionnaire result

No	Name	Item										Total	Average
		1	2	3	4	5	6	7	8	9	10		
1	AZM	3	3	3	2	2	2	2	3	3	2	25	
2	ASM	3	3	1	1	1	1	3	1	2	1	17	
3	LAD	1	4	1	4	1	4	1	4	1	4	25	
4	AFM	3	3	2	3	3	3	2	2	4	4	29	
5	FA	3	3	2	2	2	3	2	3	2	2	24	
6	RG	4	3	3	3	4	4	3	4	4	4	36	
7	MZN	4	3	4	3	3	3	3	4	3	3	33	
8	FRD	4	4	1	1	4	4	4	4	4	4	34	
9	DP	4	4	1	1	4	4	3	4	4	1	30	
10	APG	2	4	3	2	2	3	3	3	3	2	27	
11	SM	2	4	3	2	2	4	3	2	3	2	27	
12	FRJ	2	4	3	2	2	3	3	3	3	2	27	
13	S	4	3	2	1	4	1	2	2	2	2	23	
14	BPP	2	3	1	1	4	3	2	4	3	3	26	
15	MG	2	3	1	1	4	3	2	4	3	3	26	
16	RRM	2	3	2	3	4	2	3	3	4	2	28	
17	MBP	4	4	3	2	4	3	4	4	2	4	34	
18	MZT	4	4	4	2	2	2	1	2	1	2	24	
19	RISH	3	3	2	2	2	3	2	4	3	2	26	
20	MM	3	3	3	3	2	4	2	4	3	2	29	
21	RAM	4	2	4	4	3	4	4	4	4	4	37	
22	SPM	4	3	4	4	4	4	4	3	3	4	37	
23	YNL	4	4	4	4	4	4	4	4	4	4	40	
24	NB	4	4	4	4	4	4	4	4	4	4	40	30,74
25	W	3	3	3	3	4	3	3	3	3	3	31	
26	AM	4	4	4	4	4	4	4	4	4	4	40	

27	AHK	4	4	4	3	2	3	3	3	2	3	31
28	GM	4	4	4	4	4	4	4	4	4	4	40
29	AFA	3	3	2	2	3	2	2	3	3	3	26
30	GM	4	4	3	3	4	3	3	3	3	3	33
31	CAP	1	1	1	2	1	2	1	2	1	2	14
32	FM	3	4	3	3	3	4	3	3	3	3	32
33	FS	4	3	4	4	4	4	4	3	4	4	38
34	FAZ	3	3	4	4	4	4	4	4	4	4	38
35	FFP	4	4	4	4	4	4	3	3	4	4	38
36	ID	4	4	3	3	4	3	3	3	3	3	33
37	JAA	4	4	4	4	4	4	3	4	3	4	38
38	JSL	3	3	3	3	2	2	2	2	2	2	24
39	KAH	3	3	3	3	3	3	3	2	3	3	29
40	KS	3	4	4	4	3	3	4	4	4	4	37
41	LAD	4	4	4	2	2	3	2	3	3	3	30
42	LTP	4	3	4	3	4	3	4	3	4	3	35
43	MAP	3	1	1	1	1	1	1	2	2	2	15
44	RM	4	4	3	4	3	4	3	3	4	4	36
45	NAP	4	4	3	4	3	4	2	2	2	4	32
46	AV	4	4	4	4	3	3	3	3	3	3	34
47	AAH	3	3	3	4	4	4	4	3	4	4	36
48	BS	3	4	2	4	2	4	4	3	3	4	33
49	DM	3	4	4	2	4	3	3	4	3	2	32
50	ST	2	3	3	3	2	3	3	3	3	3	28
Total		163	170	145	141	152	159	144	158	153	152	**X**
Average		153,7										

Information :

4　　　 : Strongly Agree

3　　　 : Agree

2　　　 : Disagree

1　　　 : Strongly Disagree

Table 4.14
Total Response of Students

Item	Total Response of Statement Questionnaire
1	163
2	170
3	145
4	141
5	152
6	159
7	144
8	158
9	153
10	152
Average	**153, 7**

Based on questionnaire result, the researcher obtained the data that the students of class X of Religion 1 and X of Religion 2 showed that students' perception were positive perception because as many 70% of students answered agree to learning English using E-Learning. Then it was supported by the results of interview which stated that students agree with learning English using E-Learning during Covid19 Pandemic situation. One of student said that:

(Agree Miss, because E-Learning has provided all the needs in learning).

"Setuju Miss, karena di E-Learning so terjedia samua kebutuhan pembelajara"[18]

Meanwhile, 30% of students stated that they disagree so that the perception obtained was a negative perception. Then some students also answered that students did not agree with learning English using E-Learning because E-Learning often made mistakes. According to one student said that:

(Do not agree, Miss, because sometimes the E-Learning website often has errors and if the error is difficult to access).

"Tidak setuju Miss, soalnya terkadang E-Learning seeing error. kalau so error so susah mo akses".[19]

2. Advantages and Disadvantages of Using E-Learning in Learning English During Covid19 Pandemic

Learning English using E-Learning is very much needed by students in the current Covid19 pandemic situation. The researcher used a theory from the previous studies to answer the research question. The use of E-Learning in distance learning has been widely used because there are advantages and disadvantages to using the internet in distance learning.[20] There are several advantages and disadvantages of E-Learning that the researcher got from the result of observation and interview with students of class X Religion 1 and X Religion 2. The advantages and disadvantages in E-Learning the researcher describe as follows :

---

[18] Students, Ammar Abdullah Mokodompit , *Interview,* Monday, 21 June, 2021 .

