

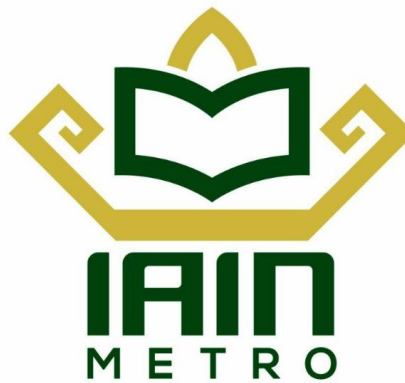
AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' PERCEPTION TOWARD
ENGLISH LEARNING BY USING BLENDED LEARNING AMONG
THE STUDENTS OF MAN 2 OGAN KOMERING ILIR**

By:

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE ISLAMIC STUDIES OF METRO
1444 H/ 2022**

**AN ANALYSIS OF THE STUDENTS' PERCEPTION TOWARD
ENGLISH LEARNING BY USING BLENDED LEARNING AMONG
THE STUDENTS OF MAN 2 OGAN KOMERING ILIR**

**Presented as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd) in English Education Department**

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It has been agreed sp it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqasyahkan. Demikian harapan kami atas penerimaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Mengetahui,
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RATIFICATION PAGE

No. B-4558/17.28.1/P/PP-00.9/10/2022

An Undergraduate thesis entitled : **AN ANALYSIS OF THE STUDENTS' PERCEPTION TOWARD ENGLISH LEARNING BY USING BLENDED LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR**, Written by NURHANIFAH, student number 1801071040, English Education Department, had been examined (Munaqasyah) in Tarbiyah and Teachers Training Faculty on Wednesday, 12 october 2022 at 09.00 - 11.00 WIB

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ABSTRACT

AN ANALYSIS OF THE STUDENTS' PERCEPTION TOWARD ENGLISH LEARNING BY USING BLENDED LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR

By
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Indonesia is one of the countries affected by the spread of the corona virus which has caused changes in various aspects of life, including in the world of education. After entering the new normal era, the minister of education, culture, research and technology issued a circular regarding the application of the provisions of limited face-to-face learning (limited PTM). This makes all schools in Indonesia apply the blended learning method, which is a combination of technology and in-class instruction.

In this study, the researcher proposed the research, namely: "An analysis of the students' perception by using blended English learning among the students of MAN 2 Ogan Komering Ilir". The purpose of the study was to determine the students' perceptions of Madrasah Aliyah Negeri 2 Ogan Komering Ilir about blended learning which was carried out during the new normal era. This study uses a type of qualitative field research. Collecting data using interviews and documentation. The data analysis technique used qualitative data analysis techniques which consisted of four stages, namely: data collection, data reduction, data display and conclusion/verification.

The results showed that students were more comfortable with face-to-face learning because it was easier to communicate with both teachers and classmates. However, in this new normal era, blended learning can be used as an alternative or learning solution. However, there are still some things that are not optimal and must be paid more attention to, for example inadequate facilities, e-learning websites that often have errors, and the lack of teacher explanations for the material provided during online learning.

Keyword: Students' Perception, English Learning, Blended Learning

ABSTRAK

ANALISIS PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS DENGAN MENGGUNAKAN BLENDED LEARNING PADA SISWA MAN 2 OGAN KOMERING ILIR

Oleh
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Indonesia merupakan salah satu negara yang terkena dampak penyebaran virus corona yang telah menyebabkan perubahan di berbagai aspek kehidupan, termasuk dalam dunia pendidikan. Setelah masuk ke new normal era, menteri pendidikan, kebudayaan, riset dan teknologi mengeluarkan surat edaran tentang penerapan ketentuan pembelajaran tatap muka terbatas (PTM terbatas). Hal ini membuat seluruh sekolah di Indonesia menerapkan metode pembelajaran blended learning yaitu kombinasi antara teknologi dan intruksi dalam kelas.

Dalam penelitian ini, peneliti mengajukan penelitian yaitu: “An analysis of the students’ perception by using blended english learning among the students of MAN 2 Ogan Komering Ilir”. Tujuan penelitian adalah untuk mengetahui persepsi siswa Madrasah Aliyah Negeri 2 Ogan Komering Ilir tentang blended learning yang dilaksanakan selama masa new normal era. Penelitian ini menggunakan jenis penelitian kualitatif lapangan (field research). Pengumpulan data menggunakan wawancara dan dokumentasi. Teknik analisis data menggunakan teknik analisis data kualitatif yang terdiri dari empat tahap, yaitu: data collection, data reduction, data display dan conclusion/verification.

Hasil penelitian menunjukkan bahwa siswa lebih nyaman dengan pembelajaran tatap muka karena lebih mudah berkomunikasi baik dengan guru maupun teman sekelas. Namun di era new normal ini, blended learning dapat dijadikan sebagai alternatif atau solusi pembelajaran. Namun, masih ada beberapa hal yang kurang optimal dan harus lebih diperhatikan misalnya fasilitas yang kurang memadai, website e-learning yang sering error, dan kurangnya penjelasan guru terhadap materi yang diberikan selama pembelajaran online.

Kata kunci: Persepsi Siswa, Pembelajaran Bahasa Inggris, Pembelajaran

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The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

“Whoever goes out seeking knowledge, he is in the way of Allah until he returns”
(HR. Tirmidzi)

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Sahrawi and Mrs. Sanijah, who always give the best prayers and always patiently guide me for my success.
2. My brother and sister who always encourage me during my studies.
3. My friends, who are happy to help and share knowledge, as well as support during the preparation of the thesis.
4. UKM IMPAS who has given me many memorable experiences during my studies.
5. The almamater of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute, where I did my studies, has been studying all this time. Hopefully someday the knowledge that I have can be useful for many people. Aamiin.....

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Praise be to Allah SWT for his Mercy and Blessing that the researcher is able to accomplish and complete this undergraduate thesis. Realizing that this undergraduate thesis would not be achieved without any help, motivations, advises and supports from many helpful individuals. In this lovely opportunity, the researcher would like sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (aamiin).

Next, the greatest gratitude would also be addressed to:

1. The first, thanks for Dr. Hj. Siti Nurjanah, M. Ag., PIA, as the Rector of IAIN Metro Lampung.
2. The Second, thanks for Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
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4. The fourth, thanks for my advisor, Aisyah Sunarwan, M.Pd within her activities, she was still willing to read this undergraduate thesis.
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7. The last but not least, thanks for my parents (Mr. Sahrawi and Mrs. Sanijah) and all of my friends in IAIN Metro who always give me support, so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistake she has made in this research. The researcher hopes this undergraduate thesis can give advantage for the readers.

Metro, september 17, 2022
The Researcher



NURHANIFAH
Std. N. 1801071040

TABLE OF CONTENTS

| | |
|--|--------------|
| COVER PAGE | i |
| TITLE PAGE | ii |
| APPROVAL PAGE | iii |
| NOTIFICATION PAGE | iv |
| RATIFICATION PAGE | vi |
| ABSTRACT | vii |
| STATE OF ORIGINALITY PAGE | ix |
| MOTTO PAGE | xi |
| DEDICATION PAGE..... | xii |
| ACKNOWLEDGEMENTS PAGE..... | xiii |
| TABLE OF CONTENTS..... | xv |
| LIST OF TABLES | xvii |
| LIST OF FIGURE | xviii |
| LIST OF APPENDICES | xix |
| CHAPTER 1 INTRODUCTION | 1 |
| A. Background of Study | 1 |
| B. Problem Formulation..... | 4 |
| C. Objectives and Benefit of Study | 5 |
| D. Prior Research | 5 |
| CHAPTER II THEORICAL REVIEW | 9 |
| A. The Concept of Perception | 9 |
| 1. Definition of Perception | 9 |
| 2. Types of Perception | 11 |
| 3. Stages of Perception | 13 |
| 4. Indicators of Perception..... | 14 |
| B. The Concept of English Learning..... | 15 |
| 1. Definition of English Learning..... | 15 |
| 2. The Purpose of Learning English | 16 |
| C. The Concept of Blended Learning..... | 17 |
| 1. Definition of Blended Learning..... | 17 |
| 2. Benefit of Blended Learning | 19 |
| 3. The Aim of Blended Learning..... | 20 |
| 4. The Factors of Blended Learning | 21 |

| | |
|---|---------------|
| CHAPTER III RESEARCH METHODOLOGY | 23 |
| A. Types and Characteristics of Research..... | 23 |
| B. Data Resource..... | 24 |
| C. Data Collection Techniques..... | 26 |
| D. Data Validity Technique..... | 28 |
| E. Data Analysis Technique..... | 29 |
| CHAPTER IV FINDING AND DISCUSSION | 33 |
| A. Description of Research Location | 33 |
| 1. History of MAN 2 Ogan Komering Ilir..... | 33 |
| 2. Vision, Mission and Long Term Goals of MAN 2 OKI..... | 35 |
| 3. Structure | 36 |
| 4. Condition of Students, Teachers, and Employees..... | 36 |
| 5. Facilities and Infrastructure | 38 |
| 6. Co-curricular and Extracurricular Activities | 39 |
| B. The Students' Perception by Using Blended Learning Among the Students of Man 2 Ogan Komering Ilir in New Normal Era | 42 |
| C. The Teachers' Readiness Toward the Implementation of Blended Learning..... | 48 |
| 1. The Implementation of Material in Blended Learning..... | 48 |
| 2. The Implementation of Media in Blended Learning | 51 |
| 3. The Implementation of Method in Blended Learning..... | 53 |
| 4. The Evaluation of Blended Learning | 55 |
| D. Discussion..... | 56 |
| CHAPTER V CONCLUSION AND SUGGESTION | 59 |
| A. Conclusion..... | 59 |
| B. Suggestion | 60 |

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

LIST OF TABLES

| | |
|---|----|
| Table 1 Teacher Data by Educational Stage | 37 |
| Table 2 Teacher Data based on Certification Pass..... | 37 |
| Table 3 Employee Data..... | 37 |
| Table 4 Student and Group Data..... | 37 |
| Table 5 Room/Building Data | 38 |
| Table 6 Facilities and Mobile..... | 38 |
| Table 7 Extracurricular and Coach..... | 41 |

LIST OF FIGURE

| | |
|---|----|
| Figure 1 model of data analysis Technique | 30 |
| Figure 2 Structure of Organization | 36 |

LIST OF APPENDICES

- Appendix 1 Pre-Survey Permit
- Appendix 2 Pre-Survey Permit Reply
- Appendix 3 Approval of Research Proposals
- Appendix 4 Guidance Letter
- Appendix 5 Research Instrumen
- Appendix 6 Research Permit
- Appendix 7 Assignment Letter
- Appendix 8 Research Permit Reply Letter
- Appendix 9 Documentation Sheet
- Appendix 10 Thesis Guidance Consultation Form
- Appendix 11 Certificate of Free Library
- Appendix 12 Certificate of Free Study Program
- Appendix 13 Research Photos
- Appendix 14 Plagiarism Pass

CHAPTER I INTRODUCTION

A. Background of Study

Indonesia is one of the countries affected by the spread of the corona virus at the end of 2019. This has caused changes in various aspects of life, including in the world of education. According to Pangestu, the education sector is very at risk in the spread of the corona virus because the teaching and learning process involves many people in one room and with a face-to-face system¹. Because it has a fairly high risk, and can endanger the safety of teachers, lecturers, and students, the government provides a policy not to carry out teaching and learning activities with a face-to-face system. In accordance with Law no. 6 of 2018 concerning Health Quarantine² and Law no. 4 of 1984 regarding infectious disease outbreaks³, the government issued a regulation to close schools and universities in Indonesia. This is done to suppress the spread of the corona virus in Indonesia. However, in the last two years, the positive cases of Covid have decreased so that teaching and learning activities have started to run normally, although not in its entirety.

Currently, many schools, universities, and other institutions use a blended learning system in carrying out teaching and learning activities and processes. This is in accordance with government regulations where the teaching and learning process can be done face to face is limited. Limited face-to-face schooling can be done by reducing student learning time at

¹ Ade Rizqi Pangestu, "How was the Indonesian education system during the covid-19 pandemic" in www.kompasiana.com downloaded on 28 June 2020.

² Law No. 6 of 2018 concerning Health Quarantine

³ Law No. 4 of 1984 concerning Infectious Disease Outbreaks.

school or by using a rotating system. For example, class 1A goes to school on Monday, Wednesday and Friday while class 1B goes to school on Tuesday, Thursday, and Saturday. In limited face-to-face learning, of course, they still need the internet as a learning medium because students are still limited to interacting with teachers directly. This is also the impact of online learning that has been carried out in the last two years. This is certainly a new experience for many students. They need to adapt again from online learning to limited face-to-face learning.

Of course, this blended learning system is still difficult to follow. Blended learning can be a solution that can be used to continue running the education sector even though it has not fully returned to normal. In the blended learning system, we can use various electronic media such as mobile phones, laptops or computers. To make online classes we can use various applications such as telegram, whatsapp, google classroom, e-learning and can also conduct online meetings using the zoom application, google meet and other applications. The development of information and communication technology has grown very rapidly so that it can facilitate online learning. Teachers and students are required to be able to utilize ICT optimally in the field of education, especially in English lessons because they can find information quickly, precisely and accurately.

