# STUDENTS' PERCEPTIONS OF ONLINE ENGLISH LEARNING

# DURING THE COVID-19 PANDEMIC AT SMAN 7 BANDA ACEH

**THESIS**
Submitted in Partial Fulfillment of
the Requirement forthe Degree of
"Sarjana Pendidikan" (S1)

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Skripsi Telah Disetujui Dan Dipertahankan Dihadapan
Tim Penguji Skripsi Program Studi  Pendidikan Bahasa Inggris
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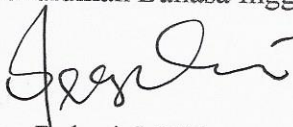
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# PENGESAHAN KELULUSAN

Skripi dengan judul "Students' Perception of Online English Learning During the Covid-19 Pandemic at SMAN 7 Banda Aceh" telah di pertahankan dalam ujian skripsi oleh Putri Husna, 1811060010, program studi Pendidikan Bahasa Inggris, Universitas Bina Bangsa Getsempena, pada 16 November 2022.

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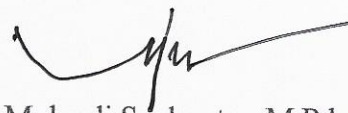Universitas Bina Bangsa Getsempena

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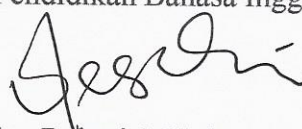
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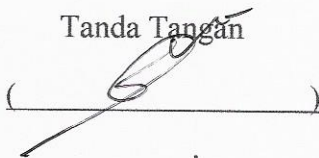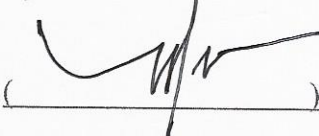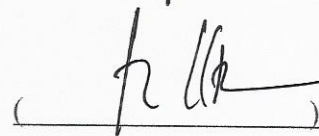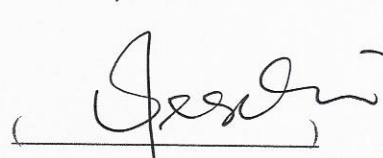Universitas Bina Bangsa Getsempena

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# ACKNOWLEDGEMENT

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# ABSTRACT

Husna. Putri. 2022. *Students Perception of Online English Learning During the Covid-19 Pandemic at SMAN 7 Banda Aceh*. Thesis. English Department Education. Teacher Training and Education Collage. Universitas Bina Bangsa Getsempena Banda Aceh. Advisor I. Dr. Sariakin, M.Pd., Advisor II. Mulyadi Syahputra, M.Pd.

This research focus on the investigation of the students' perception of online English learning in covid-19 pandemic. The aim of this research is to find out the Students' Perception of Online English Learning in Pandemic of COVID-19. The study was executed at SMA Negeri 7 Banda Aceh and the sample of the study was the whole number of the class XI students at the school. The research design used in this study is a descriptive quantitative. The writer used descriptive quantitative study and the research method by using the quantitative research method that attempts to collect quantifiable information for analysis of the population and sample. The instrument of the research is questionnaire. It is utilized to collect and analyze the students' perception about the study. The result of the study through the process of analyzing result shows that many students think and say that the existence of online English learning during the pandemic gives low efficiency and effectiveness.

Keywords: Online Learning, Students' Perception

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# CHAPTER I

# INTRODUCTION

## 1.1 Background of Study

Coronavirus disease (COVID 19) has become an unprecedented shock to every stakeholders all over the world. It affected almost all sectors, one of them is in the education sector. All kinds of educational layers should be postpone the teaching and learning process in class and change it over to a daring system. This system has become the chosen alternative by the government. This circumstance indirectly requires all students to be able to adapt with the change. If the students and teachers fail to make adjustments with the situation, the educational process will be hampered.

Recently, the impact of the corona virus pandemic has widely changed the process of educational activities, thus the central and regional governments of those educational institutions have been being closed for uncertain time. It has done to prevent the spread of the corona virus among students and citizens. As a result, all educational institutions no longer teach and study in the same way they did to due to the preventive way of covid-19 transmission. The lockdown or quarantine policy has been implemented in several nations impacted by the Covid 19 sickness  as the effort to minimize the interaction of many people that potentially leads to the transmission of the corona virus. Not only educational institutions but also others public place, such as stores, cafe, and tourism destination.