[19] Students, Meyli Nafia Ginoga, *Interview,* Tuesday, 21 June 2021.

[20] Valentina Arkorful and Nelly Abaidoo, *'The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education'*, International Journalof Education and Research, Vol. 2.No. 12 (2014).

Table 4.15
Table of Interview Result

No	Advantages	No	Disadvantages
1	English material can be downloaded using E-Learning.	1	Errors often occur on the E-Learning web
2	E-Learning can be accessed anywhere and anytime without time limit	2	Unstable network became disadvantages in E-Learning access
3	More practical to make it easier for students to learn during the covid19 pandemic.	3	There was no teacher who supervises learning using E-Learning
4	Easy access, so students were comfortable in learning		

Based on the table of interview result, explaining that the 10 students answered of English material can be downloaded using E-Learning. One of the students said that:

(The advantage is that every material that Maam Ani uploads can be downloaded so we can learn over and over again).

"Kelebihannya setiap materi yang maam ani mo kirim boleh di download jadi torang boleh belajar ulang-ulang"[21]

Then 7 students answered that E-Learning can be accessed anywhere and anytime without time limit. One of the students FARG said that:

(The advantages can be learned anywhere, and we can follow the time condition).

"kelebihanya miss boleh belajar dimana saja miss deng waktu le boleh torang kondisikan".[22]

---

[21] Students F auzia Panai, Fariza, *Interview* Friday, 25 June 2021.
[22] Students. Fiqry Abdul Riyadh Gaib, *Interview*. Wednesday, 23 June 2021.

The advantages of E-Learning are more practical, making it easier for students to learn English during the covid19 pandemic. According to one of the students that:

(The advantage is that it's more practical, miss, especially in a pandemic situation, E-Learning is needed because it's easier for us to learn, Miss).

"kelebihannya lebih praktis miss apalagi disituasi pandemic bagini dibutuhkan skali pembelajaran E-Learning bagini karna lebeh mempermudah patorang mo blajar miss"[23]

4 students answered that Easy access, so students are comfortable in learning. One of the students said :

(The advantage is that easier to use, so we are comfortable to learn Miss).

"Kelebihannya miss lebih mudah digunakan sehingga torang nyaman mo belajar miss"[24]

Based on the results of interviews about the disadvantages of E-Learning, the researcher found that one of the disadvantages of E-Learning is that Errors often occur on the E-Learning web so that students found it difficult to access E-Learning. One of students namely RRM said that:

(The disadvantages, always errors and sometimes access to E-Learning is very slow).

"Depe kekurangan Miss, selalu mo error Miss deng kadang akses mo masuk E-Learning loading skali".[25]

The disadvantages of using E-Learning that the researcher get is unstable network becomes disadvantages in E-Learning access. According to one of students namely ID said that :

(It's difficult to network in my hometown Miss, if I want to learn, sometimes can't access to learn because the bad network , especially when learning English, so it's hard to learn online).

[23] Students. Alfareza Saputra Achmad, *Interview*. Thursday, 24 June 2021.
[24] Students . Amanda Gracia Mokodompit, *Interview*. Thursday, 24 June 2021.
[25] Students. Ridwan Rachman Muharam, *Interview*. Wednesday, 23 June 2021.

"Susah jaringan di kampong miss, jadi kalau belajar kadang nda bisa belajar karna terkendala deng jaringan apalagi kan pelajaran bahasa inggris itu kan bahasa asing toh miss jadi susah miss mo belajar online bagini".[26]

The last disadvantages the researcher found that E-Learning through interview is there is no teacher who supervises learning using E-Learning, so that students become lazy to learned in online learning. One of the students said that:

(The disadvantges of learning English using E-Learning, there is no one to supervise Miss, like studying at school, there are teachers who supervise, but in E-Learning the teacher only provides new material, we understand ourselves, so sometimes we are often lazy to study and if we are lazy, it is often delay the study).

"*kekurangan belajar bahasa inggris menggunakan E-Leaarning nynda ada yang mengawasi Miss, kalau di sekolah kan ada guru yang ja mengawasi pa torang mar kalau di E-Learning guru hanya kase materi baru torang pahami sandiri,jadi kadang jaga malas mo belajar kong kalau so malas so jaga tunda tunda waktu mo belajar"*.[27]

Meanwhile, the researcher got some advantages and disadvantages from the observation that the researcher described in the following table:

---

[26] Students, Ibrahimovic Damopolii, *Interview*. Saturday, 26 June 2021.
[27] Students, Anggi Vandeim, *Interview,* Tuesday, 22 June 2021.

Table 4.14
Table of Observation Result

No	Advantages	No	Disadvantages
1	Many students attended the English lesson meeting	1	Students lack in understanding /listening to the explanation that the teacher gave about learning English using E-Learning
2	Students was more creative by sending videos or audio percentages of English material using E-Learning.	2	There were very few students who did the question and answered using E-Learning. All interactions regarding lessons are carried out using the Telegram application.
3	Students can download the material provided so that students can study over and over again.	3	Students did not time in send English assignment.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and data analysis from the previous chapter, the researcher collected the following conclusions:

1. **Students' Perception Concluded of Using E-Learning in Learning English**

   Students perceptions of using E-Learning in learning English during the covid19 pandemic get a positive perception. Based on the total number of students questionnaire result who agree as many as 35 students with a percentage of 70%. Then it is supported by the result of interview, that students agree with the using E-Learning in learning English during Covid19 pandemic.