In this study, researchers focused on the blended learning system in learning English. Learning English itself is very important because it is an international language and the language of instruction in the world of

business and education. According to Morrow, stating that English can provide benefits to students if the method used is in accordance with the wishes of the students.⁴ Researchers will conduct research at MAN 2 Ogan Komering ilir in South Sumatra Province. This school is a school that uses a blended learning system in teaching and learning activities in the new normal.

Based on the results of pre-survey research by conducting interviews with several students of MAN 2 Ogan Komering Ilir, most of them find it difficult to learn English virtually. They feel that online learning is less effective because the teacher does not explain the material in detail. Learning is more often done by doing assignments and summarizing the material from the pdf provided by the teacher, then students upload the assignments and summaries to the website provided by the school. In addition, practice in learning English is also rarely done. This makes students not practice English lessons and lack of vocabulary. Learning English continues like that. this makes them bored and less motivated.

In addition, students also have difficulty participating in online English lessons because of the lack of a stable signal that makes the application used for learning often error. This makes it difficult for students to work on test questions and are often late in collecting assignments. In addition, an unstable signal also hinders virtual meetings. therefore many teachers do not use virtual meeting applications such as zoom, google meet, etc. Another problem is that many students rely on the internet such as google, brainly, etc. to find

⁴ C. Morrow, "How important is english in elementary school?", (Second Annual Symposium of the Gulf Comparative Education Society, 2011), h. 54-61

answers to questions given by the teacher. The existence of a blended learning system makes it easier for students to learn English and reduces difficulties while learning English online. This is in accordance with Tesa's opinion, one of the students of MAN 2 Ogan Komering Ilir, said that it is better to learn English face to face because it is easier to understand the material and practice it in class. If done online, it makes students lazy to think and rely on Google and answer questions. The blended learning system makes students more serious in learning English at home because it will be presented during limited face-to-face learning at school.

Based on the background of the problem above, it is known that there are several problems related to the teaching and learning process of students at MAN 2 Ogan Komering Ilir, South Sumatra Province, which was initially carried out online and turned into a blended learning system. Will the teaching and learning process be better with blended learning? Therefore, researchers are interested in conducting research on students' perceptions of the students' perception by using blended English learning among the students of MAN 2 Ogan Komering Ilir.

B. Problem Formulation

1. How are the students' perceptions of MAN 2 Ogan Komering Ilir about english learning by using blended learning in new normal era?
2. How are the teachers readiness toward the implementation of the blended learning in english learning of MAN 2 Ogan Komering Ilir?

C. Objective and Benefit of Study

1. Objective of study

Based on the above background, the objectives of this study are

- a. To know the students perception of MAN 2 Ogan Komering Ilir about blended english learning of new normal era
- b. To find out the teachers' readiness toward the implementation of blended learning for students of MAN 2 Ogan Komering Ilir.

2. Benefit of study

a. For the students

The result of this research for the students is can be useful to provide knowledge about learning english using blended learning.

b. For the teacher

The result of this research can be beneficial for the teachers to know what are the advantages and disadvantages of blended learning.

c. For future researchers

The result of this research hopefully can be used as references for other Researcher which are related to this topic. Because this research focuses on students' perception of using Blended english learning.

D. Prior Research

in order to gain the understanding about this research, there is the previous research relevant to this research. The first, previous research has been conducted by Hasnidar with the tittle "Student's Perception of Using

online Learning Material”. This is a thesis of english language teaching from Muhammadiyah university of Makassar. The conclusion of this research is Students' perception of using online learning in the seventh semester of BG 7J English Education Department in Muhammadiyah University Makassar have a perception that online learning can be said to be an effective learning resource when supported by adequate infrastructure such as good networks. Then online learning can motivate students to improve their learning using online learning and generate new experiences for students themselves.⁵

The second, previous has been conducted by Dawi Yanti from STT Migas Balikpapan. The tittle of this research is “Student’s Perception on the Effect of Online Learning during Covid 19”. This is a Journal of Teacing and Eduction from STT Migas Balikpapan. This result of this study indicated that online learning technology enabled students to access easy information leading to positive attitude formation of students towards it. The study affirmed the usefulness of online learning such as ease of study from any geographical location which is not possible in case of conventional face to face-learning, suitability with the syllabus and understand material clearly. They considered online learning to be very helpful, although not entirely efficient such as trouble collecting assignment, poor connectivity, burdened with quota online etc. For future researcher who have the same interest to find out students’ perception on the effect of online learning during Covid-19, the result of this study is expected to lead the next researcher who conduct a

⁵Hasnidar, students’perception of using online learning materials, (Makassar. Muhammadiyah university of makassar. 2020)

similar topic of research as the reference or comparison that might relevant to their researchers. Furthermore, they are expected to focus their study on more rigorous data analysis method, involve more subjects and contrasting more variables.⁶

The third, previous research has been conducted by Irra Wahidiyati with the tittle “Student’s Perception of The Full Online Learning Quality During The Corona Pandemic”. This is a Journal of language Education from IAIN Purwokerto, Banyumas, Central Java. The conclusion of this research is some students feel the quality of full online teaching-learning is different from face to the face teaching-learning process. They think they need some phone credit, good signal, and much memory for installing the new application to join the fully online learning activity. The results of the study indicated that the majority of participants considered did not enjoy fully online learning in English teaching and learning is not effective and efficient in terms of time and phone credit. One of the reasons is the slow speed internet is considered to be one of the difficulties in operating those applications. So, they feel they could not get maximum knowledge and information from their teacher in full online teaching-learning activities. They feel that the quality of the face to face learning is better than the quality of fully online learning based on the result of the questionnaire, observation, and

⁶Dawi Yanti, “Students’ Perception on The Effect of Online Learning During Covid 19”, (Journal of Teaching & Education 3, 2021)

interview. The students feel dissatisfied with the full online leaning teaching-learning process.⁷

In the three previous studies, the researchers saw similarities in terms of the topic of discussion. all three focus on students' perceptions of online learning during the pandemic. Therefore, the researcher uses the previous research as a reference and comparison material in this study. However, this study focuses more on students' perceptions of online English lessons. These differences make researchers interested in conducting this research.

⁷ Irra Wahidiyati, "Student's Perception of The Full Online Learning Quality During The Corona Pandemic", (IAIN Purwokerto, Journal of language Education, 2020)

CHAPTER II

THEORICAL REVIEW

A. The Concept of Perception

1. Definition of Perception

Everyone has a different opinion about everything according to their own perception. We cannot force people to have the same perception as us. On an object there are those who like it and some who don't like it, maybe some are neutral. This is because humans are created differently, everyone has their own perception of an object.

In addition, there are also some expert opinions regarding perception as follows: The first, Qiong suggests that perception is a process experienced to achieve awareness or understanding of sensory information.¹ Perception is the process of achieving awareness and understanding of information. Then, Chee and phaik say that the perception of stimuli can be influenced by individual awareness, past experience, knowledge, motivation, and social interaction.² Perception can shape individual attitudes. In addition, walgito said that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory process.³ Meanwhile, Blake and Sekuler stated that perception is conveyed in the form of idea or action, human idea based on

¹ O. U Qiong. *A brief introduction to perception*, (Studies in Literature and Language, 2017), h. 18

² Chee Choy and Phaik Kin Cheah, "Teacher Perceptions of Critical Thinking Among Students and its Influence on Higher Education", *International Journal of Teaching and Learning*, no.2 (2009): 199

³ B. Walgito, *Pengantar psikologi umum*, (Yogyakarta, Andi Offset, 2010), h. 53

their experience. Amir et al said that perception can also be considered an individual's interpretation of something.⁴ The notion perception also comes from Andrej Demuth, he stated that most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups, according to the direction of information flow⁵. The first is bottom-up processes and the second is up-down processes. The bottom-up process is a process that starts from the lowest level (sensory) and then gradually progresses to a more complex and more structured process. On the other hand, the up-down process starts at a higher level of cognition and then determines it. We call this effect the up-down effect.

Based on the definitions of perception above, the writer can summarize that student perception is the way students define or interpret an object with their own perspective and with individual awareness to understand sensory information. In this process students go through several stages, namely collecting, recognizing, and interpreting the information obtained. Perception is a process in which the sense organs (eyes, nose, ears, skin, mouth) get information from the picture of the world and then store it in the brain and produce perceptions through their own logic and interpretation.

⁴ M. F. Amir et al., *Elementary students' perceptions of 3Dmetric*, (A cross-sectional study. Heliyon, 2020), h. 2

⁵ Andrej demuth, *Perception Theories*. (Education university. Trnava. 2013), h. 23

2. Types of Perception

According to Zaden, there are three types of perception⁶, namely:

a. Person Perception

Person perception refers to those processes by which we come to know and think about others, their characteristics, qualities, and inner state. We construct an image of other ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extent to which we attribute stable traits and enduring disposition to others people. We feel that we are better able to understand their behavior and predicted their future actions and we use their nations to guide our interaction which them.

When the teacher teaches, students will have different perceptions of the teacher. Both in terms of characteristics, teaching methods, learning media used or even the quality of the teachers themselves. Even students will have their own perception of the learning material provided by the teacher. It can be concluded that a person's perception will be in accordance with the impression we have on others.

Impressions to others can be raised through the senses. For example we have an impression on someone when we see that person, or we give an impression to someone after hearing the way he or she speaks.

⁶Vander Zanden and James Wilfrid, *Social Psychology*, (New work. Random Hause. 1984)

b. Situation Perception

The situation in social psycholinguistics is seen as a person's behavior or experience which is influenced by all social factors at a certain time and place. It is an interaction between space and time. So people's perceptions will be different according to the situation at that time. The attitude of a student can change based on the situation. The attitude of students today is different from the attitude of students in the past. This is influenced by social factors and knowledge possessed by students so that they can influence students' thinking.

c. Social Perception

Social perception is the process of observing other people's behavior carefully and thoroughly to be able to analyze behavior, people and situations completely. A good perception is a perception that depends on quality. They can read other people's perceptions with different activities. Social perception means they try to understand people whether they are entertainers, criminals, leaders, politicians or professional athletes. It is not an easy thing to know their thoughts, emotions, beliefs, intentions, and desires. We are able to read other people's minds through their behavior, facial expressions and words.

3. Stages of Perception

in addition, According to Qiong there are three stages of the perception process⁷, as follows:

a. Selection

The first step in the perception process is selection. The senses filter information from the outside in the form of intensity and type. At this stage the environmental stimulus becomes more meaningful and becomes a safeguard.

b. Organization

The second stage in the perception process is organization. Information that has been obtained from the outside is arranged using a meaningful pattern. At this stage there are 2 characteristics. The first is that the process of organizing provides a structure for human perception. At this stage, this raw external information is placed on a meaningful and structured experience of humans. The second is the process that shows that human perception has stability. the perception that humans have becomes stable and durable.

c. Interpretation

The third stage in perception is interpretation, which is giving meaning to the information or stimulus obtained. Although getting the same stimulus, the interpretation given by each person will be different.

⁷ O. U. Qiong, *A brief introduction to perception* (Studies in Literature and Language, 2017), h. 18-19

4. Indicators of Perception

According to Robbin, there are three kinds of perception indicators⁸, namely:

a. Acceptance

The process of acceptance or reabsorption is an indicator of perception at the physiological stage; it's about function five senses in capturing external stimuli. This means that information conveyed by individuals to others will be absorbed or received by the five senses, both sight, hearing, smell, and tasting individually or together.

b. Understanding

This means as a result of a subjective analysis, or different for each individual.

c. Evaluation

Evaluation is an external stimulus that has been captured by the senses, and then evaluated by the individual. This evaluation is very subjective. The perception of each person in the environment will be different. An individual judges a stimulus as difficult and boring but others rate the same stimulation as good and pleasant.

⁸ S. P. Robbins, *Organization Behaviour (10th ed)*, (New Jersey, Prentice Hall, 2003), h. 124-130

B. The Concept of English Learning

1. Definition of English Learning

English is a very important language to learn because it is an international language that is widely used in various countries in the world as the main language. English is a universal language. Many schools or universities in various parts of the world make English a subject or major of interest. Carola Surkamp and Britta Viebrock says that reading in English is a major skill that must be acquired individually, through studying at home or at school.⁹ In education in Indonesia, English is also one of the subjects taught to students at the conscious school level up to university. Apart from being an international language, English is also very important in the world of work and business between countries where English is used as a communication tool.

In teaching English a teacher must have proficiency and skills in English and how to teach. Guskey states that quality professional development serves to develop the knowledge, attitudes, skills, aspirations, and behaviors of educators, so that in turn they can apply what they have learned to improve practice with the hope of increasing student learning.¹⁰

Teachers are expected to provide innovation in teaching methods so that students become more motivated and enthusiastic in learning English.

In addition, students can be more active in the learning process. In

⁹ Carola Surkamp and Britta Viebrock, *Teaching English as a Foreign Language: An Introduction* (Jerman, ein Teil Von Springer Nature, 2018), h. 2

¹⁰ Thomas R. Guskey, "What makes professional development effective?" *linguistic: LEEA journal*, no.84(10) (2003): 748-750

Indonesia, the way teachers teach tends to be memorizing vocabulary, translating, reading aloud, filling out worksheets, discussing theories or practicing memorizing texts. Students will feel bored because the class atmosphere is not interesting and become lazy to participate in these English learning activities. This is a challenge for teachers to increase students' enthusiasm for learning.

