STUDENTS' PERCEPTION OF ENGLISH ONLINE COURSE
(*RUANG GURU*)
(A Study of Students' in SMA 1 Rejang Lebong)

THESIS

This thesis is submitted to fullfil the requirement for 'Sarjana' degree in English Tadris Study Program

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2021

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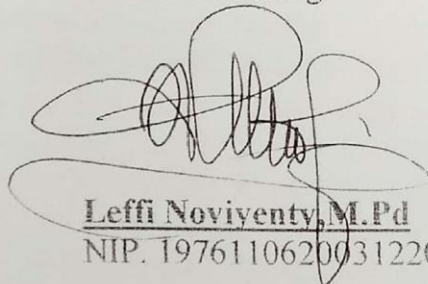
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari **Rani Duwi Putri** yang berjudul **"STUDENTS' PERRCEPTION OF ENGLISH ONLINE COURSE (RUANG GURU). (A STUDY OF STUDENTS IN SMA NEGERI 1 REJANG LEBONG)"** sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

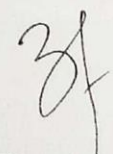Demikian permohonan ini kami ajukan, atas kerja samanya kami ucapkan terima kasih.

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This thesis entitled "students' perception of English online course (Ruang Guru). (a study of students' in SMA 1 Rejang Lebong), presented in fulfilment of the requirement for the degree of Strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

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6. All of my friends for their support.

Finally, the writer realizes that this research is still far from being perfect. There for any suggestion and criticism are always welcomed.

Wassalamualaikum wr.wb

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Curup,   May 2021
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MOTTO

"Karena sesungguhnya di dalam setiap kesulitan itu ada kemudahan. Sesungguhnya dalam setiap kesulitan itu ada Kemudahan"

(QS. Al Insyirah : 5-6)

"Cukuplah Allah menjadi penolong bagi kami dan Dia sebaik-baik pelindung"

(QS. Ali Imran : 173)

As Ant do a million step to get sugar

DEDICATION

Allah, is only the reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

- ➢ My heartbeat, my lovely parents, Mr. Nasrul and Ms. Tuti Hera Wati thank for support and love you give
- ➢ My beloved brother and sister, Padilah Rahmat Saputra and Reza Novalia
- ➢ My beloved aunty Ms. Marini Sustariana, S. Pd and uncle Mr. Arwan Bastari S. St (Alm)
- ➢ My grandpa thanks for big support and prayers for me
- ➢ My beloved partner M.Valliant Alkahfie
- ➢ My friends of TBI B Class in 2017

ABSTRACT

Putri, Dwi Rani, 2021. Students' Perception of English Online Course (Ruang Guru). (A study of students' in SMA 1 Rejang Lebong)

This research discovers students' perception of English online course (Ruang Guru) as an application in order to helps students' in learning English and increasing students' English achievement. This quantitative research discussed 76 students' of SMA 1 Rejang Lebong. In obtaining the data, the sevenhty six students' of XII grade in academic year 2020/2021 were given a set of questionnaires to get students' response on Ruang Guru. After obtaining the data, the researcher analyzed the students' response by counting its frequency and percentage. The findings of this research indicated that the majority of students' have positive perception on Ruang Guru based on 2 indicators that is provided by researcher, those are : advantages of English online course(Ruang Guru) and disadvantages of English online course (Ruang Guru). This research revealed that students' gave positive response to the use of Ruang Guru. In the other hand, students' had uncomfortable with the internet connection when they operate the application. Findings of this research also advise the students' to consider Ruang Guru as learning tool to help students' learn more effective, easy, and they can learn whenever and wherever they want.

Keyword : Ruang Guru, Perception

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CHAPTER I

INTRODUCTION

A. Background of the study

Covid-19 virus has been affected the educational sector of indonesian government. It effects to the students' teaching learning activities, especially at higher education. The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a circular Note for colleges and other educational institutions including higher education to temporarily stop the conventional teaching and learning activities in the schools to be conducted from home through online learning. Based on that regulation teaching learning process conducted in online way, from elementary up to senior high school, also colleges institutions. In addition, Nadiem Makarim suggests teachers to using various online learning platform such as Rumah Belajar, Quipper school, Google classroom, Zoom, and so on.

Senior high school is one of institutions which the students' mostly learn from home by using online learning. Online learning is a form of utilization internet that can enhance the role of students' in the teaching learning process. According to Mohammad Saleh Alshamrani in his thesis, he states that online learning has advantages related to providing time and place flexibility. The researcher has done pre-observed to the 76 students' of SMA 1 R/L to conducted the advantages of online learning.

Table. 1.1

Advantages of online learning	Total percentage
Online learning makes students' more active in teaching and learning processes	63.95 %
Online learning makes students' easier to acquire materials provided by the teacher	74.47 %
Online learning enhances the overall effectiveness of students' learning activities.	73.42 %

Based on the table above, the researcher concluded that online learning has some advantages to students', namely it helps students' to more active in teaching and learning processes, it makes students' easier to acquire materials provided by the teacher, and it enhances the overall effectiveness of students' learning activities.

To maximize learning in school the students' are expected to seek additional learning outside of school. Nowadays, the existing of online and face to face course (learning guidance) always develops to help students' in learning outside of school, for instance in Face to face course there is Ganesha Operation, while online course there are Ruang Guru, Zenius, Quipper, etc. In line with this, it related with M.Zaenal Abidin research, he found that there is an influence of learning guidance on students' achievement.[1] As we know, in this digital era mostly students' choose online course as their additional learning outside of school, for instance Ruang Guru, Quipper, Zenius, Kelas Pintar, Kelas Kita etc.

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[1] M Zaenal Abidin, 'The Influence of Learning Guidance on Students' Achievement of Islamic Religion Education . Genukwatu Ngoro Jombang', 1.1, 149–70.

Online course is a platform designed via the internet without have to do face to face interaction with the tutor. Online course can provide an alternative option for students' who have internet network access for obtain their study more effective, efficient, and interactive. Due to their online character, they enable students' from different backgrounds and cultures to participate. Studying in online course mostly means freedom in time, location, and engagement. Online course has opened up exciting new possibilities for students' to study more effective and fun. Online course has a tools to create dynamic presentations with animation effects, audio and video clips to make knowledge transference more effective. Students' will be easier to increase their ability/knowledge by the wonderful dynamic presentations. They provide attractive learning services so that students' can understand the material more easily and pleasantly. Additionally, the tutor usually creates an interesting technique, for instance they create dynamic presentations with animation effects, audio, video clips, etc to make knowledge transference more effective. Based on the reason above, mostly students' of senior high school choose some of online course, for instance Ruang Guru, Zenius, Quipper, Pahamify, etc.

In Rejang Lebong, there are some Senior High School. The Reearcher had done the consultation with some of vice Curriculum of SMA 1, SMA 2, and SMA 4 Rejang Lebong. In addition, the researcher found that in SMA 1 Rejang Lebong, there was a lot of students' used Online Course as their additional application to learn from home.[2] Senior High School Number 1 at Rejang Lebong is one of the school which the students' mostly learn from home by using online course. Based

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[2] Interview with some Vice of Curriculum in Some Senior High School. October, 2020.

on the survey conducted to 12th grade students' 2020/2021 of students' in SMA 1 Rejang Lebong who use online course.
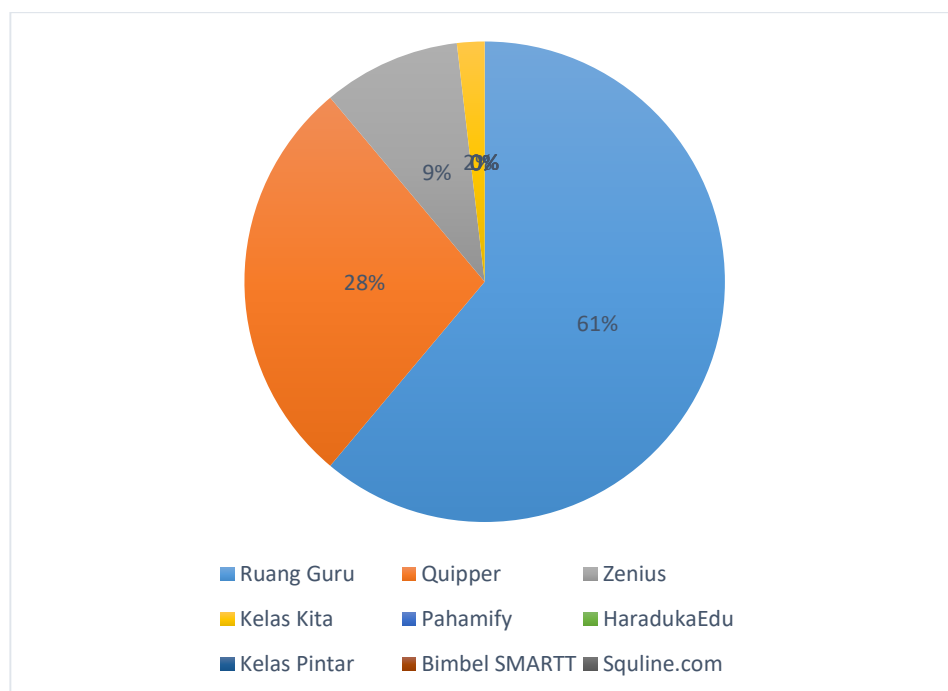
Survey of some students' 12th Grade

Based on the chart above, the researcher found that mostly students' from SMA 1 learn from home by using Ruang Guru as an online course platform for helping their learning activities at home. The researcher chooses Ruang Guru, because this application is most widely used by students'. The researcher chooses XII grade by considering the students' need learning guidance at home, they have a lot of assignments that have to complete, projects that is given by the teacher, it can help students' for their preparation for taking MID exam, UTS exam, and UAS exam, it also helps them to prepare UTBK to get into university.

Ruang Guru is one of online course platforms that is new and famous in Indonesia. It is the largest and the most comprehensive technology company in Indonesia that focuses on education-based services, and it has more than 6 million

users and has managed more than 150.000 teachers.[3] It has a lot of advantages that can help students' to more active and easily to learn. It can be seen that Ruang Guru has experienced and professional tutor, the features attractive and simple, the material completed, understandable features, and the videos can be downloaded. It expected that Ruang Guru will help students' in learning English. In addition, students' will find out to solve their problem in learning English.

Anchored in the phenomenon encountered in the field as highlighted above and the prior studies which have demonstrated students' perception of English online course. Accordingly, this study is entitled **"Students' perception of English online course (Ruang Guru)".** This study is expected to increase students' motivation to learn inside and outside school. Also, online course course will improve the students' achievement.

B. Research Question

Based on the background of the study, the researcher formulates the problems, as follow :

1. How is the students' perception of advantages of Ruang Guru ?

2. How is students' perception of Ruang Guru helps students' in learning English ?

3. How is students' perception of Ruang Guru solve students' problems in learning English ?

4. How is students' perception of disadvantages of Ruang Guru ?

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[3]https://ruangguru.com/general/about. Access on November 5th 2020. 17.00

C. Objective of The Research

Based on the research question above, the researcher formulates the objective of the research, as follow :

1. To investigate the students' perception of Advantages of Ruang Guru.

2. To investigate the students' perception of Ruang Guru helps students' in learning English.

3. To investigate the students' perception of Ruang Guru solve students' problems in learning English.

4. To investigate the perception about students' perception of disadvantages of Ruang Guru

D. Delimination of The Research

In this research, the researcher focuses on the students' at 12th grade in academic year 2020/2021 of SMA 1 Rejang Lebong.

E. Operational Definition

The definition of the terms are described, as follows :

a. Perception

Perception is an opinion or view of a person toward something, event or phenomenon. In this research, perception is how students' opinion about English online course (Ruang Guru).

b. Ruang Guru (Online Courses)

Ruang Guru is one of online course platforms that is new and famous in Indonesia. Ruang Guru has experienced and professional tutor, the features attractive and simple, the material completed, and understandable features.