   Negative perception obtained from the result of the overall answer of students who disagree are as many as 15 students with a percentage of 30% of students who answer that they disagree by using E-Learning in learning English during covid19 pandemic. Then it was supported by interview answers that they disagree with using E-Learning learning English during Covid19 pandemic.

2. **Advantages and Disadvantages of Using E-Learning in Learning English During Covid19 Pandemic**

   The advantages of E-Learning in learning English during the covid19 pandemic are that students' can download the material in E-Learning, E-Learning can be accessed anywhere and anytime, more practical in learning during Covid19 Pandemic, and easy access makes students comfortable in learning.

The disadvantages of E-Learning in learning English during the covid19 pandemic are that errors often occur in E-Learning, an unstable network makes E-Learning difficult to access, there are no teachers who supervise learning using E-Learning.

B. Suggestions

1. Teachers

Teachers should be better at delivering material through learning videos so that students can understand the material well using E-Learning, so that the teacher does not only give assignments but the teacher must explain the material first. In addition, communication between teachers and students is important so that there is no miscommunication and students can better understand the material or assignments given by the teacher. Teachers can also still use E-Learning by adjusting the situation even though the Covid19 pandemic ends.

2. Students

Students can further increase their enthusiasm for online learning using E-Learning by not procrastinating on assignments and paying more attention to every material provided by the teacher, studying diligently even though there is no assignment from the teacher. Then students should asked the teacher and other students when they have difficulty while learning. students can using E-Learning when online learning ends.

3. Other researcher

This research is expected to provide benefits for other researchers as a reference and inspiration for other the researcher to conduct further research related to this research.

REFERENCES

Anggraeni, Anita, *'Using E-Learning To Support Learning and Teaching Language: The Importance of Virtual Environments (VLE) To Improve Students Speaking Ability'*, ELTIN Journal, Volume 2.No 1 (2014)

Arkorful, Valentina, and Nelly Abaidoo, '*The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education*', International Journalof Education and Research, Vol. 2.No. 12 (2014)

Chen, Y., and L Hoshower, '*Student Evaluation of Teaching Perception and Motivation. Evaluation*', 28.1 (2003), 71–78

Garner, Wendel, Hake Harlod, and Eriksen Charles, *Operationism and the Concept of Perception*, the colleg (America, 2009)

Gerda, Mihhailova, '*E-Learning as Internationalizationstrategy in Higher Education: Lecturer's and Student's Perspective*', Baltic Journal of Management, 1.3 (2006)

Hanum, s, Numiek, *'Keefektifan E-Learning Sebagai Media Pembelajaran Studi Evaluasi Model Pembelajaran E-Learning'*, Pendidikan Vokasi, 3.1 (2013), 92

Hasan, Iqbal, Muh, *Methodology Research* (Jakarta: Ghalia Indonesia, 2002)

Helaludin, Hengki Wijaya, *Analisis Data Kualitatif: Sebuah Tinjauan Teori Dan Praktik*, ed. by Fayer and Rendy Rouw, F, 1st edn (Makassar: Sekolah Tinggi Theologia Jaffray, 2019)

Hidayat, Angga, '*Students' Perception of E-Learning During Covid-19 Pandemic'*, Mathema: Jurnal Pendidikan Matematika, 2.2 (2020), 34 <https://doi.org/10.33365/jm.v2i2.689>

Horton, William, *E-Learning Design* (San Fransisco: Pfeiffer, 2012) <www.Pfeiffer.com>

Indrakusuma, H. Abdul, and Asti Riani Putri, *E-Learning (Teori Dan Desain)*, 2016

John, W, Creswell, *Research Design Pendekatan Metodde Kualitatif, Kuantitatif, Dan Campuran*, ed. by Achmad Fawaid, 4th edn (yogyakarta: pustaka pelajar, 2016)

Kusmana, Ade, '*E-Learning Dalam Pembelajaran*', Ilmu Tarbiyah Dan Keguruan, (2011), 37 <https://doi.org/DOI: https://doi.org/10.24252/

Lele, Marwana Ambo, '*The Students' Perception Of The Media Used By Teacher In Teaching English.* Makassar', 2019

Mardiah, Henny, '*The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic*', English Teaching and Linguistics Journal (ETLiJ), 1.2 (2020), 49–55 <https://doi.org/10.30596/etlij.v1i2.4894>

Mihhailova, Gerda, '*E-Learning as Internationalization Strategy in Higher Education: Lecturer's and Student's Perspective*', Baltic Journal of Management, 1.3 (2006), 270–84 <https://doi.org/10.1108

Mulyani, Sri, '*Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic*', Iain Salatiga 2020)

Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi Dan Komunikasi (TIK)*, 2009

Naidu, Somaiya, *E-Learning: A Guidebook of Principles, Procedures and Practices. 2nd Revised Edition* (New Delhi, India: Commonwealth Educational Media Center for Asia (CEMCA), 2006)

Nurohman, Misbah, Muhammad, '*Analysis Of The Students Perception Toward Reading Strategies*, Sustainability (Switzerland), 11.1 (2019), 1–14 </www.researchgate.netI>

Panggabean, Waladdin, '*The Method of English Language Learning at Cambridge English Course Balikpapan*', Jurnal Studi Guru Dan Pembelajaran, Vol. 1.No. 1 (2018), 27 <waladdin@uniba-bpn.ac.id>