2. The Purpose of Learning English

According to Carola Surkamp and Britta Viebrock, there are four objectives of learning English¹¹, namely:

a. Communicative competence

Communication competence is the main goal in learning foreign languages today. However, the concept of current communication has changed to become more complex. Currently speaking or oral discourse is not only done with face-to-face conversations but can be done by telephone. And reading and writing do not always require paper and pen but rather use digital tools.

b. Text and media competence

Due to the widespread use of digital tools today, text and media competence are important in learning foreign languages, especially English.

¹¹ Carola Surkamp and Britta Viebrock, *Teaching English as a Foreign Language: an Introduction* (German, ein Teil Von Springer Nature, 2018), h. 20

c. Intercultural competence

Knowledge and attitudes about self and other cultures and the skills to apply cultural knowledge in intercultural encounters in a truly interconnected world (G. Byram 1997; Volkman 2010).

d. Methodological competence

By learning English, our knowledge increases and increases about how language is learned. To be able to communicate well, you must apply a combination of knowledge and skills.

C. The Concept of Blended Learning

1. Definition of Blended Learning

Singh and Reed describe blended learning as a learning program in which more than one learning mode is used with the aim of optimizing learning outcomes. Blended learning is the combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of providing multiple online training and assessments but also uses other modes to create comprehensive training programs that can improve learning outcomes¹². Blended learning is the most logical and natural evolution of learning as a learning challenge to evolve according to individual needs. It is an opportunity to integrate the innovative and

¹² Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching: Course Design and Implementation* (London: Spring Gardens, 2013), h. 12

technological advances that online learning and traditional learning have to offer.¹³

According to Allison and Chris the Blended Learning is:¹⁴

- a. Access to a wide selection of alternative resources on your personal computer drawn from international, as well as institutional, digital repositories, accessed via a single log-in that personalizes the 'mix' of learning offered to you;
- b. Online learning with tutors as facilitators and an emphasis on co-creation in courses rich in online collaboration;
- c. Download content to mobile devices, use podcasts and e-books as resources, tablet PCs with wireless connections to take and share notes in class, and use text messages to receive course updates on the go;
- d. Immersion in online multiplayer or multimedia role playing games using extended authentic simulations to explore real-life problem solving;
- e. Personalized content delivered via a customized interface with RSS alerts to flag new content relevant to individual interests;
- f. Use a virtual learning environment (VLE) to access course materials and ask questions both on and off campus;
- g. Upload notes to your blog (weblog) while the lecture is in progress and use handheld voting devices to provide instant feedback to presenters;

¹³ Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning* (London: Kaga Page Limited, 2003), h. 16

¹⁴ Allison Littlejohn and Chris Pegler, *Preparing for Blended E-learning* (new york: Madison Ave, 2007), h. 9

- h. Study on time using computer-based tutorials;
- I. Keep in touch with study buddies away from class through the use of instant messaging and other informal 'social computing' mechanisms;
- j. Assemble and publish an e-portfolio of your work from courses studied at several institutions;
- k. Seamless integration of physical and virtual learning spaces that integrate and accommodate technology, but focus on student learning;
- l. Successful and fruitful student-teacher relationships are initiated and nurtured through online communication without ever meeting face-to-face.

2. Benefit of Blended Learning

According to Tomlison, benefit of blended learning are: ¹⁵

- a. Flexibility in their learning environment, which caters to different students study habits, schedules, and study rhythms. Some students don't realize that they need more time than their classmates until they get the chance to practice at home. One student said: 'This allows me to practice comfortably from home and at the pace of each student.'
- b. Personalized instructor feedback inside and outside the classroom. Some students too shy to ask questions or engage in feedback sessions with instructors. Mixed learning provides non-face-threatening scenarios for all types student. One student said: 'I appreciate the feedback provided by the teachers.' Another said: 'This tool is useful

¹⁵ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching: Course Design and Implementation*, h. 59

because I can't recognize my mistake yourself or not ask. Teacher always give feedback about my expression and about content in English.

- c. Recognition of the value of face-to-face teaching. Given that practice students have gone online they gain confidence in their language skills and prove this ability in the classroom, enhances their 'language ego'. One student said: 'That's not fun to talk to machines and it's fun to talk to humans from time to time, be it a classmate or a teacher, to get immediate feedback and know that I can say it!'

3. The Aim of Blended Learning

According to Tomlinson, the aim of blended learning are:¹⁶

- a. Maximize students' exposure to English.
- b. Provide an experience for all students from various academic genres as well as opportunities for individual students to gain further experience in the genre relevant to their academic specialization.
- c. Increases the possibility of students' affective and cognitive engagement by providing selection of texts and assignments
- d. Caters to different levels and aspirations by providing text options and assignments.
- e. Provide opportunities for students to make their own discoveries about how English features are used to achieve the desired results
- f. Maximize students' opportunities to communicate in English.

¹⁶ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching: Course Design and Implementation*, h. 62

- g. Provide opportunities for students to use English to achieve the desired goals communicative results in relation to the genres featured in academic specialization.
- h. Provide opportunities for students to seek ongoing feedback from peers and teachers on their communicative performance.
- i. Provide opportunities for teachers to monitor the progress of their students in ways that enable them to provide constructive criticism and responsive teaching when it is most needed.

4. The Factors of Blended Learning

According to Allison the factors of blended learning are¹⁷:

- a. The purpose of learning

Different media can be mixed to suit specific learning objectives or results. Students may learn to criticize a drama through reading script, discussing the central concepts of the drama and synthesizing them ideas through writing reviews. Language can also be learned through read, write and discuss. However, if we want to study the conversion national language, we may concentrate on the discussion, which requires interaction with other people. Some objectives or skills-based learning outcomes, like learning to fly, requires an approach and mix of media that allows students to learn the skills necessary to fly, realistically but without risk. This can be done through a mis of simulation and real-world tasks. So, the choice when choosing a

¹⁷ Allison Littlejohn and Chris Pegler, *Preparing for Blended E-learning* , h. 71-74

combination of communication tools and the means of interaction will be influenced by the learning objectives or results. Another influential factor is the learning context.

b. The context of learning

Just as students become more diverse, so do different contexts where they study. We can no longer consider 'standard' students in a common format classroom or lecture setting. Attention full time or even boarding students cannot be guaranteed. More than 40 percents in higher education are studying part-time. 30 percent of undergraduate students and over 60 percent of all postgraduate studies. This rapid growth in part-time education is reflected in other countries around the world. Part time students may not be able to meet at the same time outside the schedule lectures and tutorials.

c. Approaches to learning and teaching

Teaching can be a very personal experience, and every teacher has a set of the preferred teaching method. The teaching approach will have significant impact on the mix. The combination of electronic devices will also depend on this approach is supported by the institution. Institution maybe have invested in certain systems, which may influence choices electronic devices. For example, may support certain electronic learning environment. Institutional support will have an impact on what is in mixture.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Characteristics of Research

1. Type of Research

This type of research is a qualitative field. Field research is a method to find out specifically and realistically about what is happening in an event that is happening in the midst of society¹. Field research is research that produces analytical procedures that do not use statistics or other quantitative means.

Field research is a research conducted at the research location, a place chosen as a location to investigate objective phenomena that occur at that location, and is carried out as a method for preparing a thesis report.²

In this study, the research location is in MAN 2 Ogan Komering Ilir, Block G Surya Adi, Mesuji District, Ogan Komering Ilir Regency, South Sumatra Province. As for the object of research is the perception of students about online English learning at the school.

2. Characteristics of Research

In accordance with the title taken, this research is descriptive-qualitative, namely "research that clearly describes social situations".³

¹ Kartini kartono, *pengantar metodologi riset sosial* (Bandung: Mandar, 1996), h. 32

² Abdurrahmat fathoni, *metodologi penelitian dan teknik penyusunan skripsi* (Jakarta: Rikena cipta, 2006), h. 96

³ Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2011), h. 24

Descriptive research is defined as a study that seeks to describe an event or phenomenon as it is and systematically.

Descriptive qualitative research is pure data derived in the code generated from the data during the study. Like research that uses other qualitative approaches, generally descriptive qualitative studies are characterized by simultaneous data collection and analysis.⁴

The aim of a qualitative descriptive study is a comprehensive summary, in colloquial terms, of a particular event experienced by an individual or group of individuals.⁵

From this description, it can be understood that this research is a descriptive type of field research. That is research on a subject with regard to a specific or typical phase of the whole personality. The subjects of this study were students of class XI Mipa 2 at MAN 2 Ogan Komering Ilir.

B. Data Resource

“Qualitative research places data sources as subjects that have an important position. A further consequence of the position of the data source in qualitative research, the accuracy of selecting and determining the type of data source will determine the richness of the data obtained.”⁶

⁴ Vickie A and Clinton E, “Qualitative Descriptive Research: An Acceptable Design,” (Pacific Rim International Journal of Nursing Research, 2012), v.16, h. 256

⁵ Ibid, h. 255

⁶ Imam Suprayogo dan Tobroni, *Metode Penelitian*, h. 163

The research sources of this data are divided into 2 types, namely primary sources and secondary sources. The classification of data sources is useful as a reference for sorting out data that should be a priority in research.

1. Primary Source

Primary data is "data in the form of verbal or spoken words, gestures or behavior carried out by reliable subjects, in this case the research subjects (informants) relating to the variables studied."⁷ Primary sources are sources that provide data directly to data collectors.⁸

To determine the informant as the primary source, the author uses a purposive sampling technique, namely "the technique of taking data sources with certain considerations. For example, that person is considered the most knowledgeable about what we expect."⁹

Based on the quote above, the primary source in this research is the results of interviews by students of MAN 2 Ogan Komering Ilir, South Sumatra. From these primary sources, data were collected on students' perceptions of learning blended English during the new normal, which refers to spoken speech from these primary sources.

2. Secondary Source

"Secondary sources are sources that provide data indirectly to data collectors, for example through other people or through documents."

⁷ Suharsimi Arikunto, *Metode Penelitian (Suatu Pendekatan Praktis)*. (Jakarta: Bumi Aksara, 2010), h. 22

⁸ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2010), h. 62

⁹ Ibid. h. 55

¹⁰ In collecting data about students' perceptions of online English learning during the pandemic, researchers not only used primary sources as theoretical references but also used secondary sources. In addition, the author also uses library data to strengthen this research, namely books related to students' perceptions of blended English learning. Library data obtained through library sources.

Some of the books used are *Blended Learning in English Language Teaching: Course Design and Implementation* by Brian Tomlinson and Claire Whittaker, *Preparing for Blended E-learning* by Allison Littlejohn and Chris Pegler and *Blended Learning: How to Integrate Online and Traditional Learning* by Kaye Thorne.

C. Data Collection Techniques

Data collection is the main objective of the research. Therefore, data collection techniques are the most strategic step in research. To get data that meets the standards that have been set, the researcher must first know the data collection techniques.

According to Sugiyono, "In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources and data collection techniques are mostly on participant observation, in-depth interviews and documentation."¹¹

¹⁰ Ibid. h. 62

¹¹ Ibid. h. 63

Based on this description, the data collection methods selected in the study were interviews and documentation.

1. Interview

Interview is "a dialogue conducted by the interviewer to obtain information from the interviewee"¹². The type of interview used is an in-depth interview, namely informal interview. In in-depth interviews "the relationship between the interviewer and the interviewee is in a natural setting, while the questions and answers run like ordinary speakers in everyday life."¹³

In this study, the researcher used an unstructured interview. unstructured interviews are "free interviews where researchers do not use interview guidelines that have been arranged systematically and completely to collect data. The interview guide is only an outline of the problems to be asked"¹⁴. The researcher will do the interview with 10 students from MAN 2 OKI class 11 MIPA 2 . However, if the results of the interviews with the ten students have not reached a conclusion, the researcher will add 15 students or more sources until a patent conclusion is obtained. From the interview, it is hoped that researchers will get the data about students' perceptions of online English learning during the pandemic.

¹² Suharsimi Arikunto, *Metode Penelitian* (Suatu Penekatan Praktis) (Jakarta: Bumi Aksara, 2010), h. 132

¹³ Imam Suprayogo dan Tobroni, *metodologi Penelitian*, h. 173

¹⁴ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2011), h. 197

2. Documentation

Documentation is "looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, leggers, agendas and so on."¹⁵

The researcher uses this documentation method to find data about the profile of MAN 2 Ogan Komering Ilir, student data, school facilities and infrastructure.

D. Data Validity Technique

In qualitative research, to determine the credibility of the data collected during the study, it is necessary to test the validity of the data. In this study, researchers used data triangulation techniques to test the validity. Triangulation of data is one of the measurements of the degree of trust (credibility) that can be used in the process of collecting research data. "Data triangulation is intended so that in data collection researchers use multiple data sources."¹⁶

The use of the data triangulation technique aims to access more varied sources in order to obtain data on students' perceptions of learning English online during the pandemic. The researcher intends to examine the data obtained from one source to be compared with other sources in order to find out the possibility that the data obtained is consistent, inconsistent or

¹⁵ Ibid, h. 274

¹⁶ Imam Suprayogo dan Tobroni, *metodologi Penelitian*, h. 163

contradictory, so that the researcher can reveal a more adequate picture of the symptoms studied.