According to Puji lestari (2020), in order to reduce the number of Covid

19 sufferers, provincial and local governments create policies in the realm of education, namely, temporarily eliminating face-to-face learning and replacing it with online learning at the school and college levels,manifested in a system known as electronic university (e-University). In Aceh Province, specifically, according to Badan Penanggulangan Bencana Aceh/BPBA (2020) starting March 16 to 30 2020, Temporary Official Governor of Aceh Nova Iriansyah demands all of school in Aceh Province to stop conducting the educational activities at school to be at home. From the levels of Early Childhood Education (PAUD), Kindergarten (TK) and Elementary School (SD), junior high school (SMP) and senior high school (SMA) according to their authority. Then, the statement for home-learning, since May 30th 2020, online learning has continued and face-to-face schools are postponed in definitely. Face-to-face learning, percentages, groups, and discussions during learning hours are something that is usually done in the teaching and learning process, in order to improve quality and a good learning system. But what happened if the teaching and learning process is carried out online at a level senior secondary education? of course this will provide a very large for change every student at the senior secondary level. The online learning is the first learning to be carried out during covid-19 pandemic.

To be exact, the quality of interest and learning outcomes which are obtained is very different from learning in general, which is usually done by students and teacher at school. While, using the online learning system, sometimes does not run smoothly. Recently students and teachers have been facing several struggles during the online learning process as the subject matters

are not completely understood by the students and then the teachers replace them with other assignments. This is a complaint for the student because of several major reason students because the assignments given by the teacher are more.

Taradisa (2020) mentioned this is because students do not understand the learning taught by the teacher because they do not meet face to face and teachers find it difficult to understand student development. The main factor that is even more important is the facilities that students have when learning is courageous because not all students who have computers or smartphones as learning media. Apart from that, the internet factor cannot be reached by all students. However, the experience of learning teaching online is still minimal in Indonesia and some do not even know it at all. Purwanto (2020) entitled Exploratory Study of the Impact of the COVID-19 Pandemic on the Online Learning Process in Elementary Schools show how the online learning process and its obstacles during covid-19. According to the result of this research, students, teachers, and parents face a number of challenges when it comes to teaching and learning activities online, including a lack of technological mastery, the addition of internet quota costs, the existence of additional jobs for parents in assisting children in learning, communication and socialization between students and teachers and parents are reduced.

Several researchers have been conducted on online learning analysis, such as Cahyani (2020), who mentioned High School Students' Learning Motivation in Online Learning during the Covid-19 Pandemic. High motivation to learn can be seen from the student's persistence in facing the assignment given by the teacher,

it has characteristics resilient in the face of every difficulty and also shows a very high interest in learn. However, the results of her research showed a decrease in learning motivation during the pandemic.

Sarma (2020) mentioned Analysis of online learning during the Covid-19 period at Inshafuddin High School Banda Aceh. Based on the finding of the research, Sarma concluded that there was an increase in the mathematics report card scores of Inshafuddin High School students in Banda Aceh during the implementation of online learning, it can be seen based on the results of the documentation obtained in the form of report card scores, as well as the results of interviews with the mathematics teacher and the principal. Therefore, this research is different from the previous studies above.

Furthermore, as the impact of covid-19, Online learning has become the one of alternatives used by every  institutions in the learning and teaching process. Teachers and student interaction did not hold in class but in media like the computer, internet, and so on. It is in line with the statement that online learning is pedagogy empowered by digital technology. In other words, online learning  is a learning process that utilizes digital technology that requires the network connection. So, in this situation that technology institutions  could continue the learning process and achieve their institution's goals. The success in continuing the education process was not as simple as we thought. Online learning in a pandemic situation obtains many problems along its process, especially for Acehnese students. Based on the pre-observation in July 2022 with some students of the English department by using a mobile phone and direct short interview,

many of the teachers do not obey the instruction from the policy about the task given to the student. That can be known by student's comments where they are tired of the assignment from some teachers. Other than that, many students got difficult, too