Pusvyta Sari, '*Memotivasi Belajar Dengan Menggunakan E-Learning'.*Jurnal Ummul Qura Vol VI, No 2, September 2015, 20–35 <http://ejournal.kopertais4.or.id/index.php/qura/issue/view/531>

Putri, Tari, Utami, '*Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic"* State Institute For Islamic Studies (Iain) Salatiga.', 2020

Qiong. O, '*A Brief Introduction to Perception. Studies in Literature and Language*', 15.4 (2017), 19

Rabah, M., *E-Learning,* (Jordan: Dar Almnahej, 2005)

Ratna, Asri Saras Sati, and Ramaditya, '*Effect Of Perception Of Benefits, Easy Perception Of Use, Trust And Risk Perception Towards Interest UsingE-Money*', *Sekolah Tinggi Ilmu Ekonomi Indonesia*, 2019

Sanderson, Paula Elizabeth, '*E-Learning: Strategies for Delivering Knowledge in the Digital Age'*, The Internet and Higher Education, 5.2 (2002), 185–88 <https://doi.org/10.1016/s1096-7516(02)00082-9>

Schunk, H, Dale, *Learning Theories An Educational Perspective*, ed. by Matthew Buchholz, *Space Science Reviews* (Boston: Library of Congress Cataloguing in Publication Data Schunk, 2012), LXXI <https://doi.org/10.1007

Suartama, Kadek, *E-Learning Konsep Dan Aplikasinya* (singaraja: Universitas Pendidikan Ganesha, 2014)

Sugiyono, Dr., *Metode Penellitian, Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta CV, 2019)

Suryatika, Desi, *'The Effectiveness of E-Learning as Teaching Media in EFL Classroom'*, Jurnal Bahasa Dan Sastra, 8.1 (2019), 3

Syafaat, *'The Students' Perception Of Use E-Learning For English Teaching At State Islamic Senior High School'* (State Islmic Institute (Iain) Of Tulungagung, 2020)

Unumeri, Ogheneochuko, Godwin, *Perception And Conflict*, 2009 <www.nou.edu.ng>

Walgito, Bimo, *Pengantar Psikologi Umum. Yogyakarta:* ANDI, 2010

APPENDICES

Appendix 1

Observation

Field Notes of Observation 1

Place   : MAN 1 Kotamobagu

Date / Time   : Monday, 14 June 2021/ 08.00 - 12.00

Observer   : The researcher

On Monday, June 14 2021, the researcher came to visit MAN 1 Kotamobagu to ask for a research permition at MAN 1 Kotamobagu. After the researcher arrived at MAN 1 Kotamobagu the researcher only saw the teachers and did not see the students because the covid-19 situation made students have to study from home and only teachers were present at school. The researcher had a conversation with Mr. Binar as the head of the curriculum section at MAN 1 Kotamobagu, he explained a little about the implementation of E-Learning in school and explained about MAN 1 Kotamobagu. After that, the researcher went to the teachers room to be introduced with English teacher at MAN 1 Kotamobagu.

Before the researcher conducted further conversation, the researcher first got acquainted with the English teacher. The researcher started the conversation by introducing himself and then conveying the meaning and purpose of the researcher arrival at MAN 1 Kotamobagu. After the researcher conveyed the aim and objectives, the English teacher was directed by the English teacher to start research in Class X Religion 1 and X Religion 2. After the researcher talked with Maam Ani, the researcher was directed to meet with the hoom teacher for class X Religion 1 and Class X Religion teacher 2 to conduct the research in that class. After that the researcher was directed by the home teacher of Religion 1 and X Religion 2 to immediately start the research.

Field Note of Observation 2

Place   : Teachers Room

Date / Time : Tuesday, 15 June 2021 / 08.30 - 12.00

Observer   : The researcher

At 08.30 the researcher arrived at the school to meet the home eacher of class X Religion 1 and home teacher of class X Religion 2, then the researcher was directed by the home teacher to join the whatsapp group in class. After the researcher joined the WhatsApp group, the researcher was directed by Mr. Binar to meet with the English teacher to help the researcher to access using E-Learning. the English teacher asked what concept was used for the research, then the researcher explained in detail to the English teacher about the purpose of the study, namely knowing students' perception of using E-Learning in learning English and knowing Advantages and disadvantages of using E-Learning in learning English, using questionnaire and interview that the researcher will share. English teacher agree to the research plan. After that, the researcher also asked for permission to observe English learning when learning English took through E-Learning. The researcher is grateful for the willingness of the English teacher to help with this research.

Field Note of Observation 3

Place   : Teachers Room

Date / Time : Wednesday, June 16 2021 / 09.00 – 12.00

Observer   : The Researcher

   On June 16, 2021, the researcher returned to MAN 1 Kotamobagu with the aim of observing English learning in Class X Religion 1 and X Religion 2. The researcher came to meet the English teacher to discussed the activities to be carried out. then the English teacher directly the researcher to access the E-Learning by entering the username and password from the English teacher so that the researcher can access the E-Learning. When learning English begins, the researcher is directed by the English teacher to be a participant in the learning. The researcher began to observe the learning that took place by writing down all the early learning activities until the end of the lesson.

   English teacher start learning at 10.00 through Whatsap group to communicate with students. English teacher by the greating, then asked students to fill in the attendance list. After that the English teacher said that the English material had been uploaded in E-Learning. after that the students answered the message from the English teacher in the whatsapp group to immediately open the material sent via E-Laerning.