Based on the above technique, in this study, the authors compare the data obtained from primary sources, with data obtained from secondary sources. In this case, the writer compares the data obtained from the results of the interview with the data obtained from the observations, so that it can be seen the suitability between the data from the interviews and the facts in the field.

E. Data Analysis Technique

"Data analysis is a series of activities for studying, grouping, systemizing, interpreting and verifying data so that a phenomenon has social, academic and scientific value."¹⁷ Because the data in this study is qualitative data, the analysis of the data "Qualitative analysis needs to be well documented as a process especially to help us learn. We need to understand more clearly what happens when we analyze data, to reflect, refine our methods, and make them more commonly used by others."¹⁸

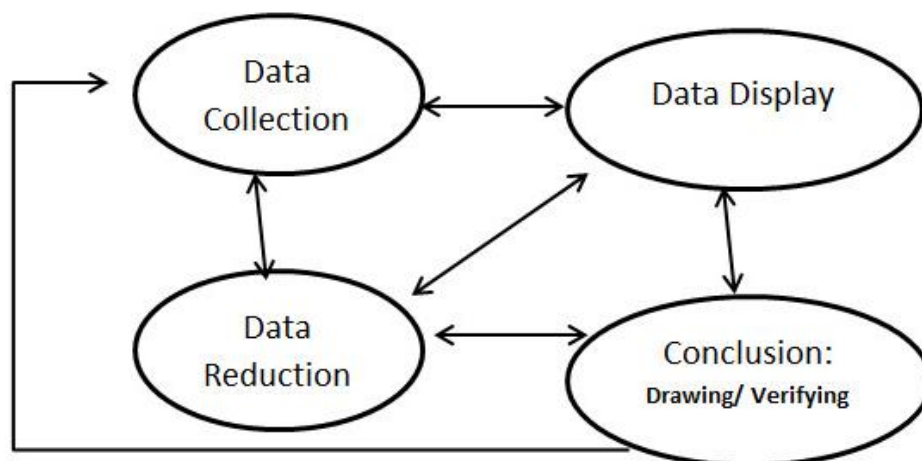
Data analysis technique used in this research is qualitative data analysis technique. "Activities in qualitative data analysis are carried out interactively and continuously and thoroughly, so that the data is already saturated.

¹⁷ Pawito, *Penelitian Komunikasi Kualitatif*, (Yogyakarta: LKiS, 2008), h. 191

¹⁸ Mathew B. Miles et al., *Qualitative Data Analysis: A methods Sourcebook*. (America: SAGE, 2014), h. 14

Activities in data analysis, namely data reduction, data display and conclusion/verification.”¹⁹

Figure 1 model of data analysis Technique



Source: The iterative qualitative data analysis model (Miles and Huberman, 1994, p 12)

Based on the opinion above, the data analysis in this study was carried out in the following stages:

1. Data collection

The first step of qualitative data analysis is collecting data. researcher collect data by conducting interviews and documentation. The researcher will interview 10 students from MAN 2 OKI class 11 MIPA 2. However, if the results of the interviews with the ten students have not reached a conclusion, the researcher will add 15 students or more sources until a patent conclusion is obtained. From the interview, it is hoped that researchers will get the data about students' perceptions of online English learning during the pandemic. The second method of data collection is

¹⁹ Pawito, *Penelitian Komunikasi Kualitatif*, 191

documentation. The researcher uses this documentation method to find data about the profile of Madrasah Aliyah Negeri 2 Ogan Komering Ilir, student data, school facilities and infrastructure.

2. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary ones. At this stage, the researcher selects and simplifies the data from interviews in the field related to students' perceptions of learning English online during the pandemic, making it easier for researchers to present data. Data that is irrelevant and not related to the research question will be discarded. Next, after reducing the data, the researcher displays the data in the form of a description

3. Data Display

The data display (data presentation) in this study is the presentation of research data on students' perceptions of online English learning during the pandemic, which was generated from the results of interviews in the field and was reduced in the previous stage.

In the process of reducing and displaying data, it is based on the research formulation problem. The formulation of the research problems are: 1. What are the perceptions of MAN 2 Ogan Komering Ilir students about online English learning during the pandemic? 2. What applications are used for online English learning and are these applications effective

to use? 3. How effective is the application of online English learning for students of MAN 2 Ogan Komering Ilir?

This step is done by presenting a structured set of information and possibility of drawing conclusions, because the data obtained during the the qualitative research process is usually in the form of a narrative, so that requires simplification without compromising content. After showing data, a conclusion is drawn.

4. Conclusion/Verification

Data verification in this study is a systematic compilation of the data that has been generated so that it is easier for researchers to draw conclusions from research results. The deductive method is used to analyze the data generated from the interviews which are then generalized into general conclusions.

Drawing conclusions begins after the data has been collected by making temporary conclusions. In other words, it can be said that conclusions are analyzed continuously and their validity is verified to obtain perfect conclusion about students' perceptions of learning English online at MAN 2 Ogan Komering Ilir, South Sumatra.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Research Location

1. History of MAN 2 Ogan Komering Ilir

MAN 2 Ogan Komering Ilir is one of the schools with religious status in Ogan Komering Ilir. Established in 2009 with a Decree of Establishment October 13, 2009. Initially this school was called SMK Srigama led by Mrs. Heti, but over time the school changed its name to MAN Mesuji with state status led by Mrs. Endang, S.Pd. MM. Then in 2018 this school changed its name again to MAN 2 Ogan Komering Ilir and was led by Dra. Yulyati, M.Si On April 1, 2018 with civil servant status and having the last education of S2 STISIPOL.¹

| | |
|--------------------------------|----------------|
| School Name | : MAN 2 OKI |
| Accreditation | : B |
| Curriculum | : K13 |
| Study Time | : Morning |
| NSM | : 131116020014 |
| NPSN | : 10648985 |
| Status | : Country |
| Form of Education | : MA |
| Organizer | : Individual |
| Decree of School Establishment | : 151 |

¹ Documentation profile of MAN 2 Ogan Komering Ilir 2021

Date of Decree of Establishment : 13/10/2009

Operational Permit Decree : 151/2009

Operational Permit Decree Date : 13/10/2009

The school with a land area of 7,527 M² is located on Jl. East Cross Km. 168 Block G Surya Adi Village, Mesuji District, Ogan Komering Ilir Regency, South Sumatra Province with the coordinates of latitude - 3.99083 and longitude 105.049. MAN 2 Ogan Komering Ilir has accreditation B status since December 1, 2018.

School culture at MAN 2 OKI has been implemented well. The beginning of 2020 is a challenge for the entire school community of MAN 2 OKI, where they must be able to maintain a culture that runs well in the midst of a pandemic that causes most activities to be carried out virtually. The implementation of virtual activities forces them to look for alternative learning and approaches to students so that they can continue to monitor students remotely. Some school cultures at MAN 2 OKI are still running well in the midst of the current pandemic conditions and some are adjusted to the current situation.

The implementation of online learning still allows teachers to coordinate early learning well besides that teachers at MAN 2 OKI always try as much as possible to control their students so that they can still use their time well through school assignments given a certain grace period and directly contact the students' parents if students does not complete the task in accordance with the specified deadline.

2. Vision, Mission and Long Term Goals of MAN 2 OKI

a. Vision

Excellent in achievement, religious, skilled in science and good character.

b. Mission

- 1) Favor the achievements of science gradually
- 2) Prepare and facilitate students to compete
- 3) Build a clean and disciplined culture
- 4) Creating safe and comfortable madrasas
- 5) Developing the potential and creativity of students through talent

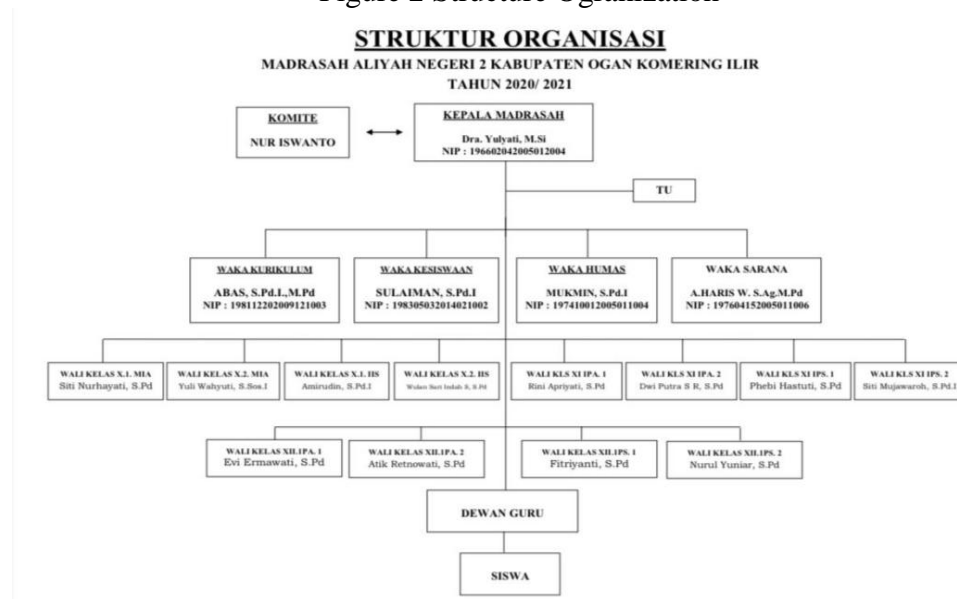
c. Long term goals

- 1) The realization of superior and high-achieving madrasas
- 2) The realization of a clean, comfortable and Islamic madrasa
- 3) Realization of competent and trusted madrasas by the community
- 4) Realization of transparent and participatory school management by involving stakeholders
- 5) Students get the National exam scores and School Exams always increase
- 6) Always be a champion in various competitions.

3. Structure Organization

After making observations at MAN 2 OKI, I can see that every area of the organizational structure is running according to their respective duties, for example the vice principal in the curriculum field, who during the covid pandemic distributed questionnaires to parents to find out whether parents agreed to conducting offline teaching and learning activities or approving online learning activities, this is one of the duties of the vice principal in the curriculum field, namely to prepare for the implementation of teaching and learning activities.

Figure 2 Structure Organization



4. Condition of Students, Teachers, and Employees

MAN 2 Ogan Komering Ilir has a total of 45 teachers with S1 and S2 education levels and passed certification, 6 employees with education levels <S1 and S1, and 342 students with 12 study groups.

Table 1
Teacher Data by Educational Stage

| Status | Educational stage | | | | | | Total | | |
|---------|-------------------|----|-----|----|-----|----|-------|----|--------|
| | < S.1 | | S.1 | | S.2 | | | | |
| | M | Fm | M | Fm | M | Fm | M | Fm | Amount |
| PNS | 0 | 0 | 3 | 2 | 2 | 2 | 5 | 4 | 9 |
| Non PNS | 0 | 0 | 5 | 14 | 2 | 3 | 7 | 17 | 24 |
| Amount | 0 | 0 | 8 | 16 | 4 | 5 | 12 | 21 | 33 |

Source: profile of MAN 2 Ogan Komering Ilir 2021

Table 2
Teacher Data based on Certification Pass

| Status | certification pass | | |
|---------|--------------------|----|--------|
| | M | Fm | Amount |
| PNS | 5 | 4 | 9 |
| Non PNS | 0 | 3 | 3 |
| Amount | 5 | 7 | 12 |

Source: profile of MAN 2 Ogan Komering Ilir 2021

Table 3
Employee Data

| Status | Educational stage | | | | Total | | |
|---------|-------------------|----|-----|----|-------|----|--------|
| | <S.1 | | S.1 | | | | |
| | M | Fm | M | Fm | M | Fm | amount |
| PNS | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non PNS | 4 | 1 | 1 | 0 | 5 | 1 | 6 |
| Amount | 4 | 1 | 1 | 0 | 5 | 1 | 6 |

Source : profile of MAN 2 Ogan Komering Ilir 2021

Table 4
Student and Group Data

| class | Student | | | Rombel |
|--------|---------|-----|--------|--------|
| | M | Fm | Amount | |
| X | 52 | 64 | 116 | 4 |
| XI | 38 | 80 | 118 | 4 |
| XII | 48 | 60 | 108 | 4 |
| Amount | 138 | 204 | 342 | 12 |

Source: profile of MAN 2 Ogan Komering Ilir 2021

5. Facilities and Infrastructure

Table 5
Room/Building Data

| Room/building | Condition (unit) | | | |
|-----------------------|------------------|----|----|------|
| | Good | LD | HD | amnt |
| Classroom | 10 | 6 | 2 | 18 |
| Office room | 1 | 0 | 0 | 1 |
| Principal's office | 1 | 0 | 0 | 1 |
| Teacher's room | 1 | 1 | 0 | 2 |
| Administration room | 1 | 0 | 1 | 2 |
| Religion laboratory | 0 | 0 | 0 | 0 |
| Science laboratory | 1 | 0 | 0 | 1 |
| Physics laboratory | 0 | 0 | 1 | 1 |
| Chemistry laboratory | 1 | 0 | 0 | 1 |
| Biology laboratory | 1 | 0 | 0 | 1 |
| Computer lab | 2 | 0 | 0 | 2 |
| Language laboratory | 0 | 0 | 0 | 0 |
| Multimedia laboratory | 0 | 0 | 0 | 0 |
| Library | 1 | 0 | 0 | 1 |
| Student health unit | 1 | 0 | 0 | 1 |
| Teacher's toilet | 3 | 0 | 0 | 3 |
| Student's toilet | 0 | 0 | 6 | 6 |
| Mosque/prayer room | 1 | 0 | 0 | 1 |
| Hall/meeting hall | 0 | 0 | 0 | 0 |
| Skill/art room | 0 | 0 | 0 | 0 |

Table 6
Facilities and Mobile

| Type | Amount | | | |
|---------------|--------|------|-----|----|
| | Total | Good | LD | HD |
| Student desk | 320 | 200 | 100 | 20 |
| Student chair | 320 | 200 | 100 | 20 |
| Cupboard | 19 | 10 | 4 | 5 |
| Whiteboard | 16 | 10 | 4 | 2 |
| Computer | 22 | 2 | 0 | 20 |
| Laptop | 5 | 2 | 0 | 3 |
| Desktop | 2 | 2 | 0 | 0 |

| | | | | |
|--------------------------|------|------|---|---|
| Server | 1 | 1 | 0 | 0 |
| Finger Print | 1 | 1 | 0 | 0 |
| Printer | 5 | 2 | 0 | 2 |
| Tp-Link Wifi/Internet | 2 | 1 | 0 | 1 |
| Scanner | 1 | 0 | 0 | 1 |
| Viewer/Infocus/Proyektor | 4 | 1 | 0 | 3 |
| Uks tools | 7 | 5 | 0 | 2 |
| IPA practice tools/kit | 1250 | 1250 | 0 | 0 |

6. Co-curricular and Extracurricular Activities

a. Co-curricular activities

According to the results of an interview with one of the teachers, the schedule of co-curricular activities at MAN 2 OKI is held once a year in study tours, visits to museums, and so on. The technical implementation of co-curricular is usually done by combining several subjects in one activity at a time. However, the schedule of co-curricular activities is not written with certainty.

