



**STUDENTS' PERCEPTION TOWARD THE IMPACT OF ONLINE
LEARNING ON THEIR ENGLISH ACHIEVEMENT**

(A Study of the Eight Grade Students of SMP 1 N Rambatan)

THESIS

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to fulfill one of the requirements to Get Sarjana Degree (S.1)*

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ABSTRAK

Yora Darisman, NIM 1730104081, judul skripsi **STUDENTS' PERCEPTION TOWARD THE IMPACT OF ONLINE LEARNING ON THEIR ENGLISH ACHIEVEMENT (A Study of the Eight Grade Students of SMP N 1 Rambatan)**, Program studi bahasa Inggris, fakultas tarbiyah dan ilmu keguruan UIN Mahmud Yunus Batusangkar tahun 2017.

Permasalahan dalam penelitian ini adalah apakah persepsi siswa tentang belajar bahasa inggris secara *online* dan dampak terhadap positif dan negatif terhadap nilai bahasa inggris yang mereka peroleh. Penelitian ini bertujuan untuk mendeskripsikan tentang persepsi siswa tentang belajar bahasa inggris secara online berdampak terhadap nilai yang di peroleh oleh siswa.

Penelitian ini adalah penelitian *descriptive quantitative*, dengan menggunakan *cross-sectional design*. Populasi dalam penelitian ini adalah siswa SMP N 1 Rambatan kelas VII yang berjumlah 100 orang. Penelitian ini menggunakan teknik total sampling. Instrumen yang digunakan adalah angket tentang persepsi siswa terhadap pembelajaran bahasa inggris secara online yang berdampak pada nilai siswa. Hasil validitas instrumen menggunakan rumus Aikens' ($V = \sum s / [n (C-1)]$) $S=R-L_0$. Dari rumus yang di gunakan menghasilkan validitas secara umum adalah 0,79 (tinggi). Sedangkan hasil yang akan di cari dari persepsi siswa yaitu berupa aspek kognitif, affektif dan konatif yang akan menjadi landasan hasil penelitian dari skripsi ini

Hasil penelitian menunjukkan bahwa persepsi siswa tentang dampak pembelajaran bahasa inggris secara online terhadap nilai siswa secara umum adalah menggunakan rumus sudijono (2005) $P = F/N \times 100$. Mendapatkan hasil yaitu 63% *strongly positive* (sangat positif). Jika dilihat dari masing-masing aspek kognitif terletak pada kategori 69% *strongly positive* (sangat positive). Pada aspek afektif terletak pada kategori 64% *strongly positive* (sangat positive). Pada aspek konatif terletak pada kategori 60% *strongly positive* (sangat positive)

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

The world of education is shocked attacked by the virus that has spread throughout the world, including our country, Indonesia. The virus that occurred at the end of 2019 paralyzed all systems in the world, including in the sphere of education. The world of education itself has not been spared the impact of the COVID-19 which has caused the world of education to be almost 100% paralyzed. However, the government is trying to keep the teaching and learning process running properly. The government implements online learning in schools to make all students able to study properly. Online learning itself is learning that uses the internet network by using applications that use the internet network. In learning online learning in schools, one of the subjects that follow online learning is learning English in schools so it raises a lot of student perceptions of the online learning that they do learning English on the students' achievement.

Online learning itself is not only during a pandemic, but online learning can happen anytime and anywhere, whether there is a virus or not. Because in today's technology is sophisticated and science has also developed. So that students no longer need to be fixated on teachers or books, but there is a lot of material and learning spread on the internet that can be taken anytime and anywhere. Whether there is or is not this pandemic, online learning is still relevant for all students because students can also study anywhere with technology and the internet which they can access anytime and anywhere. Because online learning is learning that is not carried out in class.

Learning English is the main learning in junior high school where all students are required to follow the process of learning English at school. Learning English online is usually using applications that use the internet

network such as Zoom, Google Classroom, and Whats'app. Through online learning that occurs, it raises a lot of student perceptions of online learning which an impact on the achievements has obtained by students in learning English online. From online learning in English lessons, the students and teachers can be learn about students' perceptions toward the impact of online leraning on their English acievement they get.

The purpose of learning English at SMP N 1 Rambatan is to develop the ability to communicate in English in spoken and written form. Communication skills include listening, speaking, writing, and reading awareness about the nature and importance of English as a foreign language to become the main tool in learning. Develop an understanding of the interrelationships between language and culture and broaden the scope of culture. Thus students have cross-cultural insight and involve themselves in involving various cultures.

Online English learning in junior high schools before the pandemic went smoothly because students studied and met face to face with teachers and teachers explained the material to students so that there were no challenges in the learning process felt by students so that student scores tended to be stable. However, during the pandemic, the English learning process was moved home and using existing technological tools such as cellphones and applications that use the internet to be able to carry out the teaching and learning process even though they were not in school, but the learning objectives were still achieved. This online learning has a good influence on student grades, so that student grades become better. Because some students say that online learning is very helpful in the value of the student's English because the developed technology can be used by students in accessing English learning freely. There are also students who say that learning English online has a bad influence which makes students' grades decrease because there are obstacles from existing technology such as the

network is not good or because of economic factors that make these students hindered in learning English online.

The factors that influence the success of students in doing online learning are: first, the technology that develops specifically makes students and teachers better understand the technology that is developing at this time. Both educators are able to master the technology that is developing now so that it is not too difficult for students to understand the material taught by the teacher via online. The third is students who have developed and have mastered various technologies that already exist today so it is not difficult to teach students to learn online. Because students are already struggling with the technology used by students so that students are not awkward using the technology that exists at the time.

So here we discuss about how students' perceptions of learning English online and what impact it has on student scores. Perception itself is an expression or experience of an object or event experienced by students. Perception is considered as an influence or an impression by events that solely use sensory observations. Perception has a subjective nature, because it depends on the abilities and circumstances of each individual, so it will be interpreted differently by one individual to another.

The reason for researching student perceptions at SMP N 1 Rambatan is that the scores that students get on learning English before going online are very good, but when they study online, their scores are not good. On the other hand, initially when face-to-face students' scores were not good when learning online and utilizing developing technology, students' scores were better.

B. Identification of the problem

Based on the observations in SMP 1 Rambatan and the interviews with the students, the researcher obtained some students' perception toward the impact of online learning on their English achievement. English achievement has several related factors, namely external and internal. External consists of

teachers and the curriculum in the school. Internal, namely from the students themselves such as students' psychological conditions that affect the motivation, attitudes and perceptions of students. And students' perception has three components like cognitive, affective, and conative.

C. Limit and Formulation of the problem

It is necessary that the researcher puts attention on certain aspects in this research study. The formulation of the problem was be stated as follow:

What is the students' perception what they impact of online learning on their English achievement?

To be more specific, the purposes of this research are:

- a) What is the students' perception what they impact of online learning on their English achievement in cognitive aspects?
- b) What is the students' perception what they impact of online learning on their English achievement in affective aspects?
- c) What is the students' perception what they impact of online learning on their English achievement in conative aspects?

D. Definition of the key terms

1. Students Perception

Students Perception as a process how students' can be selective and interpret some information to study English online learning and students' experiences and then can make a conclusion in cognitive, affective and conative aspects.

2. Online Learning

Online learning is learning carried out by English teachers at SMP 1 Rambatan using the internet network and certain applications such as WA, ZOOM, Google meet.

3. English Achievement

English achievement is the score get from students' in learning English online learning in School.

E. Purpose of the research

The purpose of this research is to find out students' perceptions of online learning on students' English Achievement.

- a) Find out students' perceptions toward the impact of online learning on their English achievement in Cognitive component
- b) find out students' perceptions toward the impact of online learning on their English achievement in Affective component
- c) find out students' perceptions toward the impact of online learning on their English achievement in conative component

F. Significance of the Research

This study is significant for:

1. English Teacher

Of this study are expected to anticipate if the online learning process occurs again, the teachers is ready with online learning model that is better for students.