F. Significant of The Research

The researcher can give some useful information about the Students' Perception on English Online Course. The researcher can present the students' Perception on English Online Courses. Expects, the result of this study is useful for researcher, students', teacher, and all of the reader. The result can be used as follow:

1. For the researcher

By undertaking this research, the researcher is able to study and get more information to identify Online Course (Ruang Guru). In addition, the writer can get new experience and knowledge for the future.

2. For the students'

It is hoped the students' increase their achievement through Online Courses and it can be motivated the students'.

3. For the teacher

It is hoped the Teachers increase their performance in teaching learning process and it can be used as an evaluation of the competence possessed.

G. The Organization of Thesis

The thesis consists of five chapters; its description is below.

Chapter 1 consists of introduction covering background of the study, research question, the objective of the research, significant of the research, delimitation, the operational definition, and the organization of thesis. Chapter 2 provides theoretical review related to this research and previous study. Chapter 3 presents method used in this research. It is included type of the research, population and sample, technique of collecting data, technique of analyzing data. Chapter 4 present the finding and discussion about students' perception of English online courses based on data that the researcher got from surveying and interviewing the sample of this research. Last, chapter 5 provides the conclusion and suggestion about this research for the readers.

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is an opinion or view of a person toward something, event or phenomenon. According to Bakhrust and Shanker said that perception is an awareness on how things are and thought makes contact with an independent reality.[4] In addition, Walgito stated that perception refers to one's perspective on something that can make the response of how and by what person would act.[5] Furthermore, Stephen Robbins defined perception as a process by which individuals organize and interpret their sensory impressions on their environment.[6] Based on definitions above we can conclude that perception is an individual process to organize and give response an information by its sense and view on a particular object that someone acquire on environment.

2. Types of Perception

According to Richard there are 3 types of Perception, as follows :

1. Visual perception, is the perception that is gained by seeing. Visual perception is formed of visual information and stimuli which comes from outside. This kind of perception is the earliest perception that is develop in human life.

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[4] David Bakhrust, Shanker, "Language Culture, Self. Thousand Oaks" (California: Sage Publication, 2001), p.118
[5] Walgito, Bimo. 2004. Pengantar Psikologi Umum, (Yogyakarta: Adi Yogyakarta, 2004), p. 85
[6] Stephen P. Robbins, Organizational Behaviour, (New Jersey: Prentice Hall Inc. 2001), p.121-122

2. Auditory perception, is perception related to hearing. Hearing is an ability to recognize sounds. For human and vertebrate, hearing ability is processed by hearing system which is consist ears, neural, and brain.

3. Speech perception, is a perception which related to spoken language, speech perception is expressed by verbal ability.[7]

Based on three types of perception above, it can be concluded that perception is formed through experience from an object by analyzing information and inferring message.

3. Forms of Perception

An individual disposed to assess an object by considering whether the object is appropriate with their appreciation and receivable rationally and emotionally. In another case, an individual can envisage an object negatively when the object received by preceptor inappropriate with the personal comprehension, and they can disposed to reject it. That statement in line with Walgito who divided perception into two forms[8] :

a. Positive perception

It is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

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[7] Richard Et al,"*Longman Dictionary of Applied Linguistic*",(Hongkong: Longman Ltd.1992), p.12

[8] Walgito, in Budiman Thesis, "*Students' Perception of Lecturers' Role in Enhancing EFL Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN Curup*). "IAIN Curup. 2018. p.34

b. Negative perception

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.

B. Online Learning

1. Definition of Online Learning

According to Simpson & Richards Online learning is a coursework which has been defined for the students', to be adopted at a distance.[9] In addition, Saifuddin states that online learning is a form of utilization internet that can enhance the role of students' in the learning process.[10] Furthermore, Sung, Chang & Liu defined online learning as a Specification of online tools which can be deployed to create an enriched, efficient process of collaboration and interaction.[11] In ad dition Carliner defines online learning as educational material that is presented on a computer. Khan defines online instruction as an innovative approach for delivering instruction to a remote audience, using the Web as the medium. However, online learning involves more than just the presentation and delivery of the materials using the Web: the learner and the learning process should be the focus of online learning.

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[9] *Ibid*

[10] Saifuddin, in Nabila, Yenny, and Chairiyanto research "*Persepsi Mahasiswa terhadap perkuliahan daring sebagai sara pembelajaran selama masa karantina COVID-19,*" Teuku Umar University.2020.

[11] Yao Ting Sung, Kuo En Chang, and Tzu Chien Liu, "The Effects of Integrating Mobile Devices with Teaching and Learning on Students' Learning Performance:(2016): 252–275,

Hence, Gupta et al., confirmed that online learning as a blended learning methodology.[12]

Based on definitions above, the researcher can conclude that online learning is the use of the Internet to access learning materials, to interact with the content, instructor, and other learners and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. Accordingly, Online learning also refers to the utilization of multi-media technologies and the internet to improve the quality of learning and the use of advanced technologies which facilitate the access to online resources.

2. **Characteristic of Online Learning**

According to Oyarzun, Stefaniak, Bol & Morrison the characteristic of online learning, as follows :

1) The use of a multimedia environment,

2) The sharing of a wide range of information,

3) The establishment of an e-learning system enabling collaborative communication,

4) The creation of a network for accessing and disseminating information,

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[12] Ujjwal Gupta et al., "An Online Learning Methodology for Performance Modeling of Graphics Processors," *IEEE Transactions on Computers* 67, no. 12 (2018): 1677–1691.

5) The incorporation of the systems on various kinds of operating systems and browsers.[13]

3. Advantages of Online Learning

Online learning has a lot of advantages, especially for the students' and teachers. Some of the advantages are outlined below. **For learners,** online learning knows no time zones, and location and distance are not an issue. In asynchronous online learning, students' can access the online materials at anytime, while synchronous online learning allows for real time interaction between students' and the instructor. Learners can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying. Situated learning is facilitated, since learners can complete online learning while working on the job or in their own space, and can contextualize the learning. **For the teachers,** teaching learning process can be done at anytime and anywhere. Online materials can be updated, and learners are able to see the changes at once. When learners are able to access materials on the Internet, it is easier for teachers to direct them to appropriate information based on their needs.

In addition, Online learning provides many advantages to students' of all backgrounds and in all stages of their academic. One of the greatest advantages of online learning, as follows :

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[13] Oyarzun, B., Stefaniak, J., Bol, L., & Morrison, G. (2017). Effects of learner-to-learner interactions on social presence, achievement and satisfaction. Journal Of of Computing In in Higher Education, 30(1), 154-175. doi: 10.1007/s12528-017-9157-x

1) Flexibility, Marteney & Bernadowski defined that students' can flexibly schedule their courses to suit their needs, and they can pace their learning and workload.[14]

2) Time, students' can take breaks as often as needed, work at preferred times, and take as much time as they need to master course content and complete assignments, without classroom disruptions.

3) Students' are able to interact with their instructors or peers through online learning regardless of a mobility, speech or vision impairment and learner preferences can be applied, such as time of day to learn or amount of work a screen at once.

Additionally, Based on the article of Asst. Prof. Phatthanan Hiranrithikorn from Suan Sunandha Rajabhat University, Bangkok, Thailand entitled "advantages and disadvantages of online learning" defined that there are several befenits of online learning, as follows :

1) Save cost of commuting and travelling to gain the knowledge

2) Save time of commuting and travelling to seek knowledge and skills

3) No need to suffer from traffic jams and set up time

4) Gain extra time to gain more knowledge and review

5) Allow many advantages of flexibility of work and method of learning

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[14] Marteney & Bernadowsky, in Navdeep Kalirai research. *"Online Learning for Students' with Special Needs"*. Athabasca University. 2019. P.3

6) Be able to use extra time or coffee break time to take care of household and family

7) Save cost and time for dress and dress code

8) Learning on theyr own pace

9) Progress depends on level of self-disciplinary and self-motivation

10) More advantages with the changing and new trend of working with new world of business .[15]

Hence, Adewole-Odeshi, Shen & Chuang, Pituch & Lee, note that e-learning has many advantages and advantages related to providing time and place flexibility; resulting in cost and time savings for educational institutions; fostering self-directed and self-paced learning by enabling learner-centred activities; creating a collaborative learning environment by linking each learner with physically dispersed experts and peers; and allowing knowledge to be maintained updated in a more timely and efficient manner.[16] From the description above, the researcher could conclude that online learning has a lot of advantages for students' and teachers.

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[15] Verónica Marín Díaz, Eloísa Reche Urbano, and Guadalupe Maldonado Berea, "Advantages and Disadvantages of Online Training," *Ridu* 7, no. 1 (2013): 2.

[16] Masood Badri et al., "Students' Intention to Take Online Courses in High School: A Structural Equation Model of Causality and Determinants," *Education and Information Technologies* 21, no. 2 (2016): 471–497.

C. Online course (Ruang Guru)

a. Definition of Ruang Guru

Ruang Guru is one of electronic learning platform that is new and famous in Indonesia. Ruang Guru is the largest and the most comprehensive technology company in Indonesia that focuses on education-based services, and it has more than 6 million users and has managed more than 150.000 teachers.[17] The company was founded in 2014 by Belva Devara and Iman Usman.

Ruang Guru is committed to being a partner for local goverments to provide quality education through the Learning Management System (LMS). Last year, Ruang Guru successfully cooperated with 32 provincial government and more than 326 municipal and district goverments in Indonesia. In addition, Ruang Guru offers learning videos, private tutoring, online test, try out, etc. It is not only present as a business, but they aim to improve the quality of the teachers, with the improvement in the quality of the teachers, the quality of education can be better. They believes that technology can help students', teachers and parentss to carry out their activities more effectively and efficiently.

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[17]https://ruangguru.com/general/about. Access on November 5th 2019. 17.00

b. Advantages of Ruang Guru

There are some advantages of Ruang Guru, as follows[18] :

1) Experienced and Professional Tutor

With the existence of professional and experienced teachers, the Ruang Guru is in great demand by people. The teachers in it are able to provide a clear delivery in accordance with the material being taught. So, students' can understand the material easily.

2) The features attractive and simple

Ruang Guru has features that attractive and simple so students' can easily access the application. The features are very completed, students' can learn the material they want.

3) The material completed

Complete materials can certainly make it easy for students' to learn through this one application.

4) Various subjects ranging from SD, SMP, to SMA are provided in full. Students' can learn what they need, students' can even be guided by the teachers about the material they can learn.

5) Videos Can Be Downloaded

If students' want to learn again, they can download the video in the application. They can collect various kinds of learning videos that are needed, this can make them more focused later. Hence, it can save data network.

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[18] https://ruangguru.com/general/about. Access on December 5th 2020. 16.00

c. Disadvantages of Ruang Guru

The disadvantages of this application is :
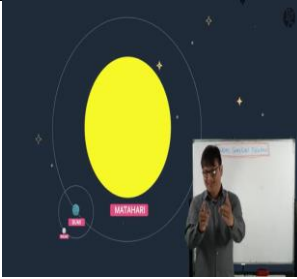
1) The applications can only be opened online, it's mean that the students'

must be connected with the internet.

d. Display of Application

Icon of Ruang Guru Platform

Display of Ruang Guru	Explanation
	Display of study room in the Ruang Guru, there are illustrations of 2 students' and 1 teacher. And there are also learning symbols: calculators, dictionaries, world maps, etc. Besides that the colors shown look bright and attractive.
	I n addition, there are also learning media, namely : roboguru, test room, digital bootcamp, online tutoring room, reading room and tutoring room.