According to the informant, the coach of co-curricular activities depends on the subject teacher himself. There are no written records for co-curricular coaches. The involvement of students in co-curricular activities is very important. Students are required to participate in every school activity.

b. Intracurricular and extracurricular activities

In addition to co-curricular, at MAN 2 OKI there are also activities in the form of intra-curricular and extra-curricular activities. The existing intracurricular activities are as follows:

- 1) Osis

Meanwhile, extracurricular activities are as follows:

- 1) Scouts/Paskibra
- 2) PMR
- 3) Drumb band
- 4) Sport
- 5) Music art
- 6) Musical art hadroh

There are goals for each of these extracurriculars. The objectives of each of these extracurriculars are:

- 1) Scout Self Development Goals:

- a) Its members become human beings with noble character and high mental, moral, and character.
- b) As a tool for students to socialize and organize their members to become physically healthy and strong human beings, and become people with the spirit of Pancasila.

- 2) PMR Self-Development Goals

Strengthening the quality of students and forming the character of PMR members as examples in healthy living behavior for peers.

- 3) Drumb Band Self-Development Goals

- a) Improve physical development of gross motor and fine motor.

b) Forming personality and sports skills.

c) Sharpen students' sensing abilities.

4) Sports Self-Development Goals

Forming a sporty spirit, healthy school residents naturally and spiritually.

Implementation of Academic and Non-Academic Self-Development Programs. Academic self-development activities are carried out for 2 effective hours (2 x 60 minutes) in the afternoon after KBM whose implementation is regulated in a special lesson schedule. As for the implementation of non-academic self-development programs (extracurricular) carried out outside hours during the day accompanied by the following coaches:

Table 7
Extracurricular and coach

| No. | Self-development | Coach | Class |
|------------|-------------------------|-----------------------------------|-------------------|
| 1. | Scouting education | Slamet Abadi, S. Pd. I., M. Sc | X, XI, dan XII |
| 2. | Art | Nano Ariyanto, S. Pd. | X, XI, dan XII |
| 3. | PMR | M. Jatmiko, S. Pd. | X, XI, dan XII |
| 4. | Sport | M. Jatmiko, S. Pd. | X, XI, dan XII |
| 5. | Drumb Band | Slamet Abadi, S. Pd. I., M. Sc | X, XI, dan XII |

B. The Students' Perception by Using Blended Learning Among the Students of MAN 2 Ogan Komering Ilir in New Normal Era

The explanation about The Students' Perception by Using Blended Learning Among the Students of MAN 2 Ogan Komering Ilir In New Normal Era is the researcher's findings from the results of interviews with students and English teachers at the school which the researchers then describe based on the main points of interview guidelines as follows :

The first discussion was students' perception of blended English learning, which they had been doing since the beginning of the new normal. Students were asked to give their perception about English blended learning and their opinion about the advantages and disadvantages of blended English learning. About 10 out of 10 respondents said "yes" that they carried out a blended learning process in the new normal era. They continued blended learning after the government announced that the implementation of learning could be done with limited face-to-face learning where the learning process could already be done in the classroom but not in its entirety. Therefore, from the students' answers, most students feel more comfortable learning English using blended learning. However, there are also those who feel uncomfortable using blended learning in English lessons. Presented below are students' answers to these questions:

The first interview was addressed to Watini (students) who said that learning English with blended learning was not much different from face-to-

face learning. According to watini, students can still communicate directly with teachers and friends, although not every day.

The interview was also conducted with Thesa (students) who said that with blended learning she could be focus more on learning English in the classroom because only half of the students attending. So that the classroom atmosphere becomes more calm and conducive. And when studying at home also becomes more relaxed and comfortable.

Almost the same information was said by Rina (student) who said that she became more focus when studying in the classroom because the number of students was less than usual. However, the learning atmosphere became more serious and stiff.

The researcher also conducted an interview with Amir (student) who said that he preferred face-to-face learning because he could meet friends at school and the class became lively and fun. He also added that online learning is often hampered by poor signals so that it is difficult to understand the material and difficult to do and collect assignments. However, in this new normal era, blended learning is a good alternative because students can still learn in class, although not every day.

The next interview was conducted with Dhea (student) who said that he had to adapt again because he was used to studying online during the pandemic. However, she was happy because she could go back to studying in class.

Information was also obtained from Alip (student) who said that online learning was more comfortable and relaxed. The distance from the house which is quite far from the school is also the reason Alip prefers to study at home rather than going to school. In addition, he feels that online learning can save more time and money.

Rovaley (student) said that currently blended learning is the best alternative where we can study at home by looking for material easily on the internet and can ask the teacher for material that is difficult to understand directly when entering school. In addition, Rovaley also said that he likes to use new applications that are not usually used in face-to-face learning.

Other information was obtained from Anggun (student) who said that using blended learning can reduce the use of quotas and homework can be collected directly to the teacher if the internet signal is difficult.

Interviews were also conducted with Dhimas (students) who said that he really enjoyed learning English with blended learning. When learning in the classroom the material provided is easier to understand and understand. Dhimas is also happy when studying at home because the material and explanations can be found easily on various sites and webs on the internet.

In addition to interviews with students, the researcher also interviewed Mrs. Nurul (an English teacher) who said that currently blended learning is a good alternative to schools as a transition from the pandemic era to the new normal era. Where students who previously studied at home every day can now learn directly in class 3 days a week. Students become more adaptable

before carrying out full face-to-face learning. Unclear material can also be asked again by students during face-to-face learning. PR collection can also be done in the provided application. If the signal is inadequate, students can collect homework during face-to-face learning.

Based on the results of the interview above, it can be stated that blended learning is a good innovation as a transition from the pandemic era to the new normal era. The students can access and get more material from the website or some apps. In addition, students can also discuss the material with the teacher and other friends. However, some students prefer face-to-face learning as a whole because they are more flexible when discussing the material and better understand the material presented and some prefer full online learning because they can study at home in a relaxed manner. In addition, in interviews students also expressed the advantages of blended learning in the list below:

The researcher conducted an interview with Amir (student) who said that blended learning could save time because the school reduced learning hours from the previous 15:30 to 13:00.

Almost the same information was also conveyed by Thesa who said that blended learning-based learning was faster and online learning did not need to go to school and reduced transportation costs and food costs.

Interviews were also conducted with Watini (students) who said that they had easier access to learning materials. Materials can be searched from various websites on the internet, making it easier for students to answer

questions and do assignments. According to watini, learning is not boring because in addition to face-to-face learning, students can also learn to use social networks and various applications that were not previously used.

The next interview was conducted with Rovaley (student) who said that blended learning made students more independent and creative because usually when online learning the teacher did not explain the material in detail so students had to look for more complete material information on the internet such as articles, journals, e-books. , videos on youtube and others.

The researcher also conducted interviews with Rina (students) who said that blended learning was effective and efficient if it used the right learning methods and techniques. Teachers and students can use the internet to facilitate the learning process and can make the learning process more interesting.

Based on the results of the interviews above, it can be stated that according to some students of MAN 2 Ogan Komering Ilir there are several advantages of blended learning, namely:

- a. Blended learning can save time
- b. Can save transportation costs and other expenses
- c. Easy access to materials on the internet
- d. Students become more independent and creative
- e. Can use various learning methods
- f. Be effective and efficient if done in conjunction with the right learning method.

In addition to the advantages of blended learning, the researcher also conducted interviews about the disadvantages of blended learning. The following are interviews conducted with several students:

The first interview was conducted with Anggun (students) who said that a bad signal made it difficult for students to access the internet so that the learning process was hampered. For example, when you are going to collect assignments or when you want to download material given by the teacher.

Interviews were also conducted with Dhimas (students) who said that their cellphones were not sufficient to participate in online learning. He has difficulty downloading material files because the memory capacity is small so it is easy to fill up. In addition, to download the file takes quite a long time.

The researcher also conducted interviews with Triya (students) who said that students must have sufficient quota in order to participate in online learning well. If the student does not have a quota or has an insufficient quota, the student cannot attend lessons and submit assignments. Students are also considered absent because they do not fill in the absences in the study application.

The next interview was conducted with Mrs. Nurul (English teacher) who said that teachers should always design interesting lessons to follow online. Teachers also cannot see directly the students' teaching and learning process. The value given is based on student absences and student assignments only, so it is more difficult for teachers to see which students are really learning and which students are looking for answers on the internet.

Based on the results of the interviews above, it can be stated that according to some students of MAN 2 Ogan Komering Ilir there are several disadvantages of blended learning, namely:

- a. Internet access that is not smooth will hinder the learning process
- b. Facilities and infrastructure that do not support
- c. Requires sufficient quota
- d. Teachers must always design interesting learning
- e. Many students are looking for answers on the internet

From the students' responses above, it can be concluded that students feel more comfortable and enjoy learning English face-to-face because students can better understand the material and the interaction between teachers and students in discussions however, some students also enjoy learning English online because they can use the internet freely and get more sources of material through social media, applications and others.

C. The Teachers' Readiness Toward the Implementation of Blended Learning

1. The Implementation of Material in Blended Learning

The material is the main component in the process of teaching and learning activities that must be understood and studied by students. The teacher's role in providing material is very important. Both as a teacher and as a facilitator who guides students in understanding the material. There are 9 out of 10 students who say that learning materials are easier

to understand when the teacher explains in class than when the teacher delivers English material in online learning.

Therefore, in this language the researcher also asks how the teacher conveys English language material in blended learning of general material or material related to English language skills. For general materials can be seen from the answers below:

The first interview was conducted with Mrs. Nurul (teacher) who said that when online learning, the material is given in the form of a book pdf. To make students interested in learning to make powerpoints or interesting videos of material that can be watched on youtube. After giving the material, the teacher will give assignments to students. If offline learning, the teacher will explain the material directly.

Interviews were also conducted with Watini (students) who said that the teacher did not explain the material in detail during online learning, but provided practice questions or assignments to learn. For example, giving material in the form of a pdf and then assigning students to summarize. Watini can better understand the material presented by the teacher in the classroom.

The next interview was conducted with Rovaley (student) who said that online learning was more often used by teachers to give assignments and practice questions. The material is only given in the form of files, powerpoints, e-books or teacher summaries without being given a

detailed explanation. Meanwhile, when learning in class the teacher will explain the material first and then give assignments.

Researchers also conducted interviews with Amir (students) who said that online learning made it easier for students to answer the questions given. Although the teacher rarely explains the material, students can look for explanations on the internet. Sometimes the teacher provides video references about the material on youtube.

The next interview was conducted with Thesa (students) who said that during online learning it was easier for him to do assignments because on the internet he could easily find answers from the practice questions given. However, this makes it difficult for Thesa to understand the material given because it relies on answers from the internet.

Interviews were also conducted with Triya (students) who said that during online learning the teacher had used various materials to improve students' English skills. For example, for reading skills the teacher gives a text that students must read and then students have to answer the questions that the teacher gives according to the text. Then for speaking skills, the teacher gives students the task of singing a song in English in a video and then sending it online. For writing, students are instructed to make interesting experiences in the form of text. For listening, the teacher will give a video conversation on YouTube and then the students will answer some questions according to their hearing of the video conversation. The practice questions given have been varied, but

according to Triya the teacher should explain the material more so that students can also better understand the material.