2. Students

The results of this study show the students' perceptions toward the impact of online learning in relation on their English achievement

3. The researchers themselves

This Through this research, researchers can enrich the understanding of the impact of online learning on the English students' achievement. In addition, the requirements for obtaining a Bachelor's degree (S1) at the English Teaching Department of IAIN Batusangkar.

4. The Next Researcher

This research is expected to provide a better understanding and understanding of This research can stimulate other researchers to conduct further investigation. Students' perceptions toward the impact of online learning on their English achievement in at SMP N 1 Rambatan.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

a) Online Learning

1. Definition of online learning

Meaning resources that are used in the education of university students are often available online (Maja, 2015:95). The variety of online learning resources (learning content and learning tools) facilitates informed use and enables students to create the Learning environment that is most appropriate for their personal learning needs and preferences, The Ilrt of Bristol University in (Edi, 2009: 51), defining online learning as the use of electronic technology to send, support, and improve teaching, learning and assessment. from the theories above we can conclude that, online learning resources is a learning sourced based on technology which aims to support and increase also improve learning, enabling students to create the learning environment based on their personal learning.

There are many experts explain about online learning. According to (elloumi, 2004)online learning is a collection of works of smart people who are actively working in the world of distance education. (Alchamdani, 2020:131), online learning utilizes technology in distance learning using the internet. Take advantage of technology to make it easier for humans to learn in far and different places.

Then, online learning is information and communication technology that enables students to learn anytime and anywhere. Electronic learning started in the 1970s. Then (Hartanto, 2016:4) online learning's main aim is to foster students' ability to be more responsible for their learning. Online learning allows students to play an active role in the learning process because it focuses on personalization, which includes the ability of students to adapt to high student skills.

(Wargadinata, 2020:142) The study of online learning tends to discuss learning models based on three perspectives. First a study that addresses the issue of online learning as a new medium of learning. Second Online learning to provide convenience for students in accessing and searching for learning materials. The last Studies that pay attention to these problems show that online learning is a complement to some of the best aspects of combining face-to-face learning and learning using online communication information technology.

Online learning has been structured as a learning medium combining conventional learning with information and communication technology. From the many theories above, it can be concluded that online learning is a teaching and learning process that takes face-to-face with the aid of media and technology. Online learning is taught and learned through various learning applications on the internet, from zoom applications to WA. Whatever happens, students must be able to receive the education they require, even if only in person through the application process.

In conclusion is online learning is studying with application use internet networking

2. Online Learning Characteristics

Characteristics are made by some part. Hardjito in (Waryanto, 2006:13) the internet can be used in learning settings in the classroom because it has distinctive characteristics that are:

The first characteristics is an international as well as a mass media outlet, the possibility of one or more too many occurrences exists.

The second characteristics is It has an interactive nature. The last characteristics is The occurrence of synchronous communication and delayed communication (asynchronous)

Soekartawi in (Waryanto, 2006:13) online learning has the following characteristics, they are like this bellows :

- 1) Utilizing electronic technology services, where teachers and students, students and fellow students, or teachers with fellow teachers can communicate relatively easily and without being limited by protocol matters.
- 2) Take advantage of computers (digital media and computer networks).
- 3) Self-study materials are stored on computers so that they can be accessed by teachers and students at anytime and anywhere if they need them.
- 4) Take advantage of the learning schedule, curriculum, learning progress results, and matters related to educational administration that can be viewed anytime on the computer

3. Forms of online learning

(Haughey, 2006), there are three forms of learning through the internet as the basis for a learning development system utilizing the internet:

1) Course Web

This aspect course teaches the use of the internet for learning purposes. All teaching materials, discussions, consultations, mastery, exercises, and exams are fully delivered via the internet.

2) Web centrists course

This aspect course is learning with several learning materials and exercises delivered via the internet for questions and answers, consultations, and face-to-face discussions. The percentage of face-to-face in web-centric courses is less than the percentage of full internet learning.

3) The Web-enhanced course

This aspect course is uses the internet for education and to support the improvement of the quality of teaching and learning activities in the classroom. In this form, the main learning activities are face-to-face activities in the classroom. The role of the internet in web-enhanced courses is to provide many resources by providing addresses or making connections to various appropriate learning resources that can be accessed online, to improve quality and expand communication opportunities between teachers and students. Reciprocally, the web-enhanced course is an initial step for educational institutions that will organize internet-based learning (online learning) before conducting complex internet learning lessons such as web courses or web-centric courses.

Sekarwinahyu in (Waryanto, 2006:13) there are several software packages for developing learning programs based on the network or the internet, including WebCT, Webfuse, TopClass, Blackboard, and Manhattan Virtual Classroom.

In conclusion are three forms of learning through the internet as the basis for a learning development system utilizing the internet is network or the internet, including WebCT, Webfuse, TopClass, Blackboard, and Manhattan Virtual Classroom.

4. The Advantages of Online Learning

Online learning itself is a new idea in the current emergency era where the world is hit by a deadly epidemic, namely COVID-19, so that online learning is the only alternative so that the world of education is not paralyzed during the current pandemic. While there are several benefits to online learning.

First significantly improve learning outcomes. Online learning can shorten learning time and make study costs more economical. Second Online learning facilitates interaction between students and materials. Third participants share information with each other and can access materials for lessons at any time and repeatedly. With such conditions, students can further establish their mastery of the learning material. Last with online learning, knowledge development does not only occur in the classroom, but with the help of technology in today's era, students can be actively involved in the learning and teaching process. The benefits of online learning in the world of education in general are immense. The flexibility of place and time.

If conventional learning requires students to be in class for hours, online learning frees students to access learning anywhere and anytime. Independent learning provides opportunities for students to be in control of their respective learning success, which means that students are given the freedom to determine when to start, when to finish, and how much of one material they want to learn first (Hartanto, 2016: 07). If he has difficulty, then students can repeat it again until they feel able to understand. Students can also contact the teacher via email or interactive dialogue at certain

times. Many costs can be saved from the online learning method. Flexibility of learning speed: online learning can be adjusted to the learning speed of each student.

Standardization of teaching online learning teaching always has the same quality every time it is accessed and does not depend on the teacher's mood. The effectiveness of teaching, the preparation of online learning lessons in the form of simulations and cases, the use of games, and the application of advanced animation technology can all contribute to the effectiveness of teaching. The speed of online learning distribution can quickly reach all corners. Teachers only need to prepare teaching materials. There are also several other benefits. First the teacher and students can more easily determine the schedule of lectures without regard to the location of the teacher. Second the interaction of students and teachers is effective with response feedback in online learning (Alchamdani, 2019:131). Third the improvement of learning outcomes and the ability to master online learning technology in the pandemic COVID-19 is expected. Last students can express an opinion without feeling awkward. Students as the younger generation are smarter in technology than lecturers. Students do not experience difficulties and quickly understand the application of online learning. The enthusiasm and enthusiasm of students in attending lectures makes it look more fun because without the burden of formal discussions between lecturers and students it can be carried out without feeling awkward. Thus, there are benefits of online learning, including: It can help you save money. It can be done anywhere and anytime. You can find study materials anywhere. You can easily get knowledge through the internet (Khusniyah, 2019: 21).