The researcher conducts research at SMA Negeri 7 Banda Aceh as the research subject because the school also applied the online learning during the Covid-19 pandemic. Next, the researcher conducts research at SMA Negeri 7 Banda Aceh as the research subject because All teachers and students at the school underwent Covid-19 pandemic. Thus, they got impact of Covid-19 pandemic. All teachers SMA Negeri 7 Banda Aceh used the online learning platform namely Quipper Video as the media that support the teacher to conduct teaching and learning process. As elaborated before, many online learning platform in term of application, link, or such things being used as the alternative of teaching and learning process during the pandemic when the offline learning was banned in order to avoid the transmission of the Corona virus. It can be concluded that SMA Negeri 7 is matching the concept of this research so the writer considers that SMA Negeri 7 Banda Aceh is the best choice to conduct this study.

There are some previous study related to this research. The first one is that Hutomo Atman Maulana (2020), he had researched to determine students' perception about daring learning during the covid-19 pandemic at practice course at vocation education. This research was limited to the teaching and learning aspect, facilities, and infrastructure. It is a qualitative descriptive study with all

students of the Applied Undergraduate Program Department of International Business Administration of State Polytechnic of Bengkalis as the population of research. The sample of this research was taken by using purposive sampling techniques that only focused on the students who were taking a practice course since enacted online learning due to the pandemic. The data collected using online questionnaires and in- depth interviews with students to get more detailed information. The data analysis technique used in this study is a qualitative analysis consisting of data collection, data reduction, data presentation, and conclusion. The results showed that student's perceptions of online learning in practice course are positive, with the detailsof teaching and learning aspects of 66.4%, the capability aspect (Lecture's proficiency) of 74.6%, and the facility and infrastructure aspects of 72.7%.

The second one is from La Ode Anhusadar (2020). He had researched to determine students' perceptions about the daring process, to find out the forms of application used in online lectures, and to find out the supporting factors and resistors factors in online lectures. This research was conducted by descriptive survey research methods, the 4th-semester PIAUD students of IAIN Kendari as the sample of this study. The technique of data collection is using interviews and questionnaires. This study finds 53 or 88.3% from 60 students who answer at home, as many as 2 students or 3.3% who answer in the garden and as many as 5 students or 8.3% who answer family or neighbor's house with a good internet network. Students using electronic devices to attend online lectures are smartphones and laptops. Applications that are preferred in online lectures, as

many as 56 students or 91.8% of students use the Whatsapp group application, 4 students or 6.5% of students use the zoom application and 1 student or 1.6% of students use the email application. When asked to students the extent to which the material delivered through online lectures can be understood by 1 student answers very well understood, 23 students answered understood, 34 students answeredsometimesunderstoodandasmanyas4studentsbecamenon-understood. Students as a whole or 100% choose face-to-face lectures compared to online lectures.

Those are the previous researches that related to the students' perception of e- learning. There are similarities and differences between the previous researches with this research. From the first previous research, these are some similarities with this research such as the object of the research, research instrument, collecting data analysis, and method in taking the sample. These are some differences with this research such as the subject of the research, research method, and aspects of the research. From the second previous research, there are some similarities such as technique in collecting data, research instrument, and object of the research. Then, there are some differences with this research such as the subject of the research and research method. From the third previous study, there are some similarities with this research such as the object of the research, and research instrument. There are some differences with this research such as the subject of the research, research method, and location of the research. In line with the other previous researches, from the fourth previous study, the similarity of that

research with this research is the object of the research, and the differences with this research are subject of the research.

Based on the explanation above the researcher attract to conduct this research with the title "Students' Perception of Online English Learning in Pandemic of COVID-19 at SMA Negeri 7 Banda Aceh"

**1.2 The Research Problem**

Based on the explanation on the background, the problem of the research is: What areStudents' Perception of Online English Learning during COVID-19 pandemic at SMA Negeri 7 Banda Aceh?

**1.3 The Aims of the Research**

Based on the problems of the research, the aims of this research are to find out the Students' Perception of Online English Learning during COVID-19 pandemic at SMA Negeri 7 Banda Aceh.