Furthermore, the researchers conducted interviews with Anggun (students) who said that during online learning the teacher would provide written material in the form of book files, pdf, powerpoint, etc. Then students were instructed to download the material and study independently. Then the teacher will give assignments according to the material that has been given. then when face-to-face learning is more often used by teachers for daily tests, and other exams. But if there is no exam, the teacher will explain the next material in class.

From the results of the interviews above, we can see that in delivering the material, the teacher prioritizes training for students and does not explain the material. The teacher is quite good at giving instructions on the practice of English skills but lacks for explanations on the material so that most students find it difficult to understand the material given when through English online learning

2. The Implementation of Media in Blended Learning

The media used in the teaching and learning process is something that should not be missed. Because the media is used as a tool that functions as an intermediary or a tool to convey the content of the material to be studied so that students can more easily understand the material provided. In this discussion, students' perceptions of the media used by the teacher will be discussed during blended English learning.

From the questions given 10 out of 10 students said that the teacher used the media when giving English material. Thus, it can be said that the teacher uses the media as a tool to convey material so that students more easily understand the material. The media used are books, powerpoints, videos, music, and social media. Here are some student answers regarding the media that teachers use during online and face-to-face learning:

The first information obtained from Mrs. Nurul (teacher) who said that the learning media used by the teacher in explaining English material were books, videos, songs, and powerpoints. While the applications that are often used for learning media are WA, Youtube and E-Learning. Virtual meeting applications such as zoom, google meet, and others are rarely used due to inadequate signals and infrastructure for some students.

The researcher conducted interviews with Dhimas (students) who said that the media used by the teacher when explaining English material in face-to-face learning were textbooks and also worksheets. Meanwhile, during online learning the teacher uses powerpoint, videos, printed book files, and social media.

The next interview was conducted Dhea (students) who said that the media used by the teacher in learning English were videos, songs, and books. For online learning, students and teachers use WA and e-learning as learning media.

Meanwhile, English textbooks are one of the most commonly used media, but when learning online, teachers and students rarely use textbooks that are applicable at school as learning materials. This is not a problem because following the circular issued by the ministry of education and culture, 2020, enforces an emergency curriculum during online learning where teachers are free to provide material and do not focus on learning books only.

3. **The Implementation of Method in Blended Learning**

The method is the teacher's way of conveying the material well so that students feel comfortable while learning. it would be better for teachers to use appropriate learning methods to create effective and efficient teaching. Therefore, in the current situation, teachers may have difficulty applying learning methods to blended learning. Especially on apps and websites that are allowed by the school. There are 10 answers from 10 students in this discussion that they use several applications and websites in learning English in the new normal era.

Meanwhile, at MAN 2 Ogan Komering Ilir, only the official website of the school applies, and several applications such as youtube and WA can be used during online lessons. This statement can be seen from the students' answers given in interviews.

Researchers conducted interviews with Mrs. Nurul (teacher) who said that at MAN 2 Ogan Komering Ilir there is a special website called E-Learning MAN 2 OKI, where students carry out online teaching and

learning activities. Starting from filling class attendance, downloading materials, collecting assignments, and seeing announcements from teachers and schools. During the pandemic, exams are also held in E-Learning. However, after learning becomes blended learning, exams are carried out in schools when face-to-face learning takes place.

The next interview was conducted with Triya (students) who said that apart from E-Learning, students were also actively using the WA application to communicate with teachers. In addition to being easier to use, WA also rarely makes errors and many have used the application.

During teaching and learning activities with blended learning, teachers usually interact with students when explaining or during question and answer sessions when teaching face-to-face in the classroom. however, in online learning, there is a slight difference, maybe because this is a new thing for the teacher and is still adapting to the methods used during online English learning. In learning English online, many students say that the teacher does not involve students in learning English online, either by asking questions or anything else. This can be seen from the following student answers:

According to Watini (student), when learning English online the teacher only gives questions via the web or WA and then students give answers to the questions. So the communication resonance is less formed during the online teaching and learning process of English.

Meanwhile, in the blended learning process, English teachers do not often conduct class discussions or group work. Students are more likely to work individually, according to students' perceptions. Half of the students prefer individual work, but some prefer group work and/or both. According to students who chose individuals, because of this situation it would be difficult if learning was done in groups. However, according to students who choose groups, they can work together and share their knowledge. Following are the perceptions of some students:

According to Alip (student), learning is easier to do individually because it can be more focused and can repeat if something is not understood. Meanwhile, according to Rina (student), she prefers to work in groups or work together because she can share tasks and if she doesn't understand, other members can help explain.

4. The Evaluation of Blended Learning

In this last discussion, the researcher asked how the teacher evaluated the lessons given. Evaluation is important in the teaching and learning process to evaluate how far students understand the material given, such as re-explaining or summarizing the material being studied. In addition, evaluation can also encourage students' struggle in learning English both face-to-face and online. Some students said the teacher did not give an evaluation at the end of the class. But some students said that the teacher gave an assessment. Such as asking students to re-explain or

give conclusions on the material that the teacher provides. The following are some interviews that researchers conducted regarding evaluation.

Researchers conducted interviews with Mrs. Nurul (teacher) who said that after learning, the teacher evaluates by asking questions about the material that has been given. This is to determine students' understanding of the material.

The researcher conducted an interview with Rina (student) who said that during face-to-face learning, the teacher ordered the students to re-explain the material that the teacher gave during online learning. Sometimes the teacher gives assignments with the same material from last week if many students' scores are below the average.

Another interview was also conducted with Dhea (students) who said that teachers rarely gave evaluations. Each meeting will provide new material again. If the student's score is not satisfactory, then the teacher repeats the material slightly, then proceeds to the next material.

From the students' answers above, we can conclude that teachers rarely give evaluations when learning English. However, when the teacher usually evaluates, the teacher re-explains the material being studied, or the teacher asks students to repeat what the teacher explained.

D. Discussion

Based on the results of interviews, 10 out of 10 students said "yes" that they had used blended learning as a learning method during this new normal period. This is in line with the circular letter of the minister of

education, culture, research, and technology (Mendikbudristek) Number 3 of 2022 concerning the application of limited PTM (Face-to-Face Learning) provisions. In accordance with the opinion of experts Brian Tomlinson and Claire Whittaker who said that Blended learning is the combination of technology and classroom instruction, students of MAN 2 Ogan Komering Ilir conduct limited face-to-face learning and online learning. 9 out of 10 students feel comfortable learning using the blended learning method even though in practice it is not as good as normal face-to-face learning. There are still some difficulties experienced by students such as the lack of teacher explanations for the material during online learning, inadequate facilities, applications/websites that often error and also signal problems. However, there are also many benefits that students get from this blended learning method. Such as blended learning can save time, can save transportation costs and other expenses, easy access to materials on the internet, students become more independent and creative, can use various learning methods, and be effective and efficient if done in conjunction with the right learning method .

The learning media used by the teacher in explaining the English material are books, videos, songs, and powerpoints. While the applications that are often used for learning media are WA, Youtube and E-Learning. From the media used, the teacher is competent in designing learning resources by combining books, multimedia and learning resources. according to Wasis D. Dwiyogo's opinion in elements of blended learning which says that professional and competent teachers can design any learning resources

that can be accessed to combine with books, multimedia, and learning resources.

The teacher has also evaluated the learning during blended learning. Evaluation is one of the elements in blended learning that should not be abandoned by the teacher. 8 out of 10 students said that the teacher had done an evaluation. Evaluation is carried out during face-to-face learning by asking back the material that has been delivered or giving questions to students. The other 2 students said that the teacher did not evaluate. In the assessment of blended learning, the teacher made an assessment through the attitudes, knowledge, and skills observed during face-to-face learning. Meanwhile, during online learning the assessment is taken from the value of assignments and student attendance.

Learning planning is arranged systematically by the teacher. The teacher also arranges the learning schedule between online and face-to-face learning where English lessons are on Thursday. Students are divided into 2 groups, namely group A and group B. Group A learns face-to-face on Mondays, Wednesdays, and Fridays, while Group B studies face-to-face on Tuesdays, Thursdays, and Saturdays. Then the following week the attendance schedule will be changed so that each student can study face to face and online in turn. Students can get good learning even though it is not optimal at normal learning times. Therefore, the blended learning model can be said as a learning solution in this new normal era.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Student perception is the way students define or interpret an object with their own perspective and with individual awareness to understand sensory information. In this process students go through several stages, namely collecting, recognizing, and interpreting the information obtained. Blended learning is the combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of providing multiple online training and assessments but also uses other modes to create comprehensive training programs that can improve learning outcomes
2. Based on the results of the analysis of the interviews that have been conducted, it can be concluded that students are more comfortable with face-to-face learning because it is easier to communicate with both teachers and classmates. However, there are still more things that are less than optimal and must be paid more attention to, for example, inadequate facilities, e-learning websites that often have errors, and the lack of teacher explanations for the material provided during online learning.
3. Students can get good learning even though it is not optimal in normal times of learning. Therefore, the blended learning model can be said as a learning solution in this new normal era.

B. Suggestion

Based on the research that has been done, there are several things that the author would like to convey as follows:

1. For the schools, should be able to maximize school facilities and infrastructure in implementing the blended learning model in new normal era and should improve e-learning websites so that they are not prone to errors.
2. For the teachers, can use meeting applications such as zoom, gooogle meet, etc. In order to explain the material in more detail an facilitate communication during online learning
3. For educational institutions, can be used as consideration for determining new policies in the world of education. For example, it can be used as a basis in the preparation of learning that is integrated with the values of educational technology.

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APPENDICES

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IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4218/In.28/J/TL.01/10/2021
Lampiran
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPALA MADRASAH ALIYAH
NEGERI 2 OGAN KOMERING ILIR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

| | |
|----------|--|
| Nama | NURHANIFAH |
| NPM | 1801071040 |
| Semester | 7 (Tujuh) |
| Jurusan | Tadris Bahasa Inggris |
| Judul | THE STUDENTS PERCEPTION OF ONLINE ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OKI |

untuk melakukan prasurvey di MADRASAH ALIYAH NEGERI 2 OGAN KOMERING ILIR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Oktober 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN OGAN KOMERING ILIR
MADRASAH ALIYAH NEGERI 2 OGAN KOMERING ILIR
Jalan Lintas Timur KM 168 Blok G Desa Surya Adi Kec. Mesuji 30681
E-mail : manmesuji@kemenag.go.id Website : www.sumsel.kemenag.go.id

Nomor : B-479/Ma.06.01.02/PP.00.06/11/2021
Hal : Izin Prasurvey

Kepada : Yth. Bapak
Ketua Jurusan
IAIN Metro
Fakultas Tarbiyah dan
Ilmu Keguruan

Menindaklanjuti Surat dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
Nomor : B-4218/In.28/J/Tl.01/10/2021 perihal Izin Prasurvey. Maka dengan ini kami memberikan izin
Kepada Mahasiswa Bapak :

Nama : Nurhanifah
NPM : 1801071040
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : The Students Perception of online English learning among The students
Of MAN 2 OKI

Untuk menjalankan Izin Prasurvey dalam Lingkungan Madrasah Aliyah Negeri (MAN) 2 OKI
guna mengaplikasikan ilmu pengetahuan dan keterampilan yang dimiliki oleh mahasiswa tersebut.

Demikian atas perhatiannya diucapkan terima kasih.

Mesuji, 02 November 2021
Kepala Madrasah

Mulyati, M.Si
196602042005012004






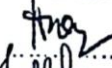


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RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS THE STUDENTS' PERCEPTION BY USING BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR. Written by: Nurhanifah, Student Number 1801071040, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Friday, April 22nd 2022 at 13.30 - 15.00.

BOARD OF EXAMINERS:

| | | |
|-------------|-------------------------------|---|
| Chairperson | : Aisyah Sunarwan, M.Pd | () |
| Examiner I | : Dr. Widhiya Ninsiana, M.Hum | () |
| Examiner II | : Trisna Dinillah Harya, M.Pd | () |
| Secretary | : Yeni Suprihatin, M.Pd. | () |

The Head of English Education Department



Andianto, M.Pd
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3953/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)

di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NURHANIFAH**
NPM : 1801071040
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS THE STUDENTS' PERCEPTION BY USING BLENDED
ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN
KOMERING ILIR**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Agustus 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

RESEARCH INSTRUMENT
AN ANALYSIS THE STUDENTS' PERCEPTION BY USING BLENDED
ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN
KOMERING ILIR IN NEW NORMAL ERA

Perception

| Indicators | | Question |
|-------------------|---|---|
| | | Teacher and Students |
| Perception | Types of perception are positive perception and negative perception. Perception can be influenced by individual awareness, past experience, knowledge, motivation, and social interaction. Several stages of perception, namely collecting, recognizing, and interpreting the information obtained. | <ol style="list-style-type: none"> 1. Do you think that blended learning will have positive effect to students and also for the devalopment of education? 2. What is your perception about blended learning that you did in previous semester? 3. Do you think that the blended learning is good and full of benefit ? is there any weekness of this blended learning? |

Blended Learning

| Indicators | | Question |
|-------------------------|---|---|
| | | Teacher and Students |
| Blended learning | Blended learning is the combination of technology and classroom instruction. Elements of Blended Learning are face to face learning, independent learning, application learning, learning tutorial, collaborative | <ol style="list-style-type: none"> 1. How the teacher use blended learning in english lessons? 2. What is the combination take of between technology and instruction perform by the teacher? 3. Did the teacher apply face to face learning? What does it look like? 4. Did the teacher apply independent learning? What does it look like? 5. What media or application that the teacher use in a blended learning? |

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| | learning, and learning evaluation. | <p>6. Did the teacher provide learning tutorials to students? how is the learning tutorial given?</p> <p>7. How is learning evaluation carried out in the application of blended learning?</p> <p>9. What challenges did you find when implementing blended learning into your english course?</p> <p>10. Will students' interest in learning be increased by using blended learning?</p> <p>11. Can blended learning make it easier for students and teachers to communicate and get material?</p> |
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A. Interview

1. Do you think that blended learning will have positive effect to students and also for the development of education?
2. What is your perception about blended learning that you did in previous semester?
3. Do you think that the blended learning is good and full of benefit ? is there any weakness of this blended learning?
4. How the teacher use blended learning in english lessons?
5. What is the combination take of between technology and instruction perform by the teacher?
6. Did the teacher apply face to face learning? What does it look like?
7. Did the teacher apply independent learning? What does it look like?
8. What media or application that the teacher use in a blended learning?
9. Did the teacher provide learning tutorials to students? how is the learning tutorial given?
10. How is learning evaluation carried out in the application of blended learning?
11. What challenges did you find when implementing blended learning into your english course?
12. Will students' interest in learning be increased by using blended learning?
13. Can blended learning make it easier for students and teachers to communicate and get material?