	In one of the services in the Ruang Guru called digital bootcamp where the service use for a group chat application to communicate between teachers and students' virtually.
	Tutoring space in the Ruang Guru can find private teachers that students' want.
	This picture shows a learning method that uses animation to facilitate students' in understanding the lesson. [19]

D. Students' Problem in Learning English

a. Definition of Problem

In Oxford Learning's Pocket dictionary the word 'problem' is thing that difficult to deal with or understand.[20] So, problem is situation, person, or thing that difficult to understand something and needs to be deal or solved. According to Margono, problem is a gap between the expectations of

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[19] Aulia Zulfa Shoumi, "Peran Multimedia Dalam Pendidikan Pada Aplikasi Ruang Guru," *Prosiding Seminar Nasional Cendekiawan* (2019): 2.
[20] Victoria Bull, Oxford Learner's Pocket Dictionary (New York: Oxford University Press, 2008), p.350

something that should be the reality.[21] For example, the gap between the overflowing number of high school graduates in hopes of accommodating ability of university. It means that the cause of problem in mastering English are some differences between English and Indonesian such as pronounce, grammar, and phrase. It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is a gap between the expectation or something and reality. To solve the probem we need to understand the problem and cause of the problem occur.

b. **Students' problem in learning English**

According to Praveen and Patel, they argue that the students' problem in learning English are[22] :

1. Motivation, thought speech that child learn to organize his perception and regulate his behavior and mental activities.

2. Reinforcement, makes any response powerful.

3. Attention, mental process of students' which decide the role of students' involvement in teaching learning process.

4. Memory, human brain is store house of memory.

5. Habit formation, if we want to learn language we should take it in practice.

In line with Praveen and Patel, Akujobi & Chukwu state that there are many factors which influence students' in learning English including the

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[21] Margono in Siti Ratna Thesis , *An Analysis Of The Students' Problem In Learning Speaking At The First Semester Of The Eleventh Grade Students' Of Smkn 6 Bandar Lampung In The Academic Year 2018.* 2018.

[22] M. Praveen and M.E.Patel, English Language Teaching (Jaipur: Sunsire Publishers, 2008), pp. 41-45

influence of mother tongue, media used, teachers' experiences in teaching, different cultural background, big classes, as well as students' attitude towards English learning.[23] In addition , Dhillon & Wanjiru also believed that regional language gives direct effects to English language proficiency.[24] In accord with Dhillon & Wanjiru, Nath found that in English learning class, teachers tend to use one hundred percent vernacular language as a medium to teach English. As a result, the students' failed to acquired English as the target language because of an absence of English used in classroom even though in an English class. Unfortunately, learning by using English in the classroom is the only condition where the students' have to practice the target language because the students' simply do not practice to talk in English outside their classroom.

E. **Review of Related Finding**

This part consists of the previous studies of similar researches. The first finding is a research entitled The Effect of Using "Ruang belajar" Featured Toward The Level Of Understanding For Students' Using "Ruang Guru" Application by Dian Permatasari. This study used descriptive analysis that was studied quantitatively by collecting questionnaire from respondent consist of several class IX students' of 8 Junior High School, Bandung. Technique for collected primary data using questionnaires and observations, also using secondary data from 8 Junior High School Bandung parties, literature, internet, and previous research. The result of this study show that feature of "Ruang

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[23] Ariyanti Ariyanti, Widi Syahtia Pane, and Umar Fauzan, "Teacher's Strategy in Solving EFL Students' Problems in Learning English," *ASIAN TEFL Journal of Language Teaching and Applied Linguistics* 4, no. 2 (2019): 129.
[24] Ibid.

Belajar" in "Ruang Guru" has a significant effect towards the level of students'

understanding.[25]

The second finding is conducted by Syamsurijal., S.Pd., M.Pd entitled

Survey of students' satisfaction to Ruang Guru. This study is published in 2019.

In this study, the researcher used survey method. The study was conducted using

a survey. The research subject were students' who had subscribed to Ruang Guru

which were selecting using the simple random sampling. The results showed that

descriptively that students' who were satisfied were 95 %, while students' who

were dissatisfied were 5 %. [26]

Third, the related finding under the title The Influence of Learning

Guidance on Students' Achievement of Islamic Religion Education. This research

was accomplished by M. Zaenal Abidin. The main objective of the research

confirmed the influence of learning guidance on students' achievement of Islamic

education. This kind of study was quantitative approach, and the type of research

was correlation using descriptive analysis survey methods. The data were

collected through questionnaires and documentation. The result of study was

indicate that there is an influence of learning guidance on students' achievement

of Islamic education in MI Islamiyah Genukwatu Ngoro Jombang[27].

Based on the findings above, the researcher found similarities among them.

Those research are focused on the students' perception of English online course

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[25] Dian Permatasari, 'The Effect Of Using "RUANGBELAJAR" Featured Toward The Level Of Understanding For Students' Using "Ruang Guru" Application. Carbohydrate Polymers, 6.1 (2019), 5–10 <https://doi.org/10.1109/MTAS.2004.1371634>.

[26] Syamsurijal Syamsurijal, "Artikel Survey Kepuasaan Siswa Yang Berlangganan Bimbingan Belajar Online Ruang Guru," *PERNIK : Jurnal Pendidikan Anak Usia Dini* 2, no. 2 (2019): 194.

[27] M Zaenal Abidin, 'The Influence of Learning Guidance on Students' Achievement of Islamic Religion Education . Genukwatu Ngoro Jombang', 1.1, 149–70.

(Ruang Guru). Moreover, the researcher also discovers some differences on those findings, for instance, participants, method, and research instrument. This research focus on students' perception on English online course (Ruang Guru).

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This research was descriptive study and organized in descriptive quantitative way. According to Cresswell, quantitave study is a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically-based method.[28] In addition, Muijs stated that quantitative research is about explaining phenomena by collecting quantitative data which are analysed using mathematically based methods.[29] This approach help the researcher embeds a quantitative component to describe the students' perception of English Online Course (Ruang Guru)

Hence, gay states that a descriptive study determine and describes the way things are.[30] It means that the data of quantitative research presented statistically and describing phenomena. Handcock confirmed that descriptive quantitative study is a research that is concerned with developing explanation of phenomena.[31] Accordingly, the descriptive research is suitable to investigate many problems in educational field. In brief, the aim of this research was to give a description about students' perception of English Online Course (Ruang Guru) using mathematically analyzed data.

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[28] John W. Cresswel, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition, (Pearson Education: USA, 2012) p.376

[29] Danie Muijs, Doing quantitative research in education, (California: Sage Publication, 2004), Page 11

[30] Gay in Leffi Noviyenti research. Strategies in learning and techniques in Teaching English Speaking. 2018. 2(1), 35-48

[31] Barverley Handcock, *Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research,* 1998, p.20

B. Subject of The Research

1. Population of the research

Population is a set (or collection) of all elements poses one more attributes of interest.[32] According to Gay, Population is the group in which the researcher would like the result of the study to be generalized.[33] In addition, Nana Sudjana stated that population is whole objects sample taken from this population.[34] Hence, Franked said that population is a group to which the researcher of the study indeed to apply.[35] In this research, the population is all of the students' at XII grade of SMA 1 Rejang Lebong. The number of population is given in table 3.1

Table 3.1
Total number of students' in SMA 1 Rejang Lebong

Class	Totally of the
XII MIPA 1	35 students'
XII MIPA 2	34 students'
XII MIPA 3	35 students'
XII MIPA 4	34 students'
XII MIPA 5	36 students'
XII MIPA 6	35 students'
XII SOS 1	32 students'
XII SOS 2	30 students'
XII SOS 3	32 students'
XII SOS 4	34 students'
Total	337 students'

Source : document of SMA 1 R/L

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[32] Suharsimi Arikunto. *Procedure Penelitian Pendekatan Praktik.* (Jakarta : Rineka Cipta,1993). P. 80
[33] Gay. L.R.1987. Educational Research : Competencies for Analysis and Application. Third Edition . Columbus : MerrilPublising. P. 122
[34] Nana Sudjana. *Penelitian dan Penilaian Pendidikan.* Bandung. (Jakarta : Sinar Baru Algensindo, 2001). P. 29
[35] Jack R Frankell and more male wallen. *How design and Evaluated Research in Education.* (Mc. Grow hill, international edition. P. 78

2. Sample of the research

According to Dawson, sample is the more manageable number of people to take part in the research.[36] In Addition, Sudjana mentioned that sample is a part of population that has same characteristic so that can represent the population as sample.[37] Meanwhile, According Sugiyono said that the sample is a part of a number and characteristic owned by the population.[38] So, the researcher concluded that sample is a part of representative of population which is researched.

Concerning with sample of the research, the researcher used purposive sampling to choose the sample. According to Sugiyono purposive sampling is data source samping technique with certain considerations. In this research, the sample was the students' that use Ruang Guru. In order to get the sample, the researcher joined into each class group of students', there were 10 classes. Then the researcher noted who used Ruang Guru online course. Then, the researcher found that 76 students' used Ruang Guru.

C. Technique of Data Collection

In this research, the researcher used questionnaire to obtain the data needed.

1. Questionnaire

Questionnaire is a technique for obtaining data. Questionnaire is a list of question as a technique in collecting the data that can be answered by the

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[36] Chatrine Dawson in Sinta Mayasari Thesis.Practical Research Methods a User-Friendly Guide to Mastering Research Techniques and Projets. United Kingdom : How to books Ltd. 2002. P.47
[37] Nana Sudjana, *ibid* P. 85
[38] Sugiyono. Metode Peneltian Kuantitatif, Kualitatif, dan R & D. Bandung : Alfabeta. 2012. P.81

respondents themselves.[39] It is a group of written question and given to the respondents to be answered independently. In general, questionnaire has two forms, they are close-ended questionnaire and open-ended questionnaire[40]. Close-ended questionnaire is used to generate statistical research. It has standard question so the respondents only need to give checklist. Open-ended questionnaire is a set of question which is there is no reference question and the respondents have to write down their own answer[41]. Since this study is a quantitative study, the researcher chooses close-ended questionnaire.

In this questionnaire, the researcher used Likert Scale to obtain the data needed, namely:

a) 5   : Strongly agree

b) 4   : Agree

c) 3   : Uncertain

d) 2   : Disagree

e) 1   : Strongly disagree

In this research, the questionnaire is given to the students' in order to know about the students' perception or thinking about English Online Courses. The questionnaire was a tool to collect students' perception

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[39] Nasution in Jumatul Hidayah research. The ICT used by the English lecturer for non-english study program students' at IAIN Curup. 2019. Vol 8. No.1.26-37
[40] *Ibid*
[41] Cathrine Dawson, "Practical Research Method", (United Kingdom: Deer Park Park Production), p.31

concerning to English online courses. The result of the questionnaire is in the form of score.

After collected the data, the researcher analyzed the data obtained by using Likert Scale. Likert scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena. In the research, the social phenomenon has determined specifically by researcher, then called as research variable.[42] On the other hand, determining of Likert Scale should be based on research variables that have arranged by the researcher.

By using Likert Scale, research variable can be measured by researcher to be described as variable indicator which is functioned as starting point to arrange the instrument's items in the form of question or statement. Likert Scale's answers have the gradation from strongly positive into strongly negative, such as:

a. Strongly agree   a. Always
b. Agree   b. Often
c. Uncertain   c. Sometimes
d. Disagree   d. Never
e. Strongly disagree

a. Strongly Positive   a. Very good
b. Positive   b. Good
c. Negative   c. Not good
d. Strongly negative   d. Very not good

Afterwards, to requisite quantitative analysis, each answer can be given score[43], for example:

a. Strongly agree   : 5
b. Agree   : 4

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[42] *Ibid,* p.93
[43] Sugiyono, "Statistika Untuk Penelitian" (Jakarta: Rineka Cipta, 1998), p.199

c. Uncertain   : 3
d. Disagree   : 2
e. Strongly disagree   : 1

D. Instrument of Research

This research used the instruments such the following below :

1. Questionnaire

An instrument in which respondents provide written response to questions or mark items that indicate their responses. It is a list of question to be answered to get information. In this research, the questionnaire in the form of close-ended question.