The benefit of face-to-face schools is that they discipline students mentally while learning in the classroom. It is easy in the provision of reinforcement (reinforcement), easy in the assessment process, and easy as

a vehicle to interact. In addition, learning face-to-face can support the ability of socialization between faculty and students, as well as between fellow friends. Teachers can also directly observe the attitudes and behaviors of students during class. Online learning also has the advantage of being able to foster self-regulated learning. Independent learning is possible through the use of online applications. Online learning is more student-centered, which causes them to be able to take on responsibility and autonomy in learning (learning autonomy). Online learning necessitates students preparing their own learning, evaluating, managing, and maintaining motivation while learning. The benefits of online learning in the world of education in general are immense. The flexibility of place and time. If conventional learning requires students to be in class for hours, online learning frees students to access learning anywhere and anytime. Independent learning provides opportunities for students to be in control of their respective learning success, which means that students are given the freedom to determine when to start, when to finish, and how much of one material they want to learn first (Hartanto, 2016: 07). If he has difficulty, then students can repeat it again until they feel able to understand. Students can also contact the teacher via email or interactive dialogue at certain times. Many costs can be saved from the online learning method. Flexibility of learning speed: online learning can be adjusted to the learning speed of each student. Standardization of teaching online learning teaching always has the same quality every time it is accessed and does not depend on the teacher's mood. The effectiveness of teaching, the preparation of online learning lessons in the form of simulations and cases, the use of games, and the application of advanced animation technology can all contribute to the effectiveness of teaching. The speed of online learning distribution can quickly reach all corners. Teachers only need to prepare teaching materials.

There are also several other benefits of online learning. First the teacher and students can more easily determine the schedule of lectures without regard to the location of the teacher. Second the interaction of students and teachers is effective with response feedback in online learning. Third the improvement of learning outcomes and the ability to master online learning technology in the pandemic COVID-19 is expected. Last students can express an opinion without feeling awkward (Alchamdani, 2019:131).

Students as the younger generation are smarter in technology than lecturers. Students don't have difficulties experience and quickly understand the application of online learning (Khusniyah, 2019: 21). The enthusiasm and enthusiasm of students in attending lectures makes it look more fun because without the burden of formal discussions between lecturers and students it can be carried out without feeling awkward. Thus, there are benefits of online learning, including: It can help you save money. It can be done anywhere and anytime. The students can find materials sources anytime and anywhere. They easily get knowledge through the internet.

The benefit of face-to-face schools is that they discipline students mentally while learning in the classroom. It is easy in the provision of reinforcement (reinforcement), easy in the assessment process, and easy as a vehicle to interact. In addition, learning face-to-face can support the ability of socialization between faculty and students, as well as between fellow friends. Teachers can also directly observe the attitudes and behaviors of students during class. Online learning also has the advantage of being able to foster self-regulated learning. Independent learning is possible through the use of online applications. Online learning is more student-centered, which causes them to be able to take on responsibility and autonomy in learning (learning autonomy). Online learning

necessitates students preparing their own learning, evaluating, managing, and maintaining motivation while learning

5. The Obstacles in Online Learning

(Alchamdani, 2019:134) Schools that are usually held face-to-face have now drastically changed to digital or online lectures where students who normally attend school and meet face-to-face are now turning to face-to-face online. With this drastic change in learning methods, students and teachers are required to be able to master all existing and developing technologies in the current era, which causes difficulties in online learning. Usually, students are not encouraged to play with mobile phones; now students are required to have mobile phones. Also, internet quota online learning usually has these obstacles.

Next they are many obstacle in online learning, they are

- a) The transfer of learning face-to-face in the classroom into online learning makes the students who come from outside the area choose to return home.
- b) Internet access is not adequate in the village, which hinders the students' participation in online learning. There are still some areas where internet access has not been adequate.
- c) Students miss lectures and collect overdue college assignments.
- d) The majority of students access the internet using the internet connection of their phone with the internet package purchased, while a small percentage use the Wi-Fi service.
- e) The use of online learning requires a relatively expensive internet package.
- f) Students who attend a video conference for several hours require an internet package, which is quite a lot.

g) Financial difficulty resulting from the cost of online courses resulted in some students not attending teachers. While the presence of students affects the feasibility of online learning,

Online learning activities can be hampered by to a noisy home environment and unstable internet network. The internet connection is disconnected, so the information provided by the teacher becomes less clear. So that the learning material is difficult for students to understand. Another challenge that must be faced in online learning is the difficulty of financing internet packages. Teachers must ensure the readiness of students to take part in online learning. Then there must be an agreed application that does not require a large internet quota.

b) Students' perception

1. Perception

1) Defintion of Perception

(Danarjati, 2013:23) defines perception as a process how someone can be selective, manageable and interpret some information and experiences and then can make a conclusion. It means, perception is some view of an object and after that they can interpret the meaning and make a conclusion.

(Syafwar, 2009:68) states perception as a process to decide, to organize, and to interpret the stimulation that accepted by individual. In short, perception is same as a sight, how someone look something and how someone can interpret something. In this case, the perception will come after seeing some object or activity like performance of the students. Seeing that activity, the others students can interpret the meaning of the process of the activity.

Then, (Walgito, 2004: 87) states that perception as a process of receiving the stimulus through the sense to get the conclusion about an

object or event. It can be known that perception is a process someone give a stimulus about some objects or some activity. When the students start to think and they can make a conclusion about the activity that we called as perception.

Based on the previous definition, it can be concluded that perception is a point of view from someone based on the activity or performance that they looked. When they looking some performance or activity they will make a conclusion or opinion about that. So, this case the researcher talk about students' perception on feedback given by lecturer in micro teaching class.

2) Principles of Perception

Sobur in (Handayani, 2015: 11) principles of perception are complexity, proximity, unity and closure. In complexity, there is no relation between messages with another message that enter our mind. In proximity, message that physically same each other. In unity, people make perception about everything they see. And in closure, people make perception as a picture that is not complete as a picture that is complete.

Slameto in (Elsara, 2013: 12), there are five basic principles of perception that the teacher need to know and understand. Those principles are as follow:

- 1) Perception is relative not absolute. It means that the teacher can know students' perception toward something if the teacher see the event. The teacher can change his/her perception toward something if she/he see the new event or object.
- 2) Perception is selective. It means that someone perception can select what they should give perception and should not give. They can select before give the perception.

- 3) Perception has arrangement. This principle shows that a teacher must convey the subject systematically in teaching a subject's
- 4) Perception influence by expectation and readiness. In this case expectation or readiness from someone will influence his/her perception.
- 5) Perception is different both individual and group to another. Every people has their own perception toward something. They rare to have the same perception toward something.

Based on the explanation above, we can summarize that there are nine principles of perception. Those principles are complexity, proximity, unity, closure, relative, selective, has arrangement, influence by expectation and readiness, and the last one is perception is different each other.

3) Types of Perception

Perception can be divided into some types. Walter in (Handayani, 2015:12), there are five types of perception, named self-perception, environmental perception, learned perception, physical perception and cultural perception. First, self-perception is perception that is formed based on the self-esteem, self-concept, and self-efficacy. Second, environmental perception is perception that is formed based on the context or the environment where the information receive. Third, learned perception is perception that is formed around personality, culture, and habit of someone. Fourth, physical perception is perception that is tangible, for example; how the eyes see and how the bran process when someone give their perception. Last, cultural perception is the largest perception because related to our culture and this perception is different from other.

Richard in (Sari,2013: 13), he divided three types of perception that are namely; visual, auditory, and speech. The first, visual

perception is perception of visual information and stimuli. In visual perception someone deal with visual object or event. Visual perception is used to see how good something does by other and then we can give the perception based on what we see. The second, auditory perception is perception of information and stimuli detect different kinds of caustic signals, and to guide difference in acoustic characteristics as their frequency, amplitude, duration, order of occurrence and rate of presentation. The last, speech perception is the understanding or comprehension of speech. It means that someone perception is different each other toward their speech.

Based on the explanation above, we can conclude that there are seven types of perception are self-perception, environmental perception, learned perception, physical perception, cultural perception, visual perception, auditory, and speech perception.

4) Components of Perception

There are some components of perception that given by experts. Several experts offer the components of perception as follows: According (Walgito, 2004) there are three components of perception. They are cognitive, affective and conative component. The first one is cognitive component, cognitive means perceptual component. It includes knowledge, opinion, and belief about an object or even. It is related to someone's perception toward an object.

The second one is affective component. It can be called emotional component, includes like and dislike sense about an object or even. Like sense is a positive thing. And dislike sense is negative thing. This component indicates direction of attitude that can be positive or negative thing.