Interviews with students and english teacher of MAN 2 Ogan Komering Ilir

| Question | Answer |
|---|---|
| did you do blended learning during this new normal era? | <p>Watini : yes</p> <p>Thesa : yes</p> <p>Rina : yes</p> <p>Amir : yes</p> <p>Dhea : yes</p> <p>Alip : yes</p> <p>Rovaley : yes</p> <p>Anggun : yes</p> <p>Dhimas : yes</p> <p>Triya : yes</p> |
| What is your perception about blended learning that you did in previous semester? | <p>Watini : learning English with blended learning is not much different from face-to-face learning. Students can still communicate directly with teachers and friends although not every day.</p> <p>Thesa : with blended learning I can focus more on learning English in class because only half of the students present are the usual number. So that the classroom atmosphere becomes more calm and conducive. And when studying at home also becomes more relaxed and comfortable.</p> <p>Rina : I become more focused when studying in class because the number of students is less than usual. However, the learning atmosphere became more serious and stiff.</p> <p>Amir : I prefer face-to-face learning because I can meet friends at school and the class becomes lively and fun. when learning online, it is often hampered by poor signals</p> |

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| | <p>so that it is difficult to understand the material and difficult to do and collect assignments. However, in this new normal era, blended learning is a good alternative, students can still learn in class because even though it is not every day.</p> <p>Dhea : I have to adapt again because I am used to learning online during the pandemic. But I feel happy because I can go back to learning in class.</p> <p>Alip : online learning is more comfortable and relaxed. The distance from my house to school is also quite far. In addition, I feel that online learning can save more time and money.</p> <p>Rovaley : This blended learning is the best alternative where we can study at home by searching for materials easily on the internet and can ask for materials that are difficult to reach by the teacher directly when entering school. In addition, I also enjoy using new applications that are not usually used in face-to-face learning.</p> <p>Anggun : using blended learning can reduce the use of quotas and homework can be collected directly to the teacher if the internet signal is difficult.</p> <p>Dhimas : I really enjoy learning English with blended learning. When learning in class the material provided is easier to understand and understand. I also enjoy studying at home because the materials and explanations can be found easily on various websites on the internet.</p> <p>Triya : I think learning with the current blended learning method is a pretty good solution. Although there are still many shortcomings in its implementation.</p> <p>Mrs.Nurul : currently blended learning is a good</p> |
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| | <p>alternative to schools as a transition from the pandemic era to the new normal era. Where students who previously studied at home every day can now learn directly in class 3 days a week. Students become more adaptable before carrying out full face-to-face learning. Unclear material can also be asked again by students during face-to-face learning. PR collection can also be done in the provided application. If the signal is inadequate, students can collect homework during face-to-face learning.</p> |
| Do you think that blended learning will have positive effect to students and also for the devalopment of education? | <p>Watini : yes, compared to learning at the beginning of the pandemic</p> <p>Thesa : at least much better than full online learning</p> <p>Rina : yes</p> <p>Amir : it cannot be said to have a positive impact, because there are still many shortcomings in its implementation.</p> <p>Dea : yes</p> <p>Alip : actually it will have a positive impact if it is implemented properly and maximally</p> <p>Rovalley : yes</p> <p>Anggun : yes</p> <p>Dhimas : yes</p> <p>Triya : yes</p> <p>Mrs.Nurul : if we look at the learning outcomes, blended learning cannot be said to have a positive impact. However, with blended learning, students and the world of education can run quite well in Indonesia's current situation.</p> |
| Do you think that the blended learning is good | <p>Watini : There are some benefits that I feel, but there are also disadvantages. The benefits,</p> |

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| <p>and full of benefit ? is there any weekness of this blended learning?</p> | <p>for example, are easier access to learning materials. Materials can be searched from various websites on the internet, making it easier for me to answer questions and do assignments. Learning is also not boring because in addition to face-to-face learning, students can also learn to use social networks and various applications that were not previously used. The drawback is that the teacher rarely explains the material when learning online</p> <p>Thesa : blended learning-based learning is faster and online learning does not need to go to school and reduces transportation costs and food costs. However, it is difficult to communicate with the teacher.</p> <p>Rina : blended learning is effective and efficient if it uses the right learning methods and techniques. Teachers and students can use the internet to facilitate the learning process and can make the learning process more interesting.</p> <p>Amir : blended learning can save time because schools reduce study hours from the previous 15.30 to 13.00.</p> <p>Dhea : blended learning makes it easier for students to find materials independently on the internet. However, online learning requires more quota than usual.</p> <p>Alip : the benefits can save time. The drawback is that online learning facilities are not adequate</p> <p>Rovaley : blended learning makes students more independent and creative because usually when learning online the teacher does not explain the material in detail so students have to look for more complete material information on the internet such as articles, journals, e-books, videos on youtube and others.</p> |
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| | <p>Anggun : a bad signal makes it difficult for students to access the internet so that the learning process becomes hampered. For example, when you are going to collect assignments or when you want to download material given by the teacher.</p> <p>Dhimas : my cellphone is not sufficient to take online learning. I'm having trouble downloading material files because the memory capacity is small so it's easy to fill up. In addition, to download the file takes quite a long time.</p> <p>Triya : students must have sufficient quota in order to take part in online learning well. If the student does not have a quota or has an insufficient quota, the student cannot attend lessons and submit assignments. students are also considered alpha because they do not fill in the absences in the study application.</p> <p>Mrs.Nurul : the benefit of this blended learning learning is that education in Indonesia can continue, can use the internet as well as possible as a teaching material, can develop technology in the field of education. The drawback is that it is difficult for teachers to assess student attitudes and learning processes if learning is done via online. The teacher gives an assessment based on the value of student assignments and student attendance.</p> |
| What is the combination take of between technology and instruction perform by the teacher? | <p>Watini : a combination of online learning and face-to-face learning</p> <p>Thesa : the teacher uses several applications, websites and social media as learning media</p> <p>Rina : offline and online</p> <p>Amir : apart from teaching in class, teachers also</p> |

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| | <p>teach online</p> <p>Dhea : teacher combines face-to-face learning and online learning</p> <p>Alip : a combination of online learning and face-to-face learning</p> <p>Rovaley : teachers teach via online using technology as a learning medium. In addition, the teacher also teaches face-to-face learning in the classroom.</p> <p>Anggun : combines face-to-face learning and online learning</p> <p>Dhimas : in addition to using face-to-face learning, teachers also use online learning with technology</p> <p>Triya : teaching in the classroom and teaching in the network.</p> |
| What media or application that the teacher use in a blended learning? | <p>Watini : when offline we use printed books, and when online there are several media such as books in the form of files, learning videos and learning applications</p> <p>Thesa : E-Learning Website, whatsapp</p> <p>Rina : books, videos, social media</p> <p>Amir : book files, social media like whatsapp and youtube</p> <p>Dhea : there is an official website from the school that we use as a learning medium, namely E-Learning</p> <p>Alip : E-Learning</p> <p>Rovaley : E-Learning, books, powerpoint, videos from youtube, and wa</p> <p>Anggun : books, videos, songs, ppt</p> |

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| | <p>Dhimas : books, videos, powerpoint and social media</p> <p>Triya : E-Learning and whatsapp</p> |
| How the teacher use blended learning in english lessons? | <p>Mrs. Nurul : English lesson is on Thursday. Students will be divided into 2 groups according to the number of absences. Absentee numbers 1-15 study via online and absent numbers 16-30 study face-to-face. And vice versa next week. Each meeting discusses 1 material.</p> <p>Thesa : students study according to schedule. If this week learn via online. So next week, face-to-face learning in the classroom.</p> <p>Rina : when in class we study as usual. The teacher will explain the material in English and then give assignments. However, during online learning, teachers often give assignments.</p> <p>Amir : students are often given questions and written assignments</p> <p>Dhea : in English lessons the teacher often gives videos as teaching materials</p> <p>Alip : same as online learning in general</p> <p>Rovaley : rarely explains material when learning online</p> <p>Anggun : the teacher will give the material and then give practice questions.</p> <p>Dhimas : in this new normal era, learning English is done face-to-face and via online. The media used by the teacher is more numerous and more varied.</p> <p>Triya : learning English is done face-to-face and also online.</p> |
| Did the teacher apply | Watini : face-to-face learning goes on as usual. |

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| <p>face to face learning? What does it look like?</p> | <p>Maybe the only difference is the number of students.</p> <p>Thesa : the teacher will give the material and explain it in the classroom. Usually at the end of the lesson the teacher will give questions.</p> <p>Rina : face-to-face learning makes it easier for students to communicate and interact directly with teachers and classmates.</p> <p>Amir : same as other lessons. The teacher enters the class and gives the material and explains it.</p> <p>Dhea : In this new normal era, face-to-face learning has fewer learning hours and only 15 students out of 30 students attend. Another 15 students will study online</p> <p>Alip : the same as when studying normally.</p> <p>Rovaley : the teacher will enter the class, then give 1 material. For example, cause and effect material. The teacher will explain about the material. After explaining, the teacher will invite students to ask questions if something is not clear. If it is clear the teacher will assign students to make cause and effect sentences.</p> <p>Anggun : the teacher teaches in the classroom</p> <p>Dhimas : face-to-face learning is carried out directly in the classroom by students and teachers.</p> <p>Triya : namely learning that is carried out by teachers and students directly in the classroom. With face-to-face learning, students communicate better with teachers.</p> |
| <p>Did the teacher apply independent learning? What does it look like?</p> | <p>Watini : yes, independent learning is done online, where the teacher only provides material and students will learn independently.</p> <p>Thesa : yes, in online learning the teacher doesn't</p> |

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| | <p>really explain in detail. However, it provides practice questions to learn.</p> <p>Rina : Mrs. Nurul will give you powerpoints and assignments for us to understand and learn. however, sometimes quite a lot of students do not really understand the content of the material.</p> <p>Amir : yes, independent learning is done online.</p> <p>Dhea : usually the teacher only gives material in the form of powerpoint or pdf files. After that, students will be given questions or assignments.</p> <p>Alip : Usually the teacher gives assignments via online, then we work on and collect them on the E-Learning website</p> <p>Rovaley : online learning only does the assignment from the teacher</p> <p>Anggun : usually we are told to make sentences, do questions, make practice videos of reading or singing in English.</p> <p>Dhimas : in online learning the teacher rarely explains the material. Usually just give a summary and then the task.</p> <p>Triya : yes, in online learning we do learn independently because the teacher does not explain the material in detail. I also find it difficult to understand the material.</p> |
| Did the teacher provide learning tutorials to students? how is the learning tutorial given? | <p>Watini : yes, by providing a video tutorial</p> <p>Thesa : no</p> <p>Rina : in the form of learning video tutorials</p> <p>Amir : no, because students must be creative and independent in online learning</p> <p>Dhea : very rare</p> |

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| | <p>Alip : usually the teacher only gives reference to learning videos on youtube</p> <p>Rovaley : only on certain materials</p> <p>Anggun : yes, in the form of learning videos on the internet</p> <p>Dhimas : no, students are looking for their own learning videos on the internet</p> <p>Triya : yes, in the form of a video</p> |
| How is learning evaluation carried out in the application of blended learning? | <p>Watini : evaluation is done during face-to-face learning</p> <p>Thesa : usually during face-to-face learning, Mrs. Nurul asks again the material that has been studied.</p> <p>Rina : the teacher will hold a question and answer session with students about the material that has been given</p> <p>Amir : that is by doing questions and answers during learning in class</p> <p>Dhea : during online learning the teacher does not evaluate</p> <p>Alip : by giving questions about the material</p> <p>Rovaley : the teacher will ask again about the material that has been given</p> <p>Anggun : the teacher does not evaluate</p> <p>Dhimas : the teacher will ask about the material at the end of the lesson</p> <p>Triya : by giving questions to several randomly selected students or by giving questions.</p> |
| Will students' interest in learning be increased | <p>Watini : I think yes</p> |