Table 3.2
Blue print of Questionnaire

No	Items	Number of items
		Ruang Guru
1.	Advantages of Ruang Guru	1,2,3
	Ruang Guru helps students' in learning English	4, 5, 6, 9, 12, 13, 14, 15,
	Ruang Guru solve students' problem in learning English	7, 8, 10, 11,
	Support from parents and teacher	20, 21
2.	Internet Connection	23, 24, 25
	Cost	26

Table 3.3
BLUEPRINT OF QUESTIONNAIRE

Ruang Guru					
Question	SD	D	U	A	SA
1	Ruang Guru has simple and understandable features, so I can easily operate the application.					
2	Ruang Guru has complete materials, so I can search for the materials easily.					
3	Ruang Guru has experienced and professional tutors, so I enjoy learning activities in Ruang Guru.					
4	Ruang Guru increases my English competences					
5	Ruang Guru helps me to do English assignments maximally					
6	Ruang Guru helps me to prepare for my English exam.					
7	Ruang Guru doesn't have limited time, so I can learn English in Ruang Guru whenever I want					
8	Ruang Guru makes me a confident person in the English class.					
9	Ruang Guru makes me a self-regulated learner in learning English.					

10	Ruang Guru makes me motivated in learning English.					
11	Ruang Guru leads me to being able to express new ideas in English class.					
12	Ruang Guru helps me to practice English with the tutor or peers.					
13	Ruang Guru helps me to easily remember many kinds of English materials					
14	Ruang Guru motivates me to learn English at home.					
15	I cannot learn English in a big class situation, so Ruang Guru makes me focus during learning English.					
16	Ruang Guru supports me to accomplish everything related to learning English that I set out to do in a day.					
17	I sign in to Ruang Guru to learn English every day.					
18	Because of Ruang Guru, I always repeat my English lessons.					
19	I always discuss the results of my English assignment with the tutor in Ruang Guru.					
20	I always access English reading materials of my class in Ruang Guru.					
21	My family strongly supports me to learn English with Ruang Guru.					
22	My teacher strongly supports me to larn English with Ruang Guru					

23	To access Ruang Guru, I don't have a high speed connection with the internet at home.					
24	Ruang Guru consumes a lot of my data network.					
25	To learn in with Ruang Guru, I don't have convenient access to the internet at home.					
26	Ruang Guru requires a very large fee.					

E. Validity and Reliability of Instrument

    a. **Validity**

           Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.[44] The instrument of this research used the construct validity as Sugiyono states that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyze the item with count the correlation between item score of instrument and the total score of instrument. In this research, the researcher used 1 expert to get commentary and feedback. After that, in getting the construct validity, the researcher spread the questionnaire to 15 students' as the respondents through Google Form. After that, the researcher downloaded the spreadsheet of students' answer. Then, the researcher analyzed by using Ms. Excel to measure that is valid or not and then the questionnaire was valid.

    b. **Reliability**

           After the validity of questionnaire had analyzed by using Ms. Excel. The reliability is measured by using Cronbach Alpha. Cronbach alpha is the most common measure of internal consistency ("reliability").[45] It was commonly used when someone have multiple Likert questions in as survey/questionnaire that form a scale and someone wish to determine if the scale is reliable. According to Nunnally, this has resulted in a wide variance of the reliability.

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[44] Sugiyono Op.cit, p.135
[45] Nenny M utami Op.cit., p.55

In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90. A commonly accepted rule of thumb for describing internal consistency is as follows :

Table 3.4
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 3.5
Reliability of Questionnaire

VAR Total	90.2095
Sum Var Item	12.3542
Aplha Chron	**0.90**

Could be concluded based on the table of reliability above that cronbach alpha of questions were 0,90 it means the questionnaire's reliability were good.

E. Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from the questionnaire. After the data

about students' perception of English Online Course (Ruang Guru), the data were collected and displayed in percentage.

The steps were: The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire in this study used Likert Scale which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject the maximum score in the Likert scale is 5 and the minimum score is 1. In scoring, the researcher counted the number of students' given answer in the item based on the questionnaire. In this research, to count the point the researcher used rating scale that has been explained before. The researcher divided the students' answer in group with same categories. It means the questionnaires were classified into each item question to check students' opinion about English Online Course (Ruang Guru).

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was used to get the students' perception of English Online Course (Ruang Guru), the formula is described as follow :

$$x = \{(fSA \times 5) + (fA \times 4) + (fU \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Where :

F	:	Frequency	U	:	Uncertain
SA	:	Strongly agree	D	:	Disagree
A	:	Agree	SD	:	Strongly Disagree

The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. Percentage analysis is used by the

researcher to find out the category of students' perception of English Online Courses (Ruang Guru). The formula is following below:

$$P = \frac{\sum score}{Max\ score} \times 100\%$$

Where:

P: Percentage

Score : Sum of Score per Item

Max Score : Maximal Score per item[46]

Table 3.6
Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive Perception
Agree		
Uncertain		Neutral Perception
Disagree	Combined	Negative Perception
Strongly Disagree		

Table 3.7
Agreement of the Term for Negative Perception

Scale	Category	
Strongly Disagree	Combined	Negative Perception
Disagree		
Uncertain		Neutral Perception
Agree	Combined	Positive Perception
Strongly Agree		

The table above was categorized from Likert scales that divided the students' perception in the five categorized. Based on the accounted with five the categories, the result of much calculation was categorized by positive, neutral and negative

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[46] Herzberg Paul, Principle of Statistics, (New York: University Press, 1983), p.73

perception.[47] The result of data from questionnaire, it showed the presentage and then the category divided into 3 categories, there are:

70 % - 100 %   :   Positive

60 % - 69 %   :   Neutral

10 % -59 %   :   Negative

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[47] Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), Page.89

CHAPTER IV

FINDING AND DISCUSSION

In this chapter discuss the result of research that was implemented on March 2021 at SMA 1 Rejang Lebong, in implementing the study, the writer has gotten more information concerned with what is the students' perception of English online course (Ruang Guru).

A. FINDING

To discover students' perception of English online course (Ruang Guru) at SMAN 1 Rejang Lebong, the researcher used questionnaire to the 76 respondents from XII grade. The questionnaire consists of 21 items from two main indicators. From the responses given by students' based on the questionnaire, the researcher found that the students' have perception on English online course (Ruang Guru) in two indicators : advantages of Online Course (advantages of Ruang Guru, Ruang Guru enhance students' in learning English, Ruang Guru solve their English problems, and support from parents and teacher), and the disadvantages of Ruang Guru. The tables below are the explanations.

1. **Students' Perception of Advantages of Online Course (Ruang Guru)**

   a. **Advantages of Ruang Guru**

Table 4.1
Advantages of Ruang Guru

Indicator	Statements	Percentage
Advantages Ruang Guru	1. Ruang Guru has simple and understandable features, so I can easily operate the application.	78.68 %
	2. Ruang Guru has complete materials, so I can search for the materials easily.	78.95 %
	3. Ruang Guru has experienced and professional tutors, so I enjoy learning activities in Ruang Guru.	79.74 %

Based on the table above, advantages of Ruang Guru has a positive perception from the students'. It helps students' more easily to operate the application, because Ruang Guru has simple and understandable feature. It also has complete material, and it has experienced and professional tutors.

Table 4.2
Advantages of Ruang Guru

Indicator	Statements	SD	D	U	A	SA	Total	
		F	F	F	f	f	Score	%
Advantages Ruang Guru	1. Ruang Guru has simple and understandable features, so I can easily operate the application.	1	2	18	35	20	299	78.68
	2.Ruang Guru has complete materials, so I can	0	2	21	32	21	300	78.95

	search for the materials easily.						
	3.Ruang Guru has experienced and professional tutors, so I enjoy learning activities in Ruang Guru.	1	1	26	18	30	303	79.74
TOTAL						902	79.12

From the data, **statement 1** showed that there were 1 student choose strongly disagree, 2 students' choose Disagree, 18 students' choose uncertain, 35 students' choose agree, and 20 students' choose strongly agree. The total score is 299 and has percentage 78.68 %. **Statement 2** showed that there were 2 students' choose disagree, 21 students' choose uncertain, 32 students' choose agree, and 21 students' choose strongly agree. The total score is 300 and has percentage 78.95 %. **Statement 3** showed that there were 1 student choose strongly disagree, 1 students' choose disagree, 26 students' choose uncertain, 18 students' choose agree, and 30 students' choose strongly agree. The total score is 303 and has percentage 79.74 %.

Based on description above, it can be concluded that the majority of students' have **positive perception** on advantages of Ruang Guru with the entire percentage 79.12%

b. Ruang Guru helps students' in learning English

Table 4.3
Ruang Guru helps students' in learning English

Indicator	Statements	Percentage
Advantages Ruang Guru	4. Ruang Guru increases my English competences	71.84
	5.Ruang Guru helps me to do English assignments maximally	72.63
	6.Ruang Guru helps me to prepare for my English exam.	77.11
	9.Ruang Guru motivates me to learn English at home.	76.05
	12. I sign in to Ruang Guru to learn English every day.	66.05
	13. Because of Ruang Guru, I always repeat my English lessons.	69.21
	14. I always discuss the results of my English assignment with the tutor in Ruang Guru.	62.63
	15. I always access English reading materials of my class in Ruang Guru.	71.05

Based on the table above the benefit of Ruang Guru application has a positive perception from the students'. It helps students' to develop their English competences, helps students' in doing their assignment, helps students' study for their examination, gives students' motivation to lean English every day and helps students' to recall the information about the last meeting lesson. Furthemore, Ruang Guru provide direct discuss with the tutor of Ruang Guru

and the students' feels helpful when their wants to access English Reading material easily.

Table 4.4
Ruang Guru helps students' in learning English

Indicator	Statements	SD	D	U	A	SA	Total	
		F	F	F	f	f	Score	%
Ruang Guru enhance their learning English	4. Ruang Guru increases my English competences	0	4	32	31	9	273	71.84
	5.Ruang Guru helps me to do English assignments maximally	0	6	28	30	12	276	72.63
	6.Ruang Guru helps me to prepare for my English exam.	1	3	21	32	19	293	77.11
	9.Ruang Guru motivates me to learn English at home.	0	4	22	35	15	289	76.05
	12. I sign in to Ruang Guru to learn English every day.	2	8	33	26	6	251	66.05
	13. Because of Ruang Guru, I always repeat my English lessons.	0	14	25	25	12	263	69.21
	14. I always discuss the results of my English assignment with the tutor in Ruang Guru.	5	11	27	25	6	238	62.63
	15. I always access English reading materials of my class in Ruang Guru.	2	6	28	28	12	270	71.05
TOTAL							2153	70.82

Statement 4 showed that there were 4 students' choose disagree, 32 students' choose uncertain, 31 students' choose agree, and 9 students' choose strongly agree. The total score is 273 and has percentage 71.84 %. **Statement 5** showed that there were 6 students' choose disagree, 28 students' choose uncertain, 30 students' choose agree, and 12 students' choose strongly agree. The total score is 276 and has percentage 72.63 %. **Statement 6** showed that there were 1 student choose strongly disagree, 2 students' choose disagree, 21 students' choose uncertain, 32 students' choose agree, and 19 students' choose strongly agree. The total score is 293 and has percentage 77.11 %. **Statement 9** showed that there were 4 students' choose disagree, 22 students' choose uncertain, 35 students' choose agree, and 15 students' choose strongly agree. The total score is 289 and has percentage 76.05 %. **Statement 12** showed that there were 2 student choose strongly disagree, 8 students' choose disagree, 33 students' choose uncertain, 26 students' choose agree, and 6 students' choose strongly agree. The total score is 251 and has percentage 66.05 %. **Statement 13** showed that there were 14 students' choose disagree, 25 students' choose uncertain, 25 students' choose agree, and 12 students' choose strongly agree. The total score is 263 and has percentage 69.21%. **Statement 14** showed that there were 5 student choose strongly disagree, 11 students' choose disagree, 27 students' choose uncertain, 25 students' choose agree, and 6 students' choose strongly agree. The total score is 238 and has percentage 62.63 %. **Statement 15** showed that there were 2 student choose strongly disagree, 6 students' choose disagree, 28 students' choose uncertain, 28 students' choose agree, and 12 students' choose strongly agree. The total score is 270 and has percentage 71.05 %. **Statement 22** showed that there

were 1 student choose strongly disagree, 5 students' choose Disagree, 18 students' choose uncertain, 37 students' choose agree, and 15 students' choose strongly agree. The total score is 288 and has percentage 75.79 %.