The last one is conative. It is known as action component. This component related to action tendency toward object of attitude of

perception. It indicates intensity of attitude. The intensity of attitude can be small or big action tendency.

In conclusion cognitive includes knowledge, opinion, and believe toward an object. Affective component includes like and dislike toward and object. Conative component includes an action tendency toward an object.

Masbow in (Lendra, 2012, p. 182) argues that there components of perception. First, cognitive component (perceptual component) is a component of perception that is related to someone's knowledge, opinion and belief toward an object. Second, affective component (emotional component) is a component of perception that is related to action tendency toward an object.

Based on the explanation above, it can be concluded that perception is consist of three components. Those components of perception are cognitive, affective and conative component

c) Students' Achievement

1) Definition Students' Achievement

Students' achievement is a representative outcomes that indicate the level to the students has attained specific learning goals. Students achievement investigated by question design based on taxonomy blooms categories, exam and assignment score were used evaluation students achievement (alamri, 2019, p. 106). Students' achievement is realized in a final result, namely the report card, the value of national exam. Students' achievement merupakan alat ukur yang dilakukan oleh guru sebagai bukti pencapaian siswa terhadap materi yang diberikan (Niza syaveny, 2018). Achievement is about how success the students' achievement is target measured by competence of the students in learning which are shown by score as a sign and score is not a final expectation. So that learning achievement matter in school that is expressed in the form of scores obtained from the result of tests on a particular subject matter. Can master the material of the learning object (Fitriwati, 2018)

2) Achievement Factor

The achievement factor can be divided into two, they are:

1) Factor internal

Factor internal come from students, including interest and learning, motivation, talent, and perception, both on students' perception of the subject and teacher.

2) Factor external

Factor come from outside of students, such as the learning, environment, family, socioeconomic background of the family, and parents' attention in helping to overcome learning difficulties experienced by students Slamanto in (Rahmawati, 2021)

B. Relevant of studies

Based on literature that writer read, the writer found researcher with students perception toward the impact of online learning on their English achievement.

(Rakhmanina, 2020) had done this study aims to describe students' perceptions of learning English online during the Covid-19 pandemic. Study applied quantitative descriptive by relying on the survey. She examines at IAIN Bengkulu. She uses 66 students her used purposive sampling. She research Students' Comprehension of Language Skills. The results of this study indicate that most students are interested in online learning. Online learning is considered more fun and flexible. The equation of the researchers is that they both examine students' perception on online learning and use quantitative. The difference between the researcher and her is that the researcher research about Students' perception toward of online learning on their achievement. The researcher studied at SMP N 1 Rambatan using a total sampling technique and used 100 students. Strongly positive research results

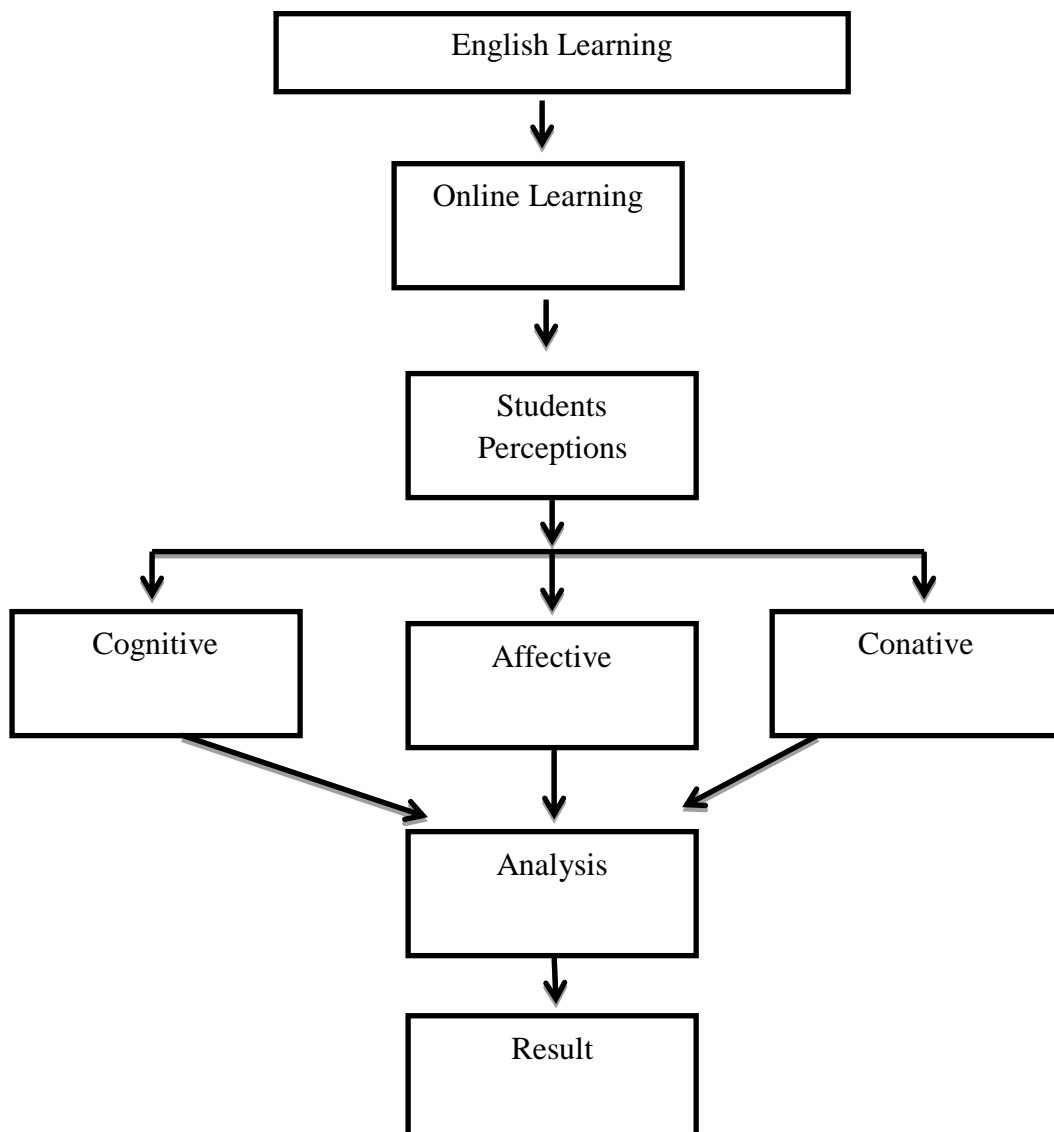
(Marsudi, 2020) had done this study aims to describe students' perceptions of online English learning and their achievements during Covid 19 at the Medan Aviation Management Vocational School. This research is a qualitative descriptive study. Qualitative research is a type of research that does not include calculations or numbering. The population in this study was all students of class X SMK Aviation Management. This study concludes those students' perceptions of online learning and their English achievement during covid-19 at the Medan Aviation Management Vocational School that online learning is very helpful for English teachers in teaching during this pandemic. What researchers have in common with him is that they both examine students' perceptions of online learning and their English achievement. The difference between the researcher is that the Researchers researched at SMP N 1 Rambatan with 100 students researcher uses a

quantitative method with total sampling and the results of students' perceptions of the impact of online learning on their English learning achievement are strongly positive.

C. Conceptual Formwork

In this research, the research focus on students' perception toward the impact of online learning in relation to their English achievement. English learning what is done at school is online learning from online learning there are students' perceptions consisting of cognitive, affective and conative which are carried out using analysis methods and produce results

The following diagram show the conceptual framework of this Research



BAB III

RESEARCH MEODOLOGY

A. Research Design

The design of this research was quantitative descriptive research. (Gay, Mills & Airasian, 2012:11), state that survey research involves collecting data in order to answer questions related to people's opinions that concerning the current status of object of study.