   English teacher asked students to study the material for 30 minutes. After 30 minutes ended the English teacher asked the students whether the material could be understood or not. Some students answered they did not understand and some students answered that they understood. After that the English teacher asked the students to do the practice Activities on the material for 30 minutes. After the 30 minutes ended some students had finished working on the practice Activities, but some students had not finished working for various reason such as unstable internet network constraints. Then the English teacher gives students assignments to work and will be collected in the next 2 weeks. Learning ends at 12.00 and the English teacher closes the lesson by greeting in the whatsapp group.

Field Note of Observation 4

Place : Class X Religion 1, and X Religion 2

Date / Time : Thursday, 17 june 2021 / 08.00-10.00

Observer : The Researcher

The researcher came back to school to meet directly with the students of class X Religion 1 and X Religion 2. First the researcher met with 25 students in class X Religion 1 then the researcher introduced himself. After that, the researcher explained the aims and objectives of the researcher conducting the research in the class. Second, After the researcher talked with the students of class X Religion 1, the researcher continued to meet the students of class X Religion 2, then the researcher introduced himself and explained the aims and objectives of the research in the class. After that, the researcher met with the English teacher to thankfull for bringing the researcher together with the students

Field Note of observation 5

Place   : Teacher's room

Date / Time   : Friday, 18 June 2021

Observer   : The researcher

The researcher came back to school to meet the English teacher. The researcher met with the English teacher and conveyed the aims to help the researcher distributed the Google Form questionnaire link through the WhatsApp group so that students felt obliged to fill out the questionnaire.

The English teacher distributed the questionnaire link that the researcher had made, then some students filled out the questionnaire. After that the researcher gratefull the English teacher for helped the researcher in distributing the questionnaire to the students.

Field Note of Observation 6

Place   : Class X Religion 1, and X Religion 2

Date / time   : Saturday, 19 June 2021 / 08.00 - 12.00

Observer   : The researcher

The researcher came back to the school to make the final observation. the researcher met with the students of class X Religion 1 and X Religion 2 to conducted the interview with 25 students. Before the researcher started the interview, the researcher met with the English teacher first to ask for permission to conduct face to face interview in the classroom. Then the English teacher agreed on the condition that they still follow the protocol and always to wear mask. After that, the researcher was directed to meet with the students.

The researcher conducted interviews with 25 students from 2 classes. First, the researcher conducted interviews with 13 students in class X Religion 1, then the researcher conducted research in class X Religion 2, totaling 12 students, so that the participants in this research interview was 25 students. After conducted the interview, the researcher met with the English teacher to say thanks to helped the researcher to collect the data. Then the researcher thanks to Mr. Binar as the head of the curriculum at MAN 1 Kotamobagu for helping in this research.

Appandix 2
List table of the questionnaire

No	Pernyataan (Questionnaire Statement)	Jawaban Alternatif (alternative answers)			
		SS	S	TS	STS
1	*Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning.* (The teacher explains English material well through E-Learning)				
2.	*Materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus* (The English material delivered by the teacher through E-Learning is in accordance with the syllabus)				
3	*Pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19* (Learning English through E-Learning was effective during the Covid-19 pandemic)				
4	*Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning* (Your English skills improve during learning through E-Learning)				
5	*Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning*				

	(The teacher conducts question and answer activities about English material in learning through E-Learning)				
6	*Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19* (Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19)				
7	*Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning* (You ask the teacher when you have difficulty learning English through E-Learning)				
8	*Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19* (You are diligently working on English assignments given by the teacher through ELearning during the Covid-19 pandemic)				
9	*Anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19* (You continue to learn English even though there are no assignments during the Covid-19 pandemic)				

10	*Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19* (You are motivated and excited to learn English through E-Learning during the Covid-19 pandemic				

Information :