Based on description above, it can be concluded that the majority of students' have **positive perception** on Ruang Guru helps students' in learning English with the entire percentage 70.82 %

c. **Ruang Guru solves students' problem in learning English**

Table 4.5
Ruang Guru solves students' problem in learning English

Indicator	Statements	Percentage
Advantages Ruang Guru	7. Ruang Guru helps me to practice English with the tutor or peers.	75.26 %
	8. Ruang Guru helps me to easily remember many kinds of English materials	76.58 %
	10. I cannot learn English in a big class situation, so Ruang Guru makes me focus during learning English.	76.58 %
	11.Ruang Guru supports me to accomplish everything related to learning English that I set out to do in a day.	73.16 %

Based on the table above Ruang Guru application has positive perceptions from the students'. Ruang Guru helps students' to practicing English with the tutor of Ruang Guru or with peers, also Ruang Guru support the students' to remember many particular of English material easily, Ruang

Guru help the students' finding their comfort places for study, so the students' could be more focus during learning English and it helps the students' to accomplish eveaccomplish everything related to learning English.

Table 4.6
Ruang Guru solves students' problem in learning English

Indicator	Statements	SD	D	U	A	SA	Total	
		F	F	f	f	f	Score	%
Ruang Guru solve their english problem	7. Ruang Guru helps me to practice English with the tutor or peers.	0	4	24	34	14	286	75.26
	8. Ruang Guru helps me to easily remember many kinds of English materials	0	4	21	30	20	291	76.58
	10. I cannot learn English in a big class situation, so Ruang Guru makes me focus during learning English.	1	4	22	29	20	291	76.58
	11.Ruang Guru supports me to accomplish everything related to learning English that I set out to do in a day.	0	8	22	34	12	278	73.16
TOTAL							1146	75.39

Statement 7 showed that there were 4 students' choose disagree, 24 students' choose uncertain, 34 students' choose agree, and 14 students' choose strongly agree. The total score is 286 and has percentage 75.26 %. **Statement 8** showed that there 4 students' choose disagree, 21 students' choose uncertain, 30

students' choose agree, and 20 students' choose strongly agree. The total score is 291 and has percentage 76.58 %. **Statement 10** showed that there were 1 student choose strongly disagree, 4 students' choose disagree, 22 students' choose uncertain, 29 students' choose agree, and 20 students' choose strongly agree. The total score is 291 and has percentage 76.58 %. **Statement 11** showed that there were 8 students' choose disagree, 22 students' choose uncertain, 34 students' choose agree, and 12 students' choose strongly agree. The total score is 278 and has percentage 73.16 %.

Based on description above, it can be concluded that the majority of students' have **positive perception** on Ruang Guru solves students' problem in learning English with the entire percentage 75.39 %

d. Support from students' parents and teacher in Using Ruang Guru

Table 4.7
Support from students' parents and teacher in Using Ruang Guru

Indicator	Statements	Percentage
Advantages Ruang Guru	16. My family strongly supports me to learn English with Ruang Guru.	73.95 %
	17. My teacher strongly supports me to learn English with Ruang Guru	77.89 %

Based on the table above, Ruang Guru has positive perceptions from the students'. The students' family support their children to learning English with Ruang Guru and their teacher also.

Table 4.8
Support from students' parents and teacher in Using Ruang Guru

Indicator	Statements	SD	D	U	A	SA	Total	
		F	F	f	f	f	Score	%
Support from parents and teacher	16. My family strongly supports me to learn English with Ruang Guru.	1	4	31	21	19	281	73.95
	17. My teacher strongly supports me to learn English with Ruang Guru	1	3	18	35	19	296	77.89
TOTAL							577	75.92

Statement 16 showed that there were 1 student choose strongly disagree, 4 students' choose disagree, 31 students' choose uncertain, 21 students' choose agree, and 19 students' choose strongly agree. The total score is 281 and has percentage 73.95 %. **Statement 17** showed that there were 1 student choose strongly disagree, 3 students' choose disagree, 18 students' choose uncertain, 35 students' choose agree, and 19 students' choose strongly agree. The total score is 296 and has percentage 77.89 %.

Based on description above, it can be concluded that the majority of students' have **positive perception** on Support from their parents and teacher with the entire percentage 75.92 %

2. Students' perception of Disadvantages of Online course

Table 4.9
Disadvantages of Online Course

Indicator	Statements	SD	D	U	A	SA	Total	
		F	f	F	f	f	Score	%
Disadvantages of Online Course	18. To access Ruang Guru, I don't have a high speed connection with the internet at home.	18	15	25	10	8	203	53.42 %
	19. Ruang Guru consumes a lot of my data network.	10	9	26	22	9	239	62.89 %
	20. To learn in with Ruang Guru, I don't have convenient access to the internet at home.	14	15	18	17	12	226	59.47 %
Total							668	58.60 %

From the data, **statement 1** showed that there were 18 student choose strongly disagree, 15 students' choose Disagree, 25 students' choose uncertain, 10 students' choose agree, and 8 students' choose strongly agree. The total score is 203 and has percentage 53.42 %. **statement 2** showed that there were 10 student choose strongly disagree, 9 students' choose Disagree, 26 students' choose uncertain, 22 students' choose agree, and 9 students' choose strongly agree. The total score is 239 and has percentage 62.89 %. **Statement 3** showed that there were 14 student choose strongly disagree, 15 students' choose Disagree, 18 students' choose

uncertain, 17 students' choose agree, and 12 students' choose strongly agree. The total score is 226 and has percentage 59.47 %.

Based on description above, it can be concluded that the majority of students' **have positive perception** on the disadvantages of online course with the entire percentage 58.60 %

The percentage of those indicators can be interpreted in an explanation by using the table of score interpretation criteria bellow:

Table 4.10
The score interpretation criteria

No	Number	Interpretation
1.	0 % - 20 %	Very weak
2.	21 % - 40 %	Weak
3.	41 % - 60 %	Enough
4.	61 % - 80 %	Strong
5.	81 % - 100 %	Very strong

From the result, it can be concluded that the specific students' perception about English online course is the total of percentage from the advantages of Online Course, it divided into 4 indicators, first the advantages of Ruang Guru is 79.12 % , it means that the interpretation is strong. Second Ruang Guru helps students' in learning English is 70.82 %, it means that the interpretation is strong. Third, Ruang Guru Solve the students' problems in learning English is 75.39 %, it classifies into strong interpretation. Fourth, The Support from students' parents and teacher is 75.92 %, it classifies into strong interpretation. Hence, the

disadvantages of online learning is 58.60 %, it categories into enough interpretation.

B. Discussion

1. Students' Perception of advantages of Ruang Guru

In term of advantages of Ruang Guru, actually this application have been done well by seeing the perception from the students'. The majority students' **have positive** perception when this application used by the students'. Related with this, Belva Devara and Imam Usman as the founder of Ruang Guru confirmed that they and all Ruang Guru team are committed to providing the best service for students' in Indonesia.[48]

The advantages of Ruang Guru give positive impact to the students', they can easily operate the application, they enjoy their English learning activities, and they can search the material easily. Based on finding, students'` perception on advantages of Ruang Guru has percentage 79.12 %. It indicates that students' have strong percentage of perception. In line with this, Syamsurijal in his research entitled "Survey kepuasan siswa yang berlangganan bimbingan belajar online Ruang Guru", he found that Ruang Guru makes students' easy to learn, because they can easily operate the application and they can easily access the material.[49] Based on the the result above, we can conclude that Ruang Guru application has features that understandable and simple feature, so that students' can easily to learn with Ruang Guru. Also, Ruang Guru has experienced tutor, it can make students'

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[48] https://www.ruangguru.com/blog/apa-itu-ruangguru-com access on 29, March 2021. 15.52 PM
[49] Ibid

enjoy in learning English. Ruang Guru has wonderful presentations with animation effects, audio and video clips to make knowledge transference more effective. It means that students' can be easier to understand the material more easily and pleasantly.

In case to **Ruang Guru helps students' in learning English**, most of students' have positive perception. The percentages of students' perception are categorized high with 70.82 %. It has categorized to strong perception. This findi ng is line with Nindi Silvia Rahmadani and Mia Setiawati research which stated that Ruang Guru gives a positive impact in helping students' in learning.[50] Ruang Guru has feature that helps students' to increase their knowledge, for example it has Ruang Uji that can help students' to prepare themselves to face semester exams, national exams, and UTBK exams to get into the universities that they want. Accordingly, the use of Ruang Guru in helping students' in learning English gave a positive impact for students'. Firstly, students' English competences increases, the students' have positive perception, it can be seen from the percentage of this item is 71.84 %. In line with this, Erlina Langi and Nolly S.Londa with their research entitled "Pengaruh komunikasi media online aplikasi Ruang Guru PT. Ruang Guru Raya Indonesia terhadap peningkatan prestasi belajar siswa SMA Negeri 1 Manado", in their research argue that Ruang Guru has a significant influence on students' learning achievement.[51] Based on the statement above, we can

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[50] Nindi Silvia Rahmadani dan 2Mia Setiawati, "Aplikasi Pendidikan Online 'Ruang Guru' Sebagai Peningkatan Minat Belajar Generasi Milenial Dalam Menyikapi Perkembangan Revolusi Industri 4.0," *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 3, no. 2 (2019): 241–246.

[51] Erlina Langi and Nolly S.Londa," *Pengaruh komunikasi media online aplikasi Ruang Guru PT. Ruang Guru Raya Indonesia terhadap peningkatan prestasi belajar siswa SMA Negeri 1 Manado*,"

conclude that Ruang Guru helps students' to increase their English competences.

Secondly, Ruang Guru helps students' to do their English assignment maximally. It can be seen from the percentages of the item, it has strong perception with the entire 72.63 % percentage. As we know, in the situation of covid-19 pandemic students' have biggest challenges in online learning, they are difficult to understand the materials without explanation from the teachers, also they have a ot of assignments without get explanation from their teachers. In line with this statement Ruang Guru company has done internal survey in July to August 2020 to 800 students' in 32 provinces. Then, the result is students' have difficulty to understand the material and the assignment/homework that given by the teacher without teacher's explanation.[52] students' usually have difficulties to do their homework/assignment from their teachers. In Ruang Guru, it has Robo guru feature to helps students' do their assignment or homework maximally.

Third, Ruang Guru helps students' to prepare their English exam. It can be seen from the percentages of the items, it has strong perception with the entire 77.11% percentage. Ruang Guru has some features that can help students' to preparing their English exam, it has Ruang Uji that can help students' to prepare themselves to face semester exams, national exams, and UTBK exams to get into the universities that they want.