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| by using blended learning? | <p>Thesa : yes</p> <p>Rina : yes if the learning method is done right</p> <p>Amir : yes, because this is a new thing for me</p> <p>Dhea : yes, with blended learning we can use various applications and websites that have never been used before</p> <p>Alip : no</p> <p>Rovaley : not so interesting</p> <p>Anggun : I think yes</p> <p>Dhimas : yes</p> <p>Triya : I think it's a bit boring</p> |
| . Can blended learning make it easier for students and teachers to communicate and get material? | <p>Watini : more difficult to communicate</p> <p>Thesa : in online learning students find it difficult to communicate with the teacher</p> <p>Rina : actually online learning can still communicate if students take the initiative to ask questions</p> <p>Amir : no, students tend to be more passive when learning online</p> <p>Dhea : the material is easy to get, but the explanation is still lacking.</p> <p>Alip : material is easy to get, but a bit difficult to communicate</p> <p>Rovaley : students find it easier to communicate with teachers during face-to-face learning</p> <p>Graceful : no</p> <p>Dhimas : difficult to communicate</p> <p>Triya : no.</p> |

Interview with English Teacher of MAN 2 Ogan Komering Ilir

| Question | Answer |
|---|--|
| How the teacher provide material to students in blended learning? | Mrs. Nurul: Usually I deliver material for children using books in the form of pdf or with powerpoint, sometimes I also provide video links on youtube for student learning materials. |
| What media or application that the teacher use in a blended learning? | Mrs. Nurul: As for the media used in the teaching and learning process in blended learning, we use WhatsApp, YouTube, and web E-learning which are official applications from the school. |
| What methods that the teacher use in blended learning? | Mrs. Nurul: Usually the teacher conveys and explains the material in front of the class during face-to-face learning. Meanwhile, during online learning, the teacher uploads materials and assignments to the E-Learning web and students can download materials and upload assignments to the E-Learning website. |
| How is learning evaluation carried out in the implementation of blended learning? | Mrs. Nurul: Yes, I usually do an evaluation by asking students questions about the material that was given last week. Questions are given by appointing students at random and if students understand the material, they will be given added points. |

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| Can blended learning make it easier for students and teachers to communicate and get material? | Mrs. Nurul: No, it is easier for teachers to communicate and deliver material to students directly in the classroom. when online learning teachers find it difficult to communicate with students because they cannot interact directly. Students also become more passive. |

B. Documentation

1. Profile of MAN 2 Ogan Komering Ilir
2. History of MAN 2 Ogan Komering Ilir
3. Vision, Mission and Long Term Goals of MAN 2 OKI
4. Structure Organization of MAN 2 Ogan Komering Ilir
5. Condition of students, teachers, and employees of MAN 2 Ogan Komering Ilir
6. Facilities and infrastructure of MAN 2 Ogan Komering Ilir
7. Co-curricular and extracurricular activities of MAN 2 Ogan Komering Ilir

Pembimbing



Aisyah Sunarwan, M.Pd
NIDN. 0207021301

Metro, September 19, 2022

The Researcher



Nurhanifah
Std. N. 1801071040



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3988/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MAN 2 OGAN KOMERING
ILIR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3987/In.28/D.1/TL.01/08/2022,
tanggal 24 Agustus 2022 atas nama saudara:

Nama : NURHANIFAH
NPM : 1801071040
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 2 OGAN KOMERING ILIR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS THE STUDENTS' PERCEPTION BY USING BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SURAT TUGAS

Nomor: B-3987/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NURHANIFAH**
NPM : 1801071040
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 2 OGAN KOMERING ILIR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS THE STUDENTS' PERCEPTION BY USING BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 24 Agustus 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



Mengetahui,
Pejabat Setempat

[Signature]
YULYATI, M.Si
19660204 2005012004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN OGAN KOMERING ILIR
MADRASAH ALIYAH NEGERI 2 OGAN KOMERING ILIR
Jalan Lintas Timur KM 168 Blok G Desa Surya Adi Kec. Mesuji 30681
E-mail : manmesuji@kemenag.go.id. Website: www.sumsel.kemenag.go.id

SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN
Nomor : B- 252 /Ma. 06.01.002/PP.00.6/ 08 /2022

Yang bertanda tangan di bawah ini :

Nama : Dra Yulyati, M.Si
NIP : 196602042005012004
Satuan Kerja : Madrasah Aliyah Negeri 2 Ogan Komering Ilir

Menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURHANIFAH**
NIM : 1801071040
Jurusan : Tadris Bahasa Inggris
Asal Lembaga : Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan

Benar – benar melakukan observasi/survey di MAN 2 OGAN KOMERING ILIR, dengan judul
“ANALYSIS THE STUDENTS’ PERCEPTION BY USING BLENDED ENGLISH LEARNING
AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR”

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya

Mesuji, 25 Agustus 2022
Kepala Madrasah

Dra Yulyati, M.Si
196602042005012004



DOCUMENTATION SHEET
AN ANALYSIS OF THE STUDENTS' PERCEPTION BY USING
BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2
OGAN KOMERING ILIR

A. Introduction

1. Documentation is addressed to English teachers and students of class XI MIPA 2 at Madrasah Aliyah Negeri 2 Ogn Komering Ilir with the aim of obtaining data on the history of the school's establishment, vision and mission, student conditions, teacher conditions, facilities and infrastructure, classrooms and buildings, and organizational structure.
2. Information obtained from English teachers and students of class XI MIPA 2 at Madrasah Aliyah Negeri 2 Ogn Komering Ilir is very useful for researchers to obtain data about the history of the school's establishment, vision and mission, student conditions, teacher conditions, facilities and infrastructure, class and buildings, and organizational structures.

B. Identity

Informants : English teacher, class XI MIPA 2 students, and administrative staff at MAN 2 Ogan Komering Ilir

Implementation time : August 25, 2022

C. Documentation

| NO | REQUIRED DOCUMENTATION | DESCRIPTION | |
|----|--|-------------|----|
| | | Yes | No |
| 1 | Profile of MAN 2 Ogan Komering Ilir | ✓ | |
| 2 | History of MAN 2 Ogan Komering Ilir | ✓ | |
| 3 | Vision, Mission and Long Term Goals of MAN 2 OKI | ✓ | |
| 4 | Structure Organization of MAN 2 Ogan Komering Ilir | ✓ | |
| 5 | Condition of students, teachers, and employees of MAN 2 Ogan Komering Ilir | ✓ | |
| 6 | Facilities and infrastructure of MAN 2 Ogan Komering Ilir | ✓ | |
| 7 | Co-curricular and extracurricular activities of MAN 2 Ogan Komering Ilir | ✓ | |




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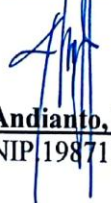
**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

Nama : NURHANIFAH
NPM : 1801071040

Jurusan : TBI
Semester : IX/2022

| No | Hari/ Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|------------------------|---------------------|--|
| | Monday Sept 5, 2022 | ACC for nurnegosydh |  |

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing


Aisyah Sunarwan, M.Pd
NIDN. 0207021301



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

Nama : Nurhanifah
NPM : 1801071040

Jurusan : TBI
Semester : VIII

| No | Hari/ Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|----------------------------|---|------------------------|
| | Thursday March 31, 2022 | - ACC For chapter I - III - the proposal is ready for seminar | |

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

Mahasiswa Ybs

Nurhanifah
NPM. 1801071040



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Nama : Nurhanifah
NPM : 1801071040

Jurusan : TBI
Semester : VIII

| No | Hari/Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|-------------------------|---|------------------------|
| | Friday July 1 2022 | <ul style="list-style-type: none">- Reconstruct the indicator about perception- Questions must be build based on indicator | |
| | Thursday July 7 2022 | <ul style="list-style-type: none">- Acc for instrument- continue collecty the data | |

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing,


Aisyah Sunarwan, M.Pd
NIDN. 0207021301



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IAIN METRO

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NPM : 1801071040

Jurusan : TBI
Semester : IX/2022

| No | Hari/ Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|--------------------------|---|------------------------|
| | Thursday Sep 14, 2022 | the display should be supported with the transcript related to the result of interview. you also need to do more analysis / verification of the data displayed | |
| | Friday Sep 16, 2022 | - Analysis should cover about analysis of the data collected and described - conclusion must be written only on chapter IV | |

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd

NIP. 19871102 2015031 004

Dosen Pembimbing


Aisyah Sunarwan, M.Pd

NIDN. 0207021301




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IAIN METRO

Nama : Nurhanifah
NPM : 1801071040

Jurusan : TBI
Semester : VIII/2022

| No | Hari/ Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|--------------------------|--|---|
| | Thursday June 9, 2022 | <ul style="list-style-type: none">- Add more theories about perception, kinds of perception, and how it is decided- Concept of teaching cycle should be revised- Formulate the indicator from the theory you use |  |

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 1987102 2015031 004

Dosen Pembimbing


Aisyah Sunarwan, M.Pd
NIDN. 0207021301





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IAIN METRO

Nama : Nurhanifah
NPM : 1801071040

Jurusan : TBI
Semester : VIII/2022

| No | Hari/ Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|--------------------------|---|---|
| | Thursday May 19, 2022 | <ul style="list-style-type: none">- the instrument should be prepared based on the theory- Complete the instrument with the title, purpose, theory, indicator & question |  |
| | Thursday Jun 2, 2022 | <ul style="list-style-type: none">- revise the instrument by delivery theories you used- indicator should be summarized from theory |  |

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing


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NIDN. 0207021301



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Nama : Nurhanifah
NPM : 1801071040

Jurusan : TBI
Semester : VIII/2022

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|----|---------------------------|------------|---|--------------------|
| | Tuesday march 22, 2022 | | <ul style="list-style-type: none">- Delete year in the bracket because it will be on future- future should be written in future new Roman font- please make your explanation clear about the real condition of the students and the problems in learning process initially- delete problem identification and problem context- problem paradigm should be in action form- revise your objectives- explain what makes your research unique | |

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

Mahasiswa Ybs,

Nurhanifah
NPM. 1801071040



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Nama : Nurhanifah
NPM : 1801071040

Jurusan : TBI
Semester : VIII

| No | Hari/ Tanggal | Saran | Tanda Tangan Mahasiswa |
|----|---------------------------|--|------------------------|
| | Thursday march 29/2020 | <ul style="list-style-type: none">- Reverse the typo and mistakes of grammar- Delete point 3 & 4 from your problem formulation change into How report is online learning.- Use the guidelines book for chapter III- you need to explain who will be interview to get the data.- Observation is not needed in your research- Before reducing the data you need to do data collection- explain in detail every step of your analysis | |

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

Mahasiswa Ybs

Nurhanifah
NPM. 1801071040



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UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1164/ln.28/S/U.1/OT.01/09/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Nurhanifah
NPM : 1801071040
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071040

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 September 2022
Kepala Perpustakaan



Asad
Dr. Asad, S. Ag., S. Hum., M.H.
NIP: 19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nurhanifah
NPM : 1801071040
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 26 September 2022

Ketua Jurusan TBI

Andianto M.Pd.

NIP. 1987 1102 201503 1 004

DOCUMENTATION OF RESEARCH



Picture 1: Photo with eleventh grade students of MIPA 2 in MAN 2 OKI



Picture 2: Interview with Nurul (english teacher) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 3: Interview with Amir (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 4: Interview with Alip (student) at Madrasah Aliyah Negeri 2 Ogan Komeriing Ilir



Picture 5: Interview with Rovalley (student) at Madrasah Aliyah Negeri 2 Ogan Komeriing Ilir



Picture 6: Interview with Watini (student) at Madrasah Aliyah Negeri 2 Ogan Komeriing Ilir



Picture 7: Interview with dhea (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 8: Interview with dhimas (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 9: Interview with Thesa (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 10: Interview with Rina (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 11: Interview with Anggun (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir



Picture 12: Interview with Triya (student) at Madrasah Aliyah Negeri 2 Ogan Komering Ilir

AN ANALYSIS OF THE STUDENTS' PERCEPTION BY USING BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR

by Nurhanifah 1801071040

Submission date: 26-Sep-2022 03:15PM (UTC+0700)

Submission ID: 1909262857

File name: 4._NURHANIFAH-1801071040.docx (269.34K)

Word count: 12354

Character count: 66238

THESIS

**AN ANALYSIS OF THE STUDENTS' PERCEPTION BY USING
BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2
OGAN KOMERING ILIR**

By:

NURHANIFAH

St. Number : 1801071040



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE ISLAMIC STUDIES OF METRO
1443 H/ 2022**

AN ANALYSIS OF THE STUDENTS' PERCEPTION BY USING BLENDED ENGLISH LEARNING AMONG THE STUDENTS OF MAN 2 OGAN KOMERING ILIR

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CURRICULUM VITAE



The author was born in the village of Surya Adi Blok E, Mesuji sub-district, Ogan Komering Ilir district, South Sumatra on January 1, 2000, the fourth child of the couple Mr. Sahrawi and Mrs. Sanijah, the author's primary school education was at SD N 3 Surya Adi Blok D and finished in 2012, then continued at SMP N 1 Mesuji block D and finished in 2015.

While high school education is at MA N 2 Ogan Komering Ilir, and was completed in 2018. then continued his undergraduate education at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training Department of English Language Tadris (TBI) starting in semester 1 of FY . 2018/2019.