SS   = Strongly Agree

S   = Agree

TS   = Disagree

STS = Strongly Disagree

Appendix 2

Questionnaire Result
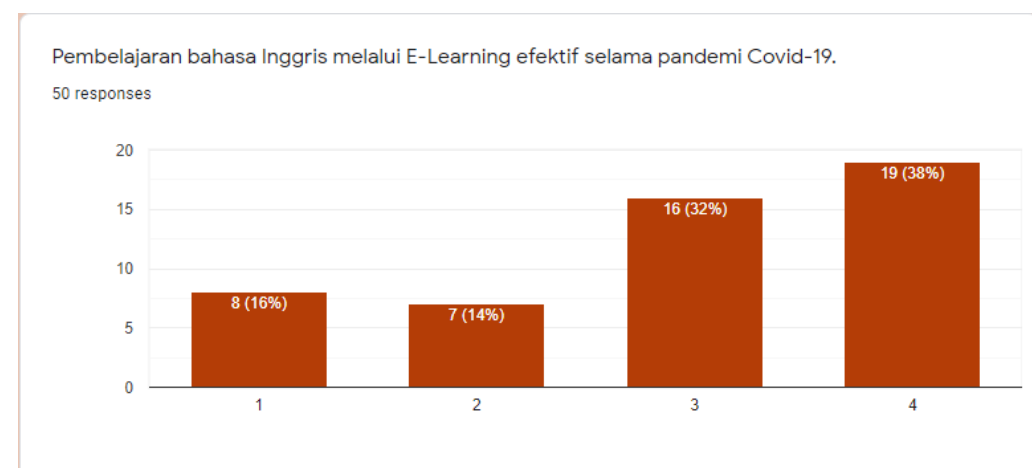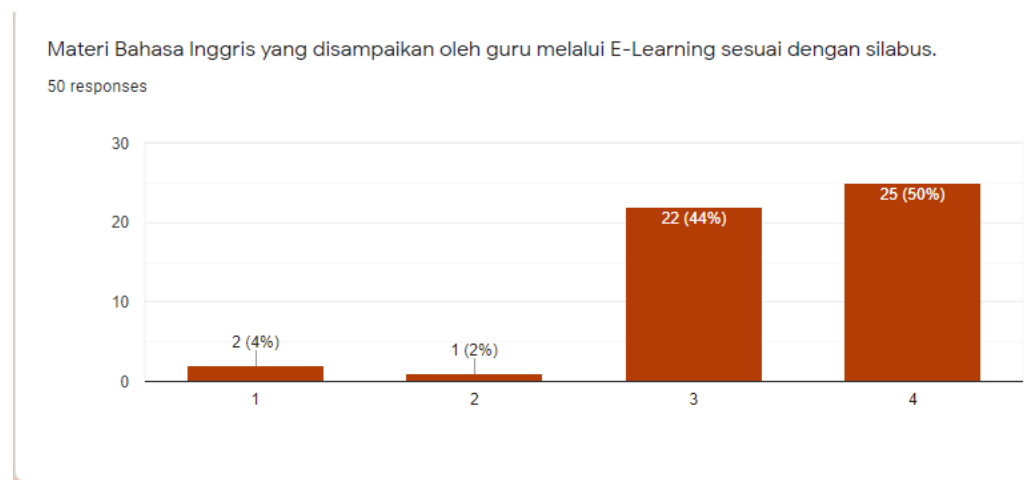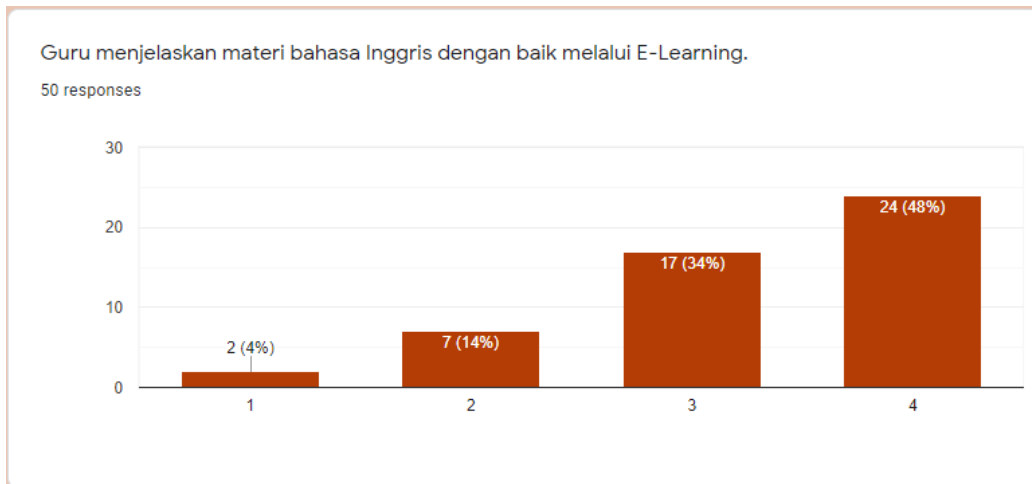
Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning.

50 responses

Materi Bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus.

50 responses

Pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19.

50 responses

Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning
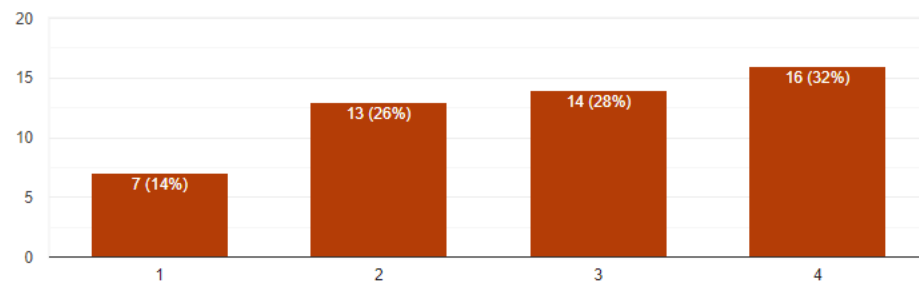
50 responses

Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning.
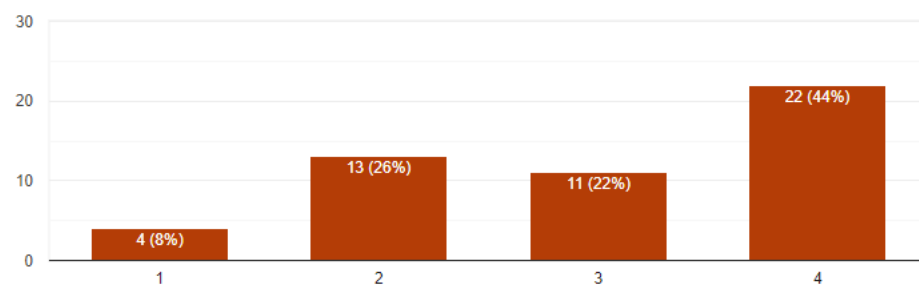
50 responses

Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19
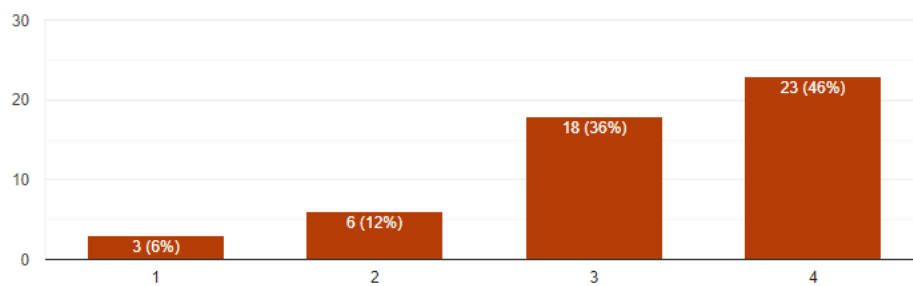
50 responses

Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning
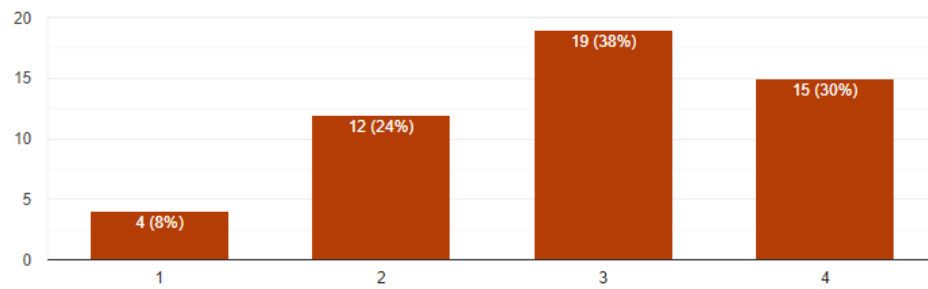
50 responses

Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19.
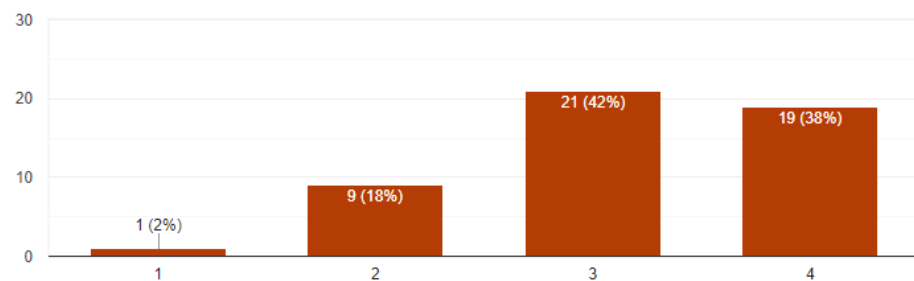
50 responses

Anda tetap belajar Bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19.
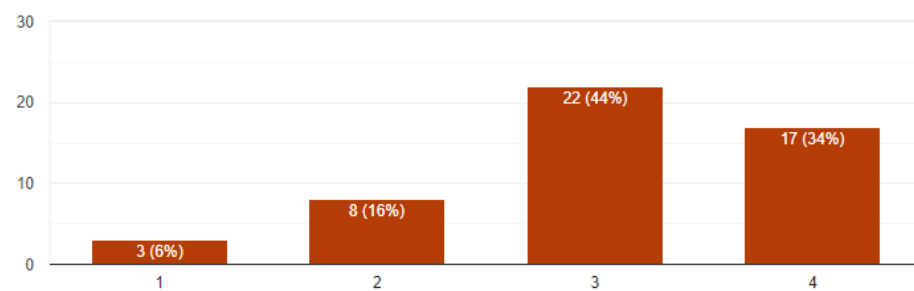
50 responses

Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19.

50 responses
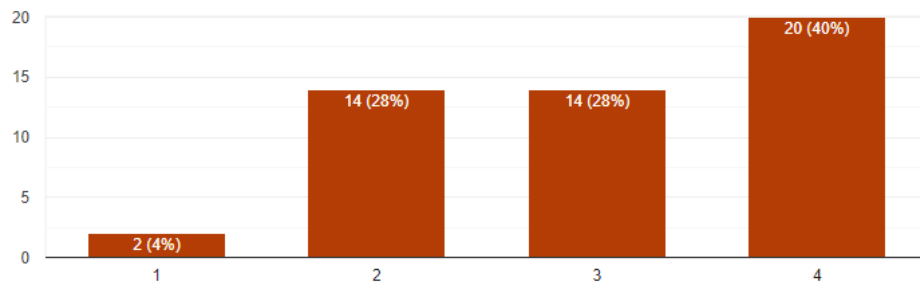
Appendix 3

Interview Guideline

1. Apakah guru menjelaskan materi bahasa Inggris dengan baik menggunakan E-Learning? Mengapa? *(Does the teacher explain English material well through E-Learning? Why?)*

2. Apakah Anda setuju dengan pembelajaran bahasa Inggris menggunakan E-Learning selama pandemi covid19? mengapa? *(Do you agree with learning English using E-Learning during the covid19 pandemic? why?)*

3. Apakah pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19? Mengapa? *(Is learning English through E-Learning effective during the Covid-19 pandemic? Why?)*

4. Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning? Alasan? *(Did your English skills improve while learning through E-Learning? How?)*

5. Apakah guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning? *(Does the teacher conduct question and answer activities about English material in learning through E-Learning?)*

6. Apakah dengan belajar bahasa inggris melalui E-Learning anda mampu mengetahui dan memahami materi secara mudah?Mengapa?
(Is learning English subject through E-Learning you are able to know and understand the material with easily? Why?)