Fourth, Ruang Guru motivates students' in learning English at home. It has 76.05 % percentage , it can be interpreted to strong perception. As we know

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[52]https://amp.content.co.id/reales/ruangguru-hadirkan-roboguru-fitur-baru-untuk-fasilitasi-siswa-diskusi-belajar. Access on 7th March, 2021. 08.00 PM

that motivation is the biggest influence for achieving students' effectiveness in learning English at home. In this research, the researcher found that students' in SMA 1 Rejang Lebong have high motivation to learn English at home, it can be seen from the percentage of the item.

In addition, students' usually sign in to Ruang Guru every day, it has 66.05% percentage, in indicates that students' have strong perception with this item. In other hand, students' usually repeat their English lessons through Ruang Guru. Repeat the lesson is one of the influence to increasing students' knowledge. They have strong perception toward repeating their lesson with the entire 69.21 % percentage.

Then, students' usually discuss the result of their assignment with their tutor. In Ruang Guru, it has feature where students' can communicate with their tutor. So, students' can easily to discuss their result of assignment with the tutor. Last, students' access English reading material. In Ruang Guru, it has completed material that can help students' to access the material easily. The students' can enjoy the material because it has wonderful presentation that presented by experienced tutor.

Concerning to **Ruang Guru in solve their problems**, the students' gave positive perception when students' used Ruang Guru. It allows students' to assist them in learning English. It can be seen from the total percentage with the entire 75.39 %. In Ruang Guru, they can practice English with their tutor or peer. As we know, in learning English, practice is the most important things to do.

Next, students' can easily remember many kinds of English materials. According to Praveen and Patel, they stated that memory is one of students' problems in learning English.[53] Based on the statement above, we can conclude Ruang Guru helps students' to easily remember many kinds of English materials.

Then, students' can focus during learning English at home. The explanation above is supported by Akujobi & Chukw, they argued that big classes is the factors that influence students' in learning English. Through Ruang Guru, the students' can more focus in learning English at home. They can get more knowledge when learn in Ruang Guru than learn at school. Lastly, students' can accomplish everything related to learning English that they set out to do in a day.

In case to **Support from Parents and teacher in using Ruang Guru**, most of students' gave positive perception. It can be seen from the percentage of students' perception are categorized high with 75.92 %.

In term of **disadvantages of online course (Ruang Guru),** most of students' gave enough perception**,** the percentage of students' perception are 58.60 %. They have a little uncomfortable with internet connection and data network. The explanation above supported by Nindi Silvia Rahmadani and Mia Setiawati research which stated that Ruang Guru has disadvantages with internet connection.[54]

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[53] Ibid.
[54] Ibid.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the result of this research, the researcher conclude that the majority of students' have positive perception of English online course, but there is a little uncomfortable in their internet connection and data network. Based on the theory there are three indicators that become reference to discover students' perception of English online course. The researcher obtained the data of students' perception of English online courses (Ruang Guru) and confirm that Ruang Guru is appropriate application as a means to help students' to learn more easily, effectively, and flexibly. Based on the finding of the research, the researcher found that the majority of students' have positive perception when they use Ruang Guru. The advantages of Ruang Guru can enhance their English learning, solve their problems in learning English, they can use this application whenever and wherever they want. In the other hand, Students' have a little uncomfortable with their internet connection and consumes their data network.

B. Suggestion

Based on the conclusion above, the researcher suggest as follow :

1. For the students'

   a. The students' should use the Ruang Guru application effectively.

   b. The students' should practice English with or without tutor/peers, because English need practice everywhere and everytime.

   c. The students' should have addition learning outside the school.

2. For teacher

   a. The teacher should increase their performance in English teaching learning

   process by utilizing existing the technology.

3. For parents

   a. The parents should support their children to learn and repeat their lesson

   every day.

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APPENDICES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 478 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI

INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
	c.	Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing 1 dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN:

Menetapkan		
Pertama	: 1.	**Leffi Noviyenty, M.Pd** 19761106 200312 2 004
	2.	**Eka Apriani, M.Pd** 19900403 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Rani Duwi Putri**

N I M   : **17551047**

JUDUL SKRIPSI   : **Students' Perception toward English Massive Open Online Courses (MOOCs) (a study of students in SMA 1 Rejang Lebong**

	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 5 November 2020

Dekan,

Irhaldi

Nomor   : **249** /In.34/FT/PP.00.9/04/2021   27 April 2021
Lampiran   : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. Kepala Cabang Dinas Pendidikan

     Wilayah II Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Rani Dwi Putri

NIM   : 17551047

Fakultas/Prodi   : Tarbiyah / TBI

Judul Skripsi   : Students Perception of English Online Course (Ruang Guru)

                     (a Study of Students in SMAN 1 Rejang Lebong)

Waktu Penelitian   : 27 April s.d 27 Juli 2021

Tempat Penelitian : SMAN 1 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

                                                       a.n Dekan

                                                       Wakil Dekan I,
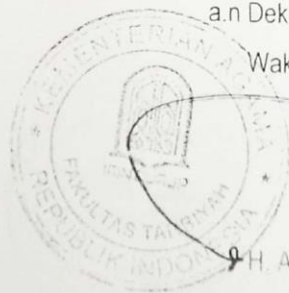
                                                       H. Abdul Rahman, M.Pd.I
                                                       NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth.
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
REJANG LEBONG

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NPSN :10700669   AKREDITASI : A   NSS : 301260201001

SURAT KETERANGAN IZIN PENELITIAN
Nomor : 421.3/ 191 /PL/SMAN.1/2021

Yang bertanda tangan dibawah ini :

N a m a	: Drs. PARJI SUSANTA
N I P	: 19650322 199203 1 002
Pangkat Gol/Ruang	: PEMBINA (IV/A)
J a b a t a n	: Kepala SMA Negeri 1 Curup

Menerangkan bahwa :

Nama	: Rani Dwi Putri
NIM	: 17551047
Fakultas / Prodi	: Tarbiyah / TBI
Judul Skripsi	: Students Perception of English Online Course
	(Ruang Guru) a Study of Students in SMAN 1
	Rejang Lebong)
Waktu Penelitian	: 27 April s/d 27 Juli 2021

Dengan ini memberikan Izin Kepada Mahasiswa tersebut untuk melaksanakan Penelitian Di SMA Negeri 1 Rejang Lebong.

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

Curup, 30 April 2021
Mengetahui
Kepala Sekolah,

Drs. PARJI SUSANTA
NIP. 19650322 199203 1 002

Tembusan :

1. Cabdin Wilayah II Curup Rejang Lebong

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH II CURUP
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SURAT REKOMENDASI
Nomor : 420/ 346 /Cabdin.II/ 2021

Yang bertanda tangan dibawah ini:
Nama   : **Inne Kristanti, SP,. M.Si**
NIP   : 19740126 199903 2 003
Pangkat/Golongan   : Pembina / IV.a
Jabatan   : Kepala Cabang Dinas Pendidikan Wilayah II Curup
                              Dinas Pendidikan dan kebudayaan Provinsi Bengkulu
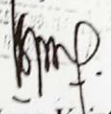
Berdasarkan Surat Permohonan Izin Penelitian Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor: 249/In.34/FT/PP.00.9/04/20212021 tanggal 27 April 2021 dan Surat Keterangan Penelitian Izin Penelitian Nomor: 421.3/191/PL/SMAN.1/2021 tanggal 30 April 2021 untuk mahasiswi :

Nama   : **RANI DWI PUTRI**
NIM   : 17551047
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah
Tempat Penelitian   : SMAN 1 Rejang Lebong
Waktu Penelitian   : 27 April s.d 27 Juli 2021

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan skripsi dengan judul " *Students Perception Of English Online Course* (Ruang Guru) *a Study of Students in* SMAN 1 Rejang Lebong"
Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 3 Mei 2021
Kepala Cabang Dinas Pendidikan
Wilayah II Curup

Inne Kristanti, SP., M.Si
NIP.19740126 199903 2 003

Tembusan Yth
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkului
   Cq. Kabid Pembinaan SMA
2. Rektor IAIN Curup
   Cq. Dekan Fakultas Tarbiyah
3. Kepala SMAN 1 Rejang Lebong

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	12/3 2021	Bab I & III Perbaiki teori dan instrumen		Rini
2	22/3 2021	Bab III Perbaiki item Angket		Rini
3	8/4 2021	Acc bab I-III lanjut analisis datan		Rini
4	15/4 2021	Perbaiki finding		Rini
5	22/4 2021	Perbaiki discussion		Rini
6	29/4 2021	Perbaiki kesimpulan		Rini
7	15/5 2021	Revisi bab V		Rini
8	10/6 2021	Acc bab I-V		Rini

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	8/2 2021	Bab 1 : Background. Perbaiki Background & RQ		Rini
2	16/2 2021	Bab 2. Banyak teori Students Problem (in Teaching english)		Rini
3	20/2 2021	Bab 3 Klasim Sarana nasi How to get the Sample		Rini
4	9/3 2021	Bab 1-5 Validasi instrumen ke validator		Rini
5	15/3 2021	Bab IV Tambah Explains pada discussion		Rini
6	18/3 2021	Bab V & Reference Perbaiki Reference		Rini
7	8/4 2021	Perbaiki bab 1-5		Rini
8	14/4 2021	Acc bab 1-5		Rini

BLUEPRINT OF QUESTIONNAIRE

Ruang Guru					
Question	SD	D	U	A	SA
1	Ruang guru has simple and understandable features, so I can easily operate the application.				
2	Ruang guru has complete materials, so I can search for the materials easily.				
3	Ruang guru has experienced and professional tutors, so I enjoy learning activities in Ruang Guru.				
4	Ruang guru increases my English competences				
5	Ruang guru helps me to do English assignments maximally				
6	Ruang guru helps me to prepare for my English exam.				
7	Ruang guru doesn't have limited time, so I can learn English in Ruang guru whenever I want				
8	Ruang guru makes me a confident person in the English class.				
9	Ruang guru makes me a self-regulated learner in learning English.				
10	Ruang guru makes me motivated in learning English.				

11	Ruang guru leads me to being able to express new ideas in English class.					
12	Ruang guru helps me to practice English with the tutor or peers.					
13	Ruang guru helps me to easily remember many kinds of English materials					
14	Ruang guru motivates me to learn English at home.					
15	I cannot learn English in a big class situation, so Ruang guru makes me focus during learning English.					
16	Ruang guru supports me to accomplish everything related to learning English that I set out to do in a day.					
17	I sign in to Ruang guru to learn English every day.					
18	Because of Ruang guru, I always repeat my English lessons.					
19	I always discuss the results of my English assignment with the tutor in Ruang guru.					
20	I always access English reading materials of my class in Ruang guru.					
21	My family strongly supports me to learn English with Ruang guru.					
22	My teacher strongly supports me to learn English with Ruang Guru					
23	To access Ruang guru, I don't have a high speed connection with the internet at home.					
24	Ruang guru consumes a lot of my data network.					

25	To learn in with Ruang guru, I don't have convenient access to the internet at home.					
26	Ruang guru requires a very large fee.					