The researcher applied cross sectional design to get the data. (Gay, et al, 2012:184) cross sectional is collects the data only one point in time. Related to the nature of descriptive research above, this study conduct a research to answer the question concerning about regarding students' perceptions toward the impact of online learning in relation on their English achievement.

The first thing to do before distributing the data is to make a questionnaire grid, after lowering it into a questionnaire, after the questionnaire is made the researcher gives it to 3 experienced lecturers to make their lecturers as validators to validate the questionnaires that will be distributed to respondents. After the questionnaire is validated by the lecturer, the researcher must enter it into the formula to see how high the validation is for the questionnaire made by the researcher. The results of the questionnaire obtained by researchers from 3 validators were high. So that researchers can distribute questionnaires that have been validated by lecturers to be distributed to respondents.

B. Population and Sample

1. Population

In this research the researcher took the population, of the research was VII grade in SMP 1 Rambatan. Population is generalization area consists of object that has quality and specific characteristic which is

determined as research and then having conclusion from the research (Sudijono 2007: 117).

These were 100 students taken learning English in SMP 1 Rambatan which is divided into three parallel. The description of the population of this research can be seen in the following table:

Table 3.1
Population of Research

No	Classes	Number of Students
1	Class VII.1	34 Students
2	Class VII.2	33 Students
3	Class VII.3	33 Students
TOTAL		100 Students

The table shows that there were 100 students of grade VII participated.

2. Sample

Of this research used total sampling. Because the population of this research is less than 100. (Fraenkel & Wallen, 2009: 106), in the descriptive research a minimum sample is 100. The sample of this research is about 100 students.

C. Technique of Data Collection

1. Research Instrument

In this research the researcher used questionnaire as an instrument to know about of the students' perception toward the impact of online learning on their English achievement questionnaire is a technique in collecting data or some written questions that is used to get information and responses from the respondent. The questioner uses 40 items. (Sugiyono, 2007: 199) questionnaire as one of techniques data analysis that was done by giving a group of written questions of statements to the

responses to be answer. It is suitable for this research because questionnaire can be used if there are a big number of respondents.

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D. Technique of Data Collection

1. Research Instrument

In this research the researcher used questionnaire as an instrument to know about of the Students' Perception Toward The Impact Of Online Learning In Relation To Their English Achievement Questionnaire is a technique in collecting data or some written questions that is used to get information and responses from the respondent. The questioner uses 40 items. (Sugiyono, 2007: 199) questionnaire as one of techniques data analysis that was done by giving a group of written questions of statements to the responses to be answer. It is suitable for this research because questionnaire can be used if there are a big number of respondents.

In this used a closed-ended questionnaire. (Sugiyono, 2007: 201) closed-ended questionnaire is questions that need short answer of the respondent just need to choose one. Answer from the questionnaire, The items of questionnaire developed based on theories of purpose about students' perceptions toward the impact of online learning in relation on their English achievement. By using closed-ended questionnaire helps the respondents answer quickly and the researcher cays to conduct data analysis later.

The questionnaire was constructed by the researcher in Indonesia language. Which is used some step to construct the questionnaire. First,

the researcher identifying variable of the problem. Second, elaborating variable into sub variable. Third, finding out the indicators of each sub variable. Fourth, finding out the sub indicators of indicators. Fifth, ranking description from each sub indicators into questionnaire items. The last, completin questionnaire with instruction (Arikunto 2005:135) Wich is the questionnaire distributed by using questioner. Because when the researcher come to school and enter students into each class and then the researchers distribute questioner and that save the time.

In measuring instruments the researcher used Likert Scale as basic type to measure questionnaire. (Gay, et al, 2012: 157) states that Likert Scale is aimed to ask individual to respond to a series of statement. The scale is divided into five categories. They are Strongly Agrees for Strongly Agree (SS), Agrees for Strongly Agree (S), Undecided for Doubts. Doubtful (RR) (TS), Strongly Disagrees for Strongly Disagree (STS).

The score was given based on each item. The score for positive items will arrange as follows: SS = 5, S = 4, RR= 3 TS-2 and STS-1. Meanwhile, the score for negative will arrange as follow: SS-1, S-2, RR=3, TS-4 and STS = 5, The score can be explained in the table below.

Table 3.2
Score for Categories Statement

Categories	Statement	
	Positive	Negative
Sangat Setuju	5	1
Setuju	4	2
Ragu – ragu	3	3
Tidak Setuju	2	4
Sangat Tidak Setuju	1	5

To create a good questionnaire, it should have validity. For more explanation about it, it is discussed as follow:

a. Validity

Validity is the most important characteristics of a test in order to get the appropriate data collection. According to Gay, et al (2012: 160), validity is the most important characteristics of the test or measuring instrument can process. The researcher arranged the questionnaire must be measure what the purpose is to measure. Therefore, the researcher measured about Students' perception Toward the Impact of online learning In Relation to Their English Achievement by using questionnaire.

The researcher conducted several ways to ensure the validity of the contents of the instruments. (Hendryady, 2017. 171) content validity ensures that measurements include a sufficient set of items and represent concepts. The more items reflecting the whole concept of being measured, the greater the content validity. Based on this, the initial step that researchers did was the researcher made a comparison table of experts opinions regarding the purposes about students' perceptions toward the impact of online learning in relation on their English achievement , then the researcher drawn a conclusion. After drawing conclusions from the table, the researcher made a table specification of instrument which translated into research instrument.

(Sugiyono, 2012: 129) technically the content validity testing can be helped by using the table specification. After the research instrument completed, the researcher asked three validators to validate the instrument by attaching an application letter willing to be a validator, validation sheet, table of specification of the instrument, and research instruments. Reason the researcher in choosing the three validators is that, first validator are lecturer educational background that includes about English score. The second and third validator is teacher who English subject, where case to correct or not how the researchers contract the theory is questionnaire. After the reaseacher validates the instrument to the validators on Friday, July 8, 2022. Then the researcher collected the instrument from validators on Monday, July 18, 2022. There are several suggestions given by the three validators, among them avoiding multiple interpretations, statement questionnaire should brief, making clear misspellings, remove some questionnaire statement. Then, the researcher revised the questionnaire in accordance with the suggestions of the validators.

In calculatong content validity the researcher used the Aiken's V formula in (Hendryady, 2017: 173) wich is, to calculate the content validity coefficient based on the results of evaluating three validators for an item in terms of the extent of the items. Represents the measured construct. The following is the Aiken formula that researchers use

$$V = \frac{\sum s}{[n(C-1)]}$$

$$S = R - l_o$$

Where: l_o = Lowest scoring rate

C= Highest score

R= The number given by the validator

n = Number of validator

The validity of this instrument in general after used Aiken's formula is 0.6 (High validity). This instrument can already be considered to have adequate content validity.

b. Reliability

Reliability (Jack, 2009: 141), A reliable instrument is one that gives consistent results. (Marguerite, 2010: 93), Reliability refers to the consistency of scores that is an instrument's ability to produce approximately the same score for an individual over repeated testing or across different raters. In analyzing the reliability of the questionnaire, the researcher used IBM SPSS 22.

2. Research Procedures

In planning the research, there are several procedures followed.

They are

a. Preparation

- 1) Focused on the problem and theories
- 2) Identified the problem and variable that used
- 3) Collected the relevant sources and references
- 4) Prepared and wrote research proposal
- 5) Consulted the proposal with the advisor
- 6) Revised the proposal
- 7) Prepared the questioner
- 8) Consulted the questioner
- 9) Revised the questioner
- 10) Had a seminar proposal

b. Operation

- 1) Tried the questioner
- 2) Analyzed the questioner
- 3) Distributed the questioner to collect the data
- 4) Collected the students' questioner

- 5) Checked the questioner that the students had done
 - 6) Score the questioner
 - 7) Analyzed the questioner
 - 8) Described the result of the questioner
- c. Post
- 1) Interpret the data
 - 2) Took conclusion and suggestion

E. Technique of Data Analysis

Researchers collected data by using a questionnaire to obtain responses from students. Before using the questionnaire, the researcher asked the lecturer to validate the questionnaire. The researcher used 100 students as the sample group. The researcher made a questionnaire so that students could fill it out. , the researcher believes that it is the best used by the questionnaire. Questionnaires are good data that allows researchers to build questions, and replies using the capabilities of forms.