7. Ape saja kelebihan menggunakan E-Learning dalam pembelajaran bahasa inggris selama covid19 pandemic? *What are the advantages of using E-Learning in English Subject during pandemic?)*

8. Apa saja kekurangan menggunakan E-Learning dalam pembelajaran bahasa inggris selama covid19 pandemic?
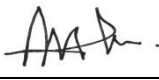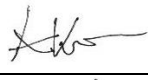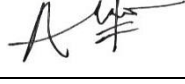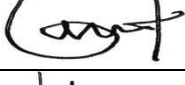
(What are the disadvantages of using E-Learning in learning English subject during pandemic?)

9. Apakah dengan pembelajaran bahasa inggris menggunakan E-Learning mampu membangun interaksi sosial antara siswa dengan siswa lainnya? Mengapa?
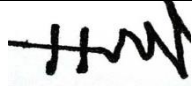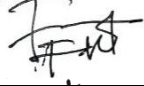
(Is learning English using E-Learning able to build social interaction between students and other students? Why?)

10. Apa solusi anda mengenai pembelajaran bahasa inggris menggunakan E-Learning kedepannnya? *(What is your solution about learning English subject using E-Learning in the future?*

List of Interview

No	Name	Sign
1	Aflis Raeishra Pontut	
2	Ammar Abdullah Mokodompit	
3	Fabian Adhyaksa Jang Mokodompit	
4	Hijrah Nur Arif Makalalag	
5	Meyli Navia Ginoga	
6	Salvia Mokoginta	
7	Anggi Vandeim:	
8	Anisya Ananda Hatam	
9	Dwi Mokoginta	
10	Reza Pratama Datunsolang	
11	Ridwan Rachman Muharam	
12	Seva Mamonto	
13	Fiqry Abdul Riyadh Gaib	
14	Gina Prastika Niode	
15	Abdulah Hanif Kobandaha	
16	Alfareza Saputra Achmad	
17	Algi Fahri Ambun	
18	Amanda Gracia Mokodompit	

19	Chelsea Aprilia Pakaya	
20	Fadil Massi	
21	Faisal Simbala	
22	Faiz Muksin Bin Abd Aziz	
23	Fariza Fauzia Panai	
24	Ibrahimovic Damopolii	
25	Jhofandri Afriansyah Anggai	

Appendix 4

Documention

(Introduction proccess between researcher and students)

(The Researcher distributed the link of questionnaire via Google Forms in the

Teacher Room)

(The Researche conducted interview with students)

(The Researcher conducted the interview with students)

(The researcher conducted the interview with students)

KEMENTERIAN AGAMA R.I
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr. S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor	B-677 /In 25 / F II / TL.00 1 / 06/2021	Manado 09 Juni 2021
Lamp	-	
Hal	Permohonan Izin Penelitian	

Kepada Yth
Kepala/Pimpinan MAN 1 Kotamobagu

Di.-
   Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	:	**Dinda Putri Utina**
N I M	:	17.2.6.027
Semester	:	VIII (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : ***"Students' Perception Of Using E-Learning In English Subject At Man 1 Kotamobagu"*** Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1.   **Ahmad Mustamir Waris, M.Pd**
2.   **Fadhlan Saini, M.Pd**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d. Agustus 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
a.n Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,

Dr. Mutmainah, M.Pd
NIP 19810716 200604 2 002

Tembusan :
Rektor IAIN Manado sebagai Laporan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KOTAMOBAGU
MADRASAH ALIYAH NEGERI (MAN) 1 KOTAMOBAGU
Jl. Brawijaya Kel. Mongondow Kec. Kotamobagu Selatan
Telepon (0434) 24469 Kode Pos (95717)
E-mail : mankotamobagu.mk@gmail.com
Websit:http://www.mnkotamobagu.sch.id

SURAT KETERANGAN
Nomor : B- 432 /Ma.23.03/PP.00.6/06/2021

Yang bertanda tangan dibawah ini :

N a m a	:	Binar, M.Si
N I P	:	197403122003121004
Pangkat/Gol	:	Guru Madya, IV/a
Jabatan	:	Waka Kurikulum (MAN) 1 Kotamobagu

Dengan ini menerangkan bahwa :

N a m a	:	Dinda Putri Utina
N P P	:	17.2.6.027
Institusi	:	Institut Agama Islam Negeri (IAIN) Manado
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	"Students Perception Of Using E-Learning Subject At MAN 1 Kotamobagu."

Telah selesai melaksanakan Penelitian di Madrasah Aliyah Negeri 1 Kotamobagu dalam rangka penyelesaian akhir studi.

Demikian surat keterangan ini dibuat guna keperluan

Kotamobagu, 16 Juni 2021
Plh Kepala,

BINAR

RESEARCHER'S BIOGRAPHY

Name	: Dinda Putri Utina
Place and Date of Brith	: Manado, 22 Oktober 1999
Address	: Siliwangi Street, Kel. Kobo Besar, Kotamobagu
Phone Number	: 0831-357 4745
e-mail	: dindaputriutina@gmail.com

Parents' Name

Father	: Adjis Utina
Mother	: Resia Paputungan

Educational Background

Elementary School	: SDN N 1 Kobo Besar	(2005-2011)
Junior High School	: SMP N 5 Kotamobagu	(2011-2014)
Senior High School	: SMK N 1 Kotamobagu	(2014-2017)