Catatan dari validator

1. Theoretical constructs or indicators yang digunakan sudah tepat sasaran untuk mengungkap persepsi, bagaimanapun juga masih banyak ujaran item yang belum begitu tepat sasaran dalam hal membangun konteks makna item yang relevan dengan variable penelitian. Namun, validator sudah membantu memperbaiki dan memperhalus ujaran dalam item-item agar lebih readable, understandable, and contextual. Bagian-bagian yang validator sudah modifikasi diwarnai biru.
2. Untuk rentang opsi pada skala likert, karena paradigma penelitian kuantitatif adalah "berusaha memposisikan diri untuk tidak percaya terlebih dahulu dengan asumsi dasar yang dibuat atau hipotesis yang dibuat", maka dianjurkan agar memberikan sajian opsi dari opsi yang paling negatif ke yang paling positif, yaitu seperti rentang opsi berikut: SD, D, U, A, SA
3. Sekarang, menurut validator, kuesioner ini sudah valid secara konten. Selanjutnya peneliti harus menguji construct validity dan reliabilitynya secara statistik melalui try-out yang melibatkan sejumlah orang yang memiliki level yang sama dengan sample, namun bukan bagian dari sample. Jumlah partisipan untuk try-out boleh beberapa orang saja sekitar 10 sampe 15 orang sudah cukup. Hasil try-out selanjutnya dihitung menggunakan rumus Bivarrate Pearson Correlation untuk mengukur nilai construct validity dan menggunakan rumus Cronbach Alpha untuk mengukur nilai reliability. Pelajari cara hitung Construct validity and reliability menggunakan SPSS melalui kanal Youtube Sahid Raharjo. Kanal ini menjelaskan alur perhitungan secara perlahan dan dengan bahasa yang mudah dimengerti
4. Setelah item-item dinyatakan valid dan reliable secara statistik, peneliti diharapkan untuk menerjemahkan tiap item ke dalam bahasa Indonesia untuk mempermudah partisipan mengisi kuesioner.

Curup, 21 Maret 2021

Validator

Ruly Morganna, M. Pd

Respondents	Number of Items																										Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Respondent 1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	130
Respondent 2	5	5	5	4	4	4	5	3	3	4	5	4	4	4	5	3	5	5	5	4	5	5	3	3	3	4	109
Respondent 3	4	5	5	4	5	4	5	4	4	4	4	4	5	4	5	4	3	4	3	4	5	5	2	3	2	3	104
Respondent 4	4	5	5	4	5	5	3	5	4	4	4	5	4	4	4	4	4	4	5	4	4	5	5	5	5	4	112
Respondent 5	4	5	4	4	4	4	4	4	3	5	4	4	3	3	4	4	3	4	4	3	4	4	2	4	4	3	98
Respondent 6	4	4	5	4	4	5	4	3	4	4	4	3	3	4	4	4	4	3	4	3	3	3	2	4	4	4	97
Respondent 7	5	5	5	4	5	4	5	3	3	4	3	4	4	4	4	5	5	5	5	4	5	5	5	4	4	5	114
Respondent 8	5	5	5	4	5	4	5	3	3	5	4	4	5	4	4	5	4	4	4	4	5	3	3	3	3	3	107
Respondent 9	4	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	82
Respondent 10	3	4	4	3	5	3	4	4	4	3	4	5	3	4	1	3	3	3	4	2	4	3	4	2	3	5	90
Respondent 11	4	4	5	3	5	4	3	5	4	4	5	4	3	5	4	3	5	4	3	5	5	3	4	5	5	4	108
Respondent 12	5	5	4	4	5	4	4	3	2	4	3	4	3	5	5	4	4	4	5	5	5	4	4	3	3	3	104
Respondent 13	4	4	4	4	4	3	5	4	3	4	3	3	3	4	4	4	4	4	3	5	5	3	3	3	3	4	98
Respondent 14	5	4	4	4	5	5	5	2	2	3	2	3	4	4	5	2	3	3	4	4	4	5	4	4	4	5	99
Respondent 15	5	4	4	4	5	5	4	5	4	3	5	4	5	4	5	4	4	3	5	5	4	5	4	3	5	4	112
VALIDITY																											
r-hitung	0.59513	0.53828	0.57509	0.71825	0.59713	0.60931	0.33264	0.44874	0.41628	0.50664	0.35326	0.5161	0.67282	0.62197	0.58259	0.54258	0.71227	0.69514	0.60089	0.75992	0.58368	0.55403	0.53827	0.55872	0.53445	0.33528	
r-table	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	
Interpretation	valid	valid	valid	valid	valid	valid	tidak valid	tidak valid	tidak valid	tidak valid	tidak valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	tidak valid	

Respondents	Number of Items																				Total
	1	2	3	4	5	6	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Respondent 1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
Respondent 2	5	5	5	4	4	4	4	4	4	5	3	5	5	5	4	5	5	3	3	3	85
Respondent 3	4	5	5	4	5	4	4	5	4	5	4	3	4	3	4	5	5	2	3	2	80
Respondent 4	4	5	5	4	5	5	5	4	4	4	4	4	4	4	5	4	4	4	5	5	88
Respondent 5	4	5	4	4	4	4	4	3	3	4	4	3	4	4	3	4	4	2	4	4	75
Respondent 6	4	4	5	4	4	5	3	3	4	4	4	4	3	4	3	3	3	2	4	4	74
Respondent 7	5	5	5	4	5	4	4	4	4	4	5	5	5	5	4	5	5	5	4	4	91
Respondent 8	5	5	5	4	5	4	4	5	4	4	4	5	4	4	4	4	5	3	3	3	84
Respondent 9	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63
Respondent 10	3	4	4	3	5	3	5	3	4	1	3	3	3	4	2	4	3	4	2	3	66
Respondent 11	4	4	5	3	5	4	4	3	5	4	3	5	4	3	5	5	3	4	5	5	83
Respondent 12	5	5	4	4	5	4	3	4	3	5	5	4	4	4	5	5	5	4	4	3	85
Respondent 13	4	4	4	4	4	3	3	3	4	4	4	4	4	4	3	5	5	3	3	3	75
Respondent 14	5	4	4	4	5	5	3	4	4	5	2	3	3	4	4	4	5	4	4	4	80
Respondent 15	5	4	4	4	5	5	4	5	4	5	4	4	3	5	5	4	5	4	3	5	87
																					90.2095	**Total Variance (Vtest)**
VARIANCE	0.4	0.26667	0.26667	0.26667	0.4	0.55238	0.55238	0.69524	0.35238	1.12381	0.74286	0.71429	0.55238	0.49524	0.92381	0.52381	0.80952	0.98095	0.80952	0.92381	12.3524	**Variance of score($\sum$Vi)**

Cronbach Alpha formula	$\alpha = \dfrac{n}{n-1}\left(1 - \dfrac{\sum Vi}{Vtest}\right)$
	n = number of questions
	Vi = Variance of scores on each question
	Vtest = total Variance of overall scores

Interpretation		
Nilai yg ditetapkan	**Nilai Cronbach Alpha**	**Kesimpulan**
0.7	$\alpha = \dfrac{20}{20-1}\left(1 - \dfrac{12.3524}{90.2095}\right)$	Reliabel
	0.90849	

QUESTIONNAIRE OF RUANG GURU

Assalamualaikum wr.wb

Sehubungan dengan proses penelitian lapangan penulisan skripsi yang berjudul " Students perception of English Online Course(Ruang Guru). (A study of students in SMA 1 R/L). Maka peneliti mohon bantuan adik-adik untuk menjawab angket ini dengan sejujur-jujurnya dan akan dijaga kerahasian jawabannya.

Angket ini menggunakan Skala likert, oleh karena itu setiap jawaban memiliki nilai sebagai berikut :
1 = Sangat Tidak Setuju (Strongly Disagree)
2 = Tidak Setuju (Disagree)
3 = Ragu-Ragu (Uncertain)
4 = Setuju (Agree)
5 = Sangat Setuju (Strongly Agree)

Demikianlah angket ini dibuat dengan sebenarnya, atas bantuan adik-adik peneliti mengucapkan terima kasih.

Wassalamualaikum wr.wb

Curup, Maret 2021
Peneliti,

Rani Dwi Putri
NIM. 17551047

Nama

MUHAMMAD TEGAR PRAKOSO

Ruang Guru

Ruang guru has simple and understandable features, so I can easily operate the application. (Ruang guru memiliki fitur yang sederhana dan mudah dimengerti, sehingga saya dapat mengoperasikan aplikasi dengan mudah.)

	1	2	3	4	5	
Sangat Tidak Setuju	◯	◯	◯	◉	◯	Sangat Setuju

Ruang guru has complete materials, so I can search for the materials easily. (Ruang guru memiliki bahan Materi yang lengkap, jadi saya bisa mencari Materi dengan mudah.)

	1	2	3	4	5	
Sangat Tidak Setuju	◯	◯	◉	◯	◯	Sangat Setuju

QUESTIONNAIRE OF RUANG GURU

Ruang guru has experienced and professional tutors, so I enjoy learning activities in Ruang Guru.(Ruang guru memiliki tutor yang berpengalaman dan profesional, jadi saya menikmati kegiatan belajar di Ruang Guru.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Ruang guru increases my English competences(Ruang guru meningkatkan kompetensi bahasa Inggris saya)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Ruang guru helps me to do English assignments maximally(Ruang guru membantu saya mengerjakan tugas bahasa Inggris dengan maksimal)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Ruang guru helps me to prepare for my English exam.(Ruang guru membantu saya mempersiapkan ujian bahasa Inggris saya.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Ruang guru helps me to practice English with the tutor or peers.(Ruang guru membantu saya berlatih bahasa Inggris dengan tutor atau teman sebaya.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Ruang guru helps me to easily remember many kinds of English materials (Ruang guru membantu saya mengingat berbagai jenis materi bahasa Inggris dengan mudah)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Ruang guru motivates me to learn English at home.(Ruang guru memotivasi saya untuk belajar bahasa Inggris di rumah.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

I cannot learn English in a big class situation, so Ruang guru makes me focus during learning English.(Saya tidak bisa belajar bahasa Inggris dalam situasi yang ramai, jadi Ruang guru membuat saya fokus selama belajar bahasa Inggris.

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Ruang guru supports me to accomplish everything related to learning English that I set out to do in a day.(Ruang guru mendukung saya untuk menyelesaikan semua hal yang berkaitan dengan belajar bahasa Inggris yang saya rencanakan dalam sehari.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

I sign in to Ruang guru to learn English every day.(Saya masuk ke Ruang guru untuk belajar bahasa Inggris setiap hari.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Because of Ruang guru, I always repeat my English lessons.(Karena Ruang guru, saya selalu mengulang pelajaran bahasa Inggris saya.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

I always discuss the results of my English assignment with the tutor in Ruang guru.(Saya selalu mendiskusikan hasil tugas bahasa Inggris saya dengan tutor di Ruang guru.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

I always access English reading materials of my class in Ruang guru.(Saya selalu mengakses bahan bacaan bahasa Inggris di kelas saya di Ruang guru.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

My family strongly supports me to learn English with Ruang guru.(Keluarga saya sangat mendukung saya untuk belajar bahasa Inggris dengan Ruang guru.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

My teacher strongly supports me to learn English with Ruang Guru(Guru saya sangat mendukung saya untuk belajar bahasa Inggris dengan Ruang Guru)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

To access Ruang guru, I don't have a high speed connection with the internet at home.(Untuk mengakses Ruang guru, saya tidak memiliki koneksi internet berkecepatan tinggi di rumah.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Ruang guru consumes a lot of my data network.(Ruang guru menghabiskan banyak jaringan data saya.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

To learn in with Ruang guru, I don't have convenient access to the internet at home.(Untuk belajar di Ruang guru, saya tidak memiliki akses internet yang mudah di rumah.

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

QUESTIONNAIRE OF RUANG GURU

Ruang guru makes me more active in English teaching and learning processes(Ruang guru membuat saya lebih aktif dalam proses belajar mengajar bahasa Inggris)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Ruang guru makes my English learning easier(Ruang guru membuat belajar bahasa Inggris saya lebih mudah)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

Ruang guru makes me easier to acquire English materials provided by my teacher(Ruang guru membuat saya lebih mudah untuk mengerti materi bahasa Inggris yang diberikan oleh guru saya)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Ruang guru enhances the overall effectiveness of my English learning activities.(Ruang guru meningkatkan efektivitas keseluruhan dari aktivitas belajar bahasa Inggris saya.)