In analyzing the data, the researcher used the descriptive analysis to analysis the data. In this technique, the researcher did some steps. They are

1. Collecting the questionnaire from the respondents.
2. Checking and Calculating frequency of students' answer for each option by using formula that suggested by Sudijono (2005:43) that is:

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

Where:

P = Percentage

F = Frequency of total score

N = Number of sample

3. Finding high score and low score, class interval, frequency, and percentage from the data.

4. For interpreting the result of the questionnaire the reseacher will use the categories of Djemari et al from Yogyakarta University page 28 in Sari (2013:32) as follow:

Class Interval	Interpretation	F	%
$>(0.80 \times \text{max score})$	Strongly Positive		
$(0.60 \times \text{max score}) - (0.80 \times \text{max score})$	Positive		
$(0.40 \times \text{max score}) - (0.60 \times \text{max score})$	Negative		
$<(0.40 \times \text{max score})$	Strongly Negative		

5. Drawing the conclusion based on the result of mean.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses the description of research results, data analysis and discussion of research results

A. Description of Research Results

The score of students' perception toward the impact of online learning on their English achievement of class VIII students at SMPN 1 Rambatan can be seen in the table below:

Tabel 4.1
The Score of Students' Perception Toward the Impact of Online Learning on Their English Achievement

No	Respondents	Score	Respondents	Score	Respondents	Score
1	R1	179	R34	183	R67	177
2	R2	189	R35	177	R68	182
3	R3	176	R36	182	R69	181
4	R4	165	R37	183	R70	129
5	R5	174	R38	176	R71	186
6	R6	171	R39	169	R72	179
7	R7	157	R40	179	R73	126
8	R8	182	R41	181	R74	141
9	R9	180	R42	179	R75	121
10	R10	178	R43	173	R76	181
11	R11	154	R44	115	R77	185
12	R12	181	R45	184	R78	140
13	R13	123	R46	180	R79	137

14	R14	126	R47	124	R80	120
15	R15	180	R48	119	R81	185
16	R16	122	R49	181	R82	108
17	R17	121	R50	116	R83	138
18	R18	122	R51	118	R84	144
19	R19	117	R52	137	R85	123
20	R20	179	R53	114	R86	200
21	R21	133	R54	173	R87	176
22	R22	182	R55	179	R88	180
23	R23	128	R56	180	R89	185
24	R24	126	R57	175	R90	187
25	R25	190	R58	177	R91	180
No	Respondents	Score	Respondents	Score	Respondents	Score
26	R26	127	R59	179	R92	186
27	R27	135	R60	173	R93	145
28	R28	124	R61	177	R94	143
29	R29	180	R62	169	R95	187
30	R30	184	R63	188	R96	147
31	R31	180	R64	177	R97	142
32	R32	181	R65	181	R98	183
33	R33	180	R66	178	R99	178
34					R100	179

Total	16183
Mean	161.83

For the calculation please see appendices 9

Based on the table above, it can conclude that highest score is 200 for number of 86 and the lowest score is 108 for number of 82.

Then, the researcher calculated the frequencies table of Students' Perception Toward the Impact of Online Learning on Their English Achievement

Tabel 4.2

Frequency Table of The Score of Students' Perception Toward the Impact of Online Learning on Their English Achievement

Score	Frequency	Score	Frequency
108	1	145	1
114	1	147	1
115	1	154	1
116	1	157	1
117	1	165	1
118	1	169	3
119	2	171	1
120	1	173	2
121	2	174	1
122	2	175	1
123	2	176	3
124	2	177	5

126	3	178	2
127	1	179	8
128	1	180	9
Score	Frequency	Score	Frequency
129	1	181	7
133	1	182	4
135	1	183	3
137	2	184	2
138	1	185	3
140	1	186	2
141	1	187	2
142	1	188	1
143	1	189	1
144	1	190	1
		200	1
Total			100

Based on the frequency table above, we can conclude that there is one students who got the lowest score of 108, and there is one student who got the highest score of 200. Then, the categorizing of Students' Perception Toward the Impact of Online Learning on Their English Achievement can be seen as follows:

Category of students' perception toward the impact of online learning on their English achievement.

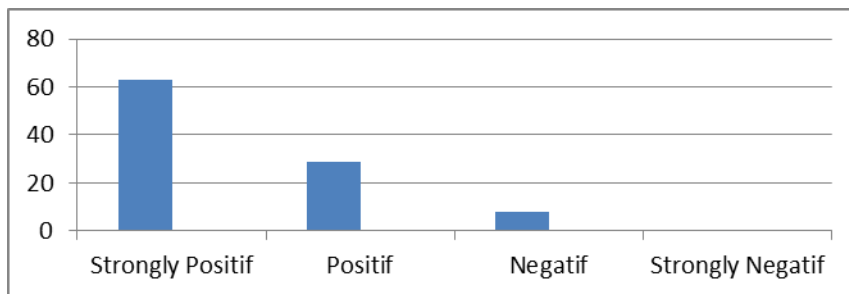
Tabel 4.3

Category of Students' The Score of Students' Perception Toward the Impact of Online Learning on Their English Achievement

Class Interval	F	%	Interpretation
>160	63	63%	Strongly Positive
120-160	29	29%	Positive
79-119	8	8%	Negative
<79	-	-	Strongly Negative
Jumlah	100	100%	

Based on the table above, it can be seen that the perception of the students are strongly positive (63%). Moreover, the histogram can be seen as follows:

Histogram 1
Percentage of Students' Perception Toward the Impact of Online Learning on Their English Achievement



Moreover, the researcher got the intensity of students' perception toward the impact of online learning in relation to their English achievement divided into three components are cognitive, affective, and connative. The result can be seen in data analysis below.

B. Data Analysis

There are three components students' perception toward the impact of online learning in relation to their English achievement, they are cognitive, affective and connative. They are 20 items for cognitive, 14 items for affective, and 6 items for connative. The data can be seen as follows:

1. Students' Perception students' perception toward the impact of online learning on their English achievement in term of Cognitive Components

Cognitive components or perceptual is component that related to knowledge, opinion and belief that is good thing that related how person's perception toward object. The score of components of students' perception toward the impact of online learning on their English achievement in term of cognitive components can be seen in table below.

Tabel 4.4**The Score of Students' Perception Toward the Impact of Online on Their English Achievement in Term Of Cognitive Componet**

No	Respondents	Score	Respondents	Score	Respondents	Score
1	R1	90	R34	91	R67	88
2	R2	97	R35	90	R68	94
3	R3	88	R36	92	R69	87
4	R4	82	R37	91	R70	64
5	R5	88	R38	87	R71	92
6	R6	84	R39	81	R72	93
7	R7	83	R40	88	R73	66
8	R8	93	R41	90	R74	73
9	R9	91	R42	90	R75	68
10	R10	90	R43	88	R76	91
11	R11	82	R44	64	R77	96
12	R12	91	R45	92	R78	72
13	R13	67	R46	90	R79	72
14	R14	64	R47	61	R80	61
15	R15	91	R48	64	R81	91
16	R16	62	R49	90	R82	56
17	R17	64	R50	64	R83	69
18	R18	66	R51	64	R84	72
19	R19	60	R52	67	R85	63

20	R20	89	R53	65	R86	100
21	R21	70	R54	89	R87	88
22	R22	92	R55	93	R88	92
23	R23	67	R56	94	R89	94
24	R24	64	R57	89	R90	95
25	R25	98	R58	91	R91	93
26	R26	64	R59	91	R92	94
27	R27	67	R60	82	R93	75
28	R28	62	R61	88	R94	82
29	R29	88	R62	81	R95	94
30	R30	92	R63	93	R96	73
31	R31	92	R64	89	R97	74
32	R32	91	R65	93	R98	94
33	R33	91	R66	89	R99	90
					R100	90
Total						8227
Mean						82.27

For the calculation please see appendices 10

Based on the table above, it can conclude that highest score is 100 for number of 86 and the lowest score is 56 for number of 82.

Then, the researcher calculated the frequencies table of students' perception toward the impact of online learning on their English achievement in term of cognitive was showed by frequency table and its table as follow:

Tabel 4.5
Frequency Table of Students' Perception Toward the Impact of Online Learning on Their English Achievement in Term Cognitive Componet

Score	Frequency	Score	Frequency
56	1	82	4
60	1	84	1
61	2	85	1
62	2	87	2
63	1	88	13
64	9	89	5
65	1	90	9
66	2	91	11
67	4	92	7
68	1	93	5
70	1	94	6
72	3	97	1
73	2	98	1
74	1	100	1
81	2		
82	4		
Jumlah	100		

Based on the frequency table above, they are 20 items for cognitive and we can conclude that there are one student who got the lowest score of 56, and there are 13 students who got the highest score of 88.

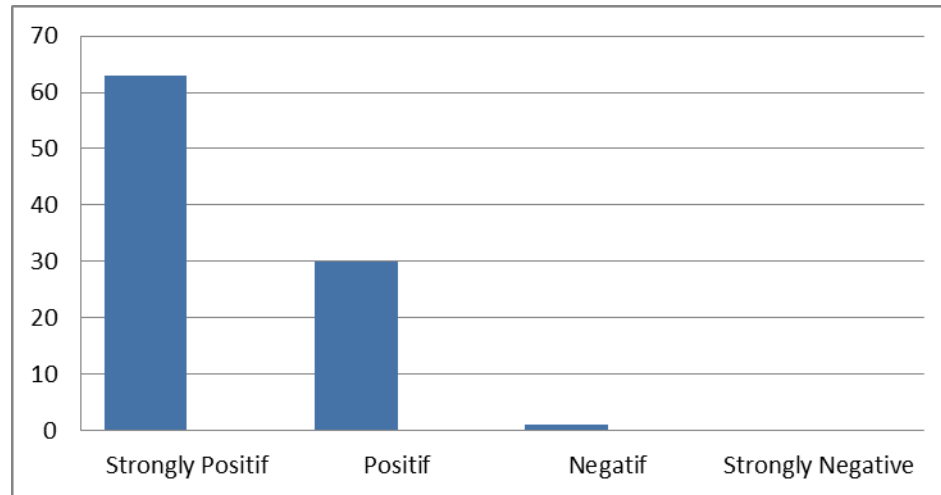
Then, the of students' perception on toward the impact of online learning on their English achievement in term of cognitive components.

Tabel 4.4
The of Students' Percerval Toward the Impact of Online Learning on Their Achievement in Term Cognitive Component

Class Interval	F	%	Interpretation
>80	69	69%	Strongly Positive
60-80	30	30%	Positive
39-59	1	1%	Negative
<39	-	-	Strongly Negative
Jumlah	100	100%	

From the table above, it can be seen that the students' perception toward the impact of online learning in relation to their English achievement in term of cognitive components are strongly positive (69%), positive (30%) and Negative (1%). Moreover, the histogram can be seen as follows:

Histogram 2
Percentage of Students' Perception On Toward Impact Of The Online Learning In Relation To Their Achievement in Term Cognitive Component



2. Students' Perception toward the impact of online learning on their English achievement in term of Affective Components

Affective or emotional component is component that related to like or dislike toward perception object. The score of students' perception toward the impact of online learning on their English achievement in term of affective components can be seen in the table below:

Tabel 4.5
Score of Students' Perception Toward the Impact of Online Learning on Their English Achievement in Term of Affective Components

No	Respondents	Score	Respondents	Score	No	Respondents	Score
1	R1	62	R34	64	51	R68	61
2	R2	64	R35	61	52	R69	65
3	R3	62	R36	64	53	R70	46

4	R4	58	R37	65	54	R71	65
5	R5	63	R38	61	55	R72	59
6	R6	59	R39	63	56	R73	42
7	R7	53	R40	67	57	R74	47
8	R8	64	R41	64	58	R75	38
9	R9	62	R42	62	59	R76	63
10	R10	60	R43	61	60	R77	62
11	R11	44	R44	34	61	R78	45
12	R12	64	R45	68	62	R79	39
13	R13	40	R46	64	63	R80	36
14	R14	45	R47	43	64	R81	65
15	R15	61	R48	38	65	R82	35
16	R16	41	R49	64	66	R83	50
17	R17	40	R50	35	67	R84	48
18	R18	39	R51	37	68	R85	39
19	R19	38	R52	48	69	R86	70
20	R20	62	R53	31	70	R87	64
21	R21	42	R54	61	71	R88	61
22	R22	61	R55	60	72	R89	62
23	R23	38	R56	61	73	R90	63
24	R24	40	R57	63	74	R91	64
25	R25	65	R58	60	75	R92	67

26	R26	45	R59	61	76	R93	47
27	R27	47	R60	64	77	R94	40
28	R28	46	R61	63	78	R95	65
No	Respondents	Score	Respondents	Score	No	Respondents	Score
29	R29	65	R62	61	79	R96	50
30	R30	65	R63	67	80	R97	47
31	R31	64	R64	60	81	R98	61
32	R32	66	R65	62	82	R99	61
33	R33	61	R66	59	83	R100	64
34			R67	61			
Total							5534
Mean							55.34

For the calculation please see appendices 11

Based on the table above, it can conclude that highest score is 70 for number of 86 and the lowest score is 31 for number of 53.

Then, the frequency table of of students' perception toward the impact of online learning on their English achievement in term of affective was showed by frequency table and its table as follow:

Tabel 4.6
Frequency Table of Students' Perception toward the
Impact of Online Learning on their English Achievement
in term of Affective Components

Score	Frequency	Score	Frequency
31	1	48	2
34	1	50	2

35	2	53	1
36	1	58	1
37	1	59	3
38	4	60	4
39	3	61	15
40	4	62	8
41	1	63	6
42	2	64	13
43	1	65	8
44	1	66	1
45	3	67	3
46	2	68	1
47	4	70	1
Jumlah			100

Based on the frequency table above, there are 14 items for affective and we can conclude that there are one students who got the lowest score of 31, and there are one students' who got the highest score of 70. Then, the categorizing of students' perception toward the impact of online learning in relation to their English achievement in term of affective components:

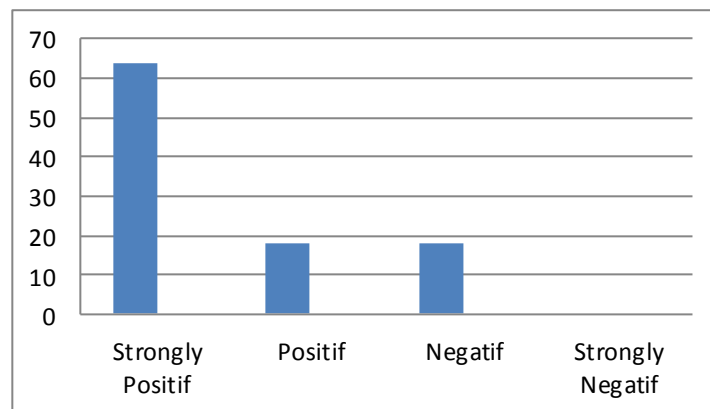
Tabel 4.7
Category Students' Perception toward the
Impact of Online Learning on their English Achievement
in term of Affective Components

Class Interval	F	%	Interpretation
>56	64	64%	Strongly Positive

42-56	18	18%	Positive
27-41	18	18%	Negative
<27	-	-	Strongly Negative
Jumlah	100	100%	

From the table above, it can be seen that the perception of students' perception toward the impact of online learning in relation to their English achievement in term of affective components are strongly positive (64%). 18% positive, 18% negative. Moreover, the histogram can be seen as follows:

Histogram 3
Percentage of Students' Perception Toward the Impact of Online Learning on Their English Achievement in Term of Affective Components



3. Students' Perception Toward the Impact of Online Learning on their English Achievement in term of Conative Components

Conative or action component that related to action tendency toward attitude's object. The score of students' perception toward the impact of

online learning on their English achievement in term of conative can be seen in the table below:

Tabel 4.8
Score of Students' Perception Toward the Impact of Online on Their English Achievement in term of Conative Components

No	Respondents	Score	Respondents	Score	Respondents	Score
1	R1	28	R34	28	R67	28
2	R2	28	R35	26	R68	27
3	R3	26	R36	26	R69	28
4	R4	24	R37	28	R70	19
5	R5	24	R38	27	R71	29
6	R6	27	R39	24	R72	26
7	R7	22	R40	25	R73	18
8	R8	26	R41	28	R74	21
9	R9	27	R42	27	R75	15
10	R10	27	R43	25	R76	26
11	R11	27	R44	17	R77	28
12	R12	26	R45	25	R78	22
13	R13	18	R46	25	R79	25
14	R14	19	R47	20	R80	22
15	R15	28	R48	17	R81	29
16	R16	21	R49	27	R82	15
17	R17	18	R50	17	R83	20

18	R18	19	R51	17	R84	24
19	R19	19	R52	21	R85	19
20	R20	27	R53	17	R86	30
21	R21	21	R54	23	R87	25
22	R22	28	R55	27	R88	27
23	R23	22	R56	26	R89	29
24	R24	21	R57	24	R90	29
25	R25	27	R58	27	R91	23
26	R26	19	R59	27	R92	26
No	Respondents	Score	Respondents	Score	Respondents	Score
27	R27	21	R60	27	R93	23
28	R28	17	R61	27	R94	21
29	R29	28	R62	27	R95	29
30	R30	27	R63	28	R96	24
31	R31	25	R64	28	R97	20
32	R32	25	R65	27	R98	28
33	R33	27	R66	29	R99	27
34					R100	26
Total						2431
Mean						24.31

For calculation please see appendices 12

Based on the table above, it can conclude that highest score is 30 for number of 86 and the lowest score is 15 for number of 75,82,

Then, the researcher calculated the frequencies table of students' perception toward the impact of online learning in relation to their English achievement in term of conative was showed by frequency table its table as follow:

Tabel 4.9
Frequency Table of Students' Perception Toward the Impact of Online Learning on Their English Achievement in term of Conative Components

Score	Frequency	Score	Frequency
15	2	22	4
17	6	23	3
18	3	24	6
19	6	27	21
20	3	28	14
21	7	29	6
		30	1
Total	100		

Based on the frequency table above, there are 6 items for connative and we can conclude that there are two students who got the lowest score of 15, and there are one students who got the highest score of 30. Then, the categorizing of students' perception toward the impact of online learning in relation to their English achievement in term of conative components:

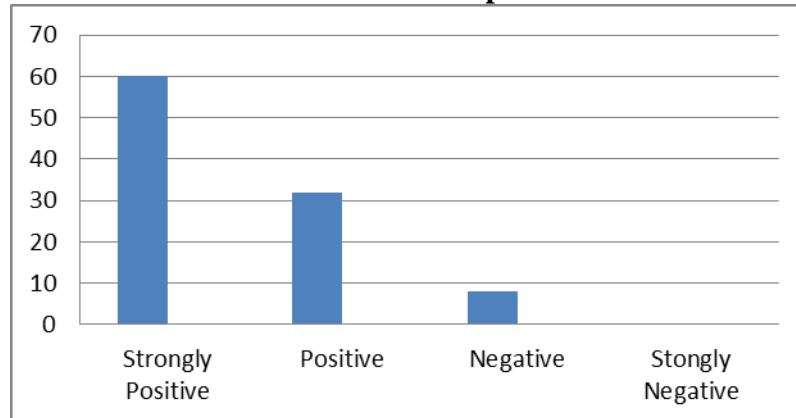
Tabel 4.10
Category of Students' Perception Toward the Impact of Online Learning on Their English Achievement in Term of Conative Components

Class Interval	F	%	Interpretation

>24	60	60%	Strongly Positive
18-24	32	32%	Positive
11-17	8	8%	Negative
<11	-	-	Strongly Negative
Jumlah	100	100%	

From the table above, it can be seen that the students' perception toward the impact of online learning on their English achievement in term of conative components are strongly positive (60%), (32%) positive and (8%) negative. Moreover, the histogram can be seen as follows:

Histogram 4
Percentage of Students' Perception on The Online
Listening Monologue For Academic Life
in The Mid of Pandemic Covid-19
in term of Conative Components



B. Disussion

Based on the theory that has been studied about students' perception in relevant studies, it is related to the research studied by the researcher, namely both researching students' opinions about learning English online and having a difference, namely the first to do research at IAIN Bengkulu. The second conducted research in class X SMK in Medan, the first researcher used both quantitative research with researchers and the second used qualitative research. The results of the first study with the second research, namely the first, that almost all students are interested in online learning, because online learning is more fun and flexible. The results of the second researcher are in the opinion of students in online learning on the achievement obtained by students, which greatly helps English teachers in teaching during the pandemic.

Based on the data analysis about students' perception toward the impact of online learning on their English achievement, it had showed some assumption could be taken about students' perception toward the impact of online learning on their English achievement. There is a Likert Scale to describe it namely, strongly positive, positive, negative and strongly negative.

After analyzing the data about students' perception toward the impact of online learning on their English achievement, it was found that strongly positive. It can be seen that, the highest percentage in strongly positive. It means that the students perceive or accept a the online the impact of online learning on their English achievement with their personality and they perceived it was good for them.

In having perception on the impact of online learning on their English achievement, there are three components considered, they are cognitive components, affective components, and conative components. It is supported by (Walgito 2004: 86) states that three components of perception.

First, cognitive components. After analyzing cognitive component of students perception on the impact of online learning on their English

achievement. It was found that strongly positive. It means that the students had good knowledge in studying English on online learning

Second, affective components. After analyzing affective components of students perception on the the impact of online learning on their English achievement, it was found that strongly positive. It means that the most of students like and felt that by the impact of online learning on their English achievement,made them interesting in learning.

Third, conative components. After analyzing conative components of students perception on the impact the impact of online learning on their English achievement, it was found that strongly positive. It clears that they are active in the studying English online learning in the class.

Based on explanation above, students' perception toward the impact of online learning on their English achievement in cognitive, affective, and conative term had strongly positive. It means that, students perception on the impact of online learning on their English achievement give advantages for them, like on the English online learning and the impact of online learning on their English Achievement and also give contributions for them.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on data description and analysis, it can be conclude that Students Perception Toward the Impact of Online Learning on Their English Achievement are “*Strongly Positive*”. This research also answered the specific research question as follows:

1. Students’ perception toward the impact of online learning on their English achievement in term of cognitive components are strongly positive.
2. Students’ perception toward the impact of online learning on their English achievement in term of affective components are strongly positive.
3. Students’ perception toward the impact of online learning on their English achievement in term of connative components are strongly positive.

B. Suggestion

a) English Teacher

The results of this study are expected to anticipate what the students’ perception toward the impact of online learning on their English achievement, and teachers can anticipate the way if students learn online learning again.

b) Students

The results of this study show that students perception towards online learning in English subjects.

c) The researchers themselves

This Through this research, researchers can enrich the understanding of the impact of online learning on the English students’ achievement. In addition, The requirements for obtaining a Bachelor's degree (S1) at the English Teaching Department of University Islamic School (UIN) Mahmud Yunus Batusangkar.

d) The Next Researcher

This research is expected to provide a better understanding and understanding of This research can stimulate other researchers to conduct further investigation. Students' perception toward the impact of online learning on their achievement.

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