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

DATA OF STUDENTS' RESPONDS IN GOOGLE FORM

Time	Name	Number of item																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
3/24/2021 13:50:48	MUHAMMAD TEGAR PRAK	4	3	3	3	3	4	3	3	3	3	4	4	3	4	4	4	4	4	4	4
3/24/2021 13:50:48	FEBIOLA RANIDA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3/24/2021 13:52:20	Alya Hana Salsabila	5	4	5	4	4	4	5	5	4	5	4	5	5	5	4	5	5	4	5	5
3/24/2021 13:54:58	Lyvia Valentina	4	4	5	3	3	5	5	5	4	5	4	4	3	3	1	2	3	4	3	2
3/24/2021 13:55:22	Melati Putri Ulandari	4	4	4	4	4	4	5	5	5	4	4	4	4	4	4	4	5	4	2	2
3/24/2021 13:56:34	Retno Audy Marsandi	4	5	5	5	4	5	5	5	4	4	5	5	3	3	2	3	4	4	1	2
3/24/2021 14:02:52	PUTRY AULIYA SALSABILL	5	5	5	4	5	5	4	5	5	5	5	4	1	3	2	4	3	5	5	3
3/24/2021 14:11:24	DIAN KARTIKA AGUSTINA	5	4	5	4	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4	2
3/24/2021 14:16:29	RESTU ARSYANA GUSTIAN	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3
3/24/2021 14:17:41	GLENN MOSES WEWENGKA	3	5	4	2	3	4	3	4	3	4	2	3	2	2	1	3	3	3	3	3
3/24/2021 14:24:03	RIZKHA REDHO BILLA	5	3	5	3	4	5	5	5	5	4	3	3	3	2	3	3	4	3	5	3
3/24/2021 14:46:18	Riski karunia illahi	5	4	5	4	4	5	4	5	4	4	3	4	4	4	4	4	4	4	4	4
3/24/2021 14:47:12	Dea Izzah Syafira	4	4	5	4	3	4	4	4	4	4	4	4	3	4	3	3	4	4	1	1
3/24/2021 14:48:03	Holida Fauzia	5	4	4	3	3	3	4	4	4	5	4	4	3	3	3	3	3	4	5	5
3/24/2021 14:48:06	FARREL ARKHAN	4	3	3	2	5	3	3	2	2	2	2	2	2	2	5	3	3	5	5	5
3/24/2021 14:48:54	Davis polado Silalahi	4	3	5	4	3	3	3	4	2	5	3	5	5	5	4	3	3	4	4	5
3/24/2021 14:49:59	Nabila	4	4	5	3	5	3	3	5	4	5	4	5	3	2	4	4	3	3	5	5
3/24/2021 14:49:59	AURELLIO GIOVANIE PRAM	3	3	5	4	5	5	5	4	4	4	4	5	5	4	4	5	4	4	4	4
3/24/2021 14:53:37	NADYA MONALISA	4	4	4	3	2	3	2	3	4	4	3	4	3	3	1	3	1	5	5	3
3/24/2021 15:17:37	Tiara Yursi Meritza	1	2	1	3	3	1	2	2	2	1	2	1	2	1	1	1	1	1	2	1
3/24/2021 15:18:06	SekarDiati Dwi Fadhilah	4	5	5	5	4	5	3	5	5	5	5	5	2	5	3	5	5	5	1	2
3/24/2021 15:18:16	Destiane Rahmawati	4	4	3	3	3	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3
3/24/2021 15:20:20	Tiara Wulandari	4	3	4	2	2	2	2	2	4	3	2	2	3	2	2	4	4	4	2	1
3/24/2021 15:24:54	BINTANG AZ-ZAHRA ASTY	4	4	3	4	4	3	3	3	4	3	2	2	3	4	4	3	3	2	1	2
3/24/2021 15:25:25	Fiora Alicia	4	3	5	4	3	5	3	4	4	5	3	3	4	3	5	5	3	4	3	3
3/24/2021 15:25:52	Arkhynan Indra Almayra	4	4	4	3	4	4	3	4	3	3	3	3	4	2	2	3	3	4	3	2
3/24/2021 15:27:05	Zakiah Dwinesi Ramadhona	4	5	5	4	4	4	5	4	5	4	4	4	4	5	4	4	5	4	4	4
3/24/2021 15:28:51	Mawar Sartika	4	4	5	3	4	4	5	3	4	3	3	4	4	2	4	3	2	5	3	2
3/24/2021 15:29:38	Afrizal Ikhwan	3	4	3	4	2	3	5	4	3	4	2	2	2	2	2	3	4	3	4	3
3/24/2021 15:30:02	Refanisa Putri	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	4	3	2	1
3/24/2021 15:30:56	Bintang Maharani	4	5	4	4	4	4	4	3	4	3	4	2	3	4	4	4	4	5	5	2
3/24/2021 15:32:03	Dita Andriani	3	4	5	4	3	5	4	4	4	5	3	3	3	2	2	3	4	4	3	3
3/24/2021 15:33:26	M.YUDHA ANUGERAH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3/24/2021 15:34:14	Khalisha Sheryla Utama Affand	5	5	5	4	4	4	5	4	5	3	4	5	5	4	4	4	2	5	5	5
3/24/2021 15:38:24	Rahman Insani	4	4	3	3	3	4	3	3	2	3	3	4	3	3	4	3	4	3	4	3
3/24/2021 15:43:37	DESFITRI PUSPA PERMATA	4	3	3	4	2	4	4	3	3	3	2	2	3	2	3	4	3	3	2	3
3/24/2021 15:45:30	NATASYA CALESTA PRIMA	4	4	3	3	3	3	3	4	4	3	4	5	3	3	4	4	4	3	2	2
3/24/2021 15:47:24	Alfiqh haydar hanif abdillah	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	4	5	5	3
3/24/2021 15:48:32	Anjelina Suharyadi	4	4	5	5	4	4	4	5	3	4	5	3	3	2	3	3	4	3	4	5
3/24/2021 15:54:39	ABDILLAH DZAKY AL-FARA	2	4	3	3	3	4	4	5	4	5	3	2	4	4	4	4	4	4	4	2
3/24/2021 15:57:17	Eis Rahmadani	5	4	3	3	4	3	3	3	4	4	3	3	4	3	4	4	3	3	3	3
3/24/2021 15:59:57	Egha irvansyah	3	3	5	5	3	5	5	5	3	2	3	5	4	5	5	5	5	5	5	5
3/24/2021 16:00:22	Nisa Bela Puspita	5	5	5	5	2	2	5	5	5	2	2	5	2	2	2	2	2	5	2	2
3/24/2021 16:02:49	Rizki Tri Ramadani	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Timestamp	Name																			
3/24/2021 16:05:46	Ilham Kurniansyah	4	4	4	4	3	4	4	4	5	4	3	4	4	4	4	3	4	3	3
3/24/2021 16:06:34	Putri Kania Larasati	5	5	5	5	5	4	4	5	5	5	5	4	5	5	5	5	4	3	3
3/24/2021 16:13:13	Muhammad Zaki Alfarizzi	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	2
3/24/2021 16:14:22	VERA OKTAVIANI	4	4	4	3	3	4	3	4	4	4	4	3	5	5	4	5	5	5	5
3/24/2021 16:14:58	Shafa Aurelliza Arian	5	4	5	4	4	5	5	4	4	5	5	4	4	5	5	4	4	4	5
3/24/2021 16:16:31	Kaka Septian Pratama	5	5	5	5	5	4	5	5	4	3	4	3	3	5	5	3	5	2	2
3/24/2021 16:20:52	Danil Danuarta	3	3	3	2	2	3	2	3	3	4	3	3	4	4	3	4	4	4	3
3/24/2021 16:26:24	Chairunnisa az-zahra	3	3	3	3	2	3	3	3	3	3	3	1	1	1	2	3	3	3	3
3/24/2021 16:38:43	Rahmat Hidayat	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	4
3/24/2021 16:44:15	Abelia Ananta Safitri	4	5	3	4	4	4	4	4	4	5	4	3	4	4	4	3	3	3	3
3/24/2021 16:46:05	Nadya Ulya Chalida	3	4	3	3	3	3	4	3	4	3	3	3	5	4	5	4	3	3	3
3/24/2021 16:55:06	Laudy Shintia Bella	4	4	4	3	3	4	3	4	4	3	3	3	2	3	4	1	4	3	2
3/24/2021 16:58:16	Muhammad Zachary Athallah	3	3	3	3	4	3	3	3	4	4	3	4	4	3	3	2	4	5	4
3/24/2021 16:58:19	Muhammad Zachary Athallah	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3/24/2021 17:02:56	Mutiara Yolanda Meytari	4	5	4	4	4	5	5	5	5	5	4	3	3	3	3	3	3	3	3
3/24/2021 17:04:39	Muhammad Rafi susanto	4	3	4	3	3	4	3	4	4	5	4	3	5	5	5	4	5	1	1
3/24/2021 17:04:45	Nadila renata vega	3	3	3	3	3	4	3	3	3	3	4	3	2	2	2	2	3	3	2
3/24/2021 17:04:45	Fx Prayoga	3	3	3	3	4	4	4	4	4	3	4	4	4	3	3	3	4	4	3
3/24/2021 17:04:45	Cahyo Gumilang	3	3	3	3	4	4	4	4	4	3	4	3	3	3	3	3	4	4	3
3/24/2021 17:04:46	Siti Nadila	3	3	3	3	4	4	4	4	4	3	4	3	3	3	3	3	4	4	3
3/24/2021 17:16:10	MIGEL RAY SIRAIT	5	5	4	4	4	4	5	4	4	4	4	2	4	4	4	4	4	5	2
3/24/2021 17:24:07	NajhanRazinSani	3	4	3	4	4	3	4	3	4	3	4	3	3	3	3	4	3	3	3
3/24/2021 17:48:27	KIRANA SEWANGI PUTRI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3/24/2021 17:58:45	Zahwa Karenita Nasution	4	3	4	3	4	3	3	4	3	4	3	4	3	4	3	4	3	4	3
3/24/2021 18:06:54	Rafli Ramadhan	4	4	3	3	3	4	3	3	3	4	3	4	3	4	4	4	3	4	1
3/24/2021 18:07:43	Naufal.A	5	5	3	3	4	3	3	3	2	2	3	2	3	3	3	3	3	3	4
3/24/2021 18:23:50	Nabila	5	5	4	4	3	4	3	3	3	4	2	4	2	3	1	5	5	5	1
3/24/2021 19:14:11	Melsya virgiani	4	5	4	4	3	5	5	5	3	3	4	3	5	5	5	5	4	5	2
3/24/2021 19:14:51	firni ramadani	5	5	4	4	4	5	5	5	5	5	5	4	5	5	5	4	4	4	4
3/24/2021 20:23:03	Aulya Zarfi	4	4	3	4	4	4	3	4	3	3	4	3	4	3	4	3	4	3	4
3/24/2021 22:08:00	Arya Dwi Saputra	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	3
3/25/2021 7:54:06	Ponco Prabowo	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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BIOGRAPHY

Rani Dwi Putri was born in Curup, September 2th 1999. She is the second child of Mr. Nasrul and Mrs. Tuti Hera Wati. Her Brother is Fadillah Rahmat Saputra and her sister is Reza Novalia. Rani finished her elementary school in 2011 from SD N 5 Rejang Lebong, Rani continued her study in SMP N 2 Rejang Lebong. Then, she continued her study to SMA N 2 Rejang Lebong and graduated in 2017. Afterwards, she decided to go to college and took English Tadris Study Program as her faculty in State Institute for Islamic Studies (IAIN) Curup. The woman who loved English since junior high school.

During his study, She loved following organization. The organization that she had follow were e-Station from English Tadris Study Program, PMI, HMI, and DEMA Fakultas Tarbiyah. For the next step of his life, she purposed to make everyone around her happy and make her parents proud.