**1.4 The Significant of the Research**

The researcher expects that this research will give some theoretical and practical significance to some readers, such as the teacher and the student as the object of this research. Besides, the researcher should also take advantage in conducting the research.

1) Theoretical benefit

The result of this research is expected to give contribute to the

development of educational matters. It gives a better understanding of the Students' Perception of Online English Learning in Pandemic of COVID-19 at SMA Negeri 7 Banda Aceh.

2) Practical Benefit

The researcher hopes that this research can give benefit the teachers, students, campus, and the other researcher.

a. For the students, this research is expected can give some information about the negative or positive impact of online English learning  for students. The students can get the motivation to keep study in pandemic situations. The student will more aware of their media of learning. They also will be more adapted to the pandemic of covid-19.

b. For the teachers,the result of this research is expected to give information, idea, and even suggestion to the next e-learning and also to the better improvement of their duty as an educator to help their students gain meaningful and useful learning in every situation and condition.

c. For the institution, especially SMAN 7 Banda Aceh, the research finding of this research is expected to give an obvious and detailed description dealing with students' perception of Online learning not only in English but alos in other subject.

d. For the other researcher, the result of this research can be used as an input in teaching by the Online learning process. It is expected that this research can be used as a reference and information to the other researcher who researches the descriptive of students' perception on using Online system in

learning English.

## 1.5 The Scope of Study

Since there are four language skills such as speaking, listening, reading, and writing thus the researcher focuses on speaking skill as the limitation of this research. The researcher focuses on speaking skill because teach and learn process of speaking is easier than the other skill via online.

## 1.6 Definition of Keyterms

To avoid the misconceptions toward the reader in interpreting this research, the researcher provide the definition of some important key points which become the focuses of the research.

1) Online Learning

Online learning is asynchronous learning activities through computer electronic devices that get learning materials that match with their needs.Online-learning refers to the using internet technology to deliver a series of solutions that can improve knowledge and skills.

2) Perception

Perception can be defined as the viewpoint of the person toward an object. It can be known as a person's ability to see, to hear, to feel, and to present or to understand what they feel about their environment, social life physically, and mentality.

3) Speaking

Speaking is a process of expressing a particular idea into a verbal communication by using the language used as the media. It is used to send the point or message from someone's mind so it can be transferred and understandable by the receiver or the listener.

# CHAPTER II

# LITERATURE REVIEW

This research consists of the definition of perception, English, online learning, the impact of learning, and the perception.

## 2.1 Perception

In general, perception can be defined as the viewpoint of the person toward an object. It can be known as a person's ability to see, to hear, to feel, and to present or to understand what they feel about their environment, social life physically, and mentality. Here will be shown some definitions of perception.

Stone and Neilson (2019) state that perception is an intellectual organization of sensory stimuli both internal and external connections with a particular person, objects, or events with meaning and expectation. That definition deals with the definition proposed by Atkinson who stated that perception is the process by which people organize and interpret the pattern of stimuli in the environment. These definitions indicate that perception is from a cognitive process in our mind of a human being. It does not accidentally happen, but it takes a long time to perceive certain events and experiences. Someone should experience something so that perception can be involved. If someone perceives a certain situation in his/ her life, it means that he/she recalls what has been happening in a certain period in the past in the past in the form of objects or events of his/ her experiences. Another point worthy of consideration is a definition processed by Vernon. He points out the three dimensions of perceptions namely

the understanding of the object, the view and action toward the object.

Another important point is some definitions proposed by some following experts. Lindsay and Norman stated that perception is the process by which organisms interpret and organize sensation to produce meaningful experiences of the world. Elliot moreover adds that perception is the ability to recognize familiar persons, objects, or events with meaning and expectation. If someone perceives something, means that he can recall past experiences with object or events; he experiences meaning and has certain expectations about the object or event.The student's perception and expectation about learning English therefore are influenced by their perception.

## 2.2 Online Learning

According Triyono (2020) online learning is one of learning using electronic media. Online learning includes hardware aspects in the form of a set of computers or mobile phones that are interconnected with each other and have the ability to transmit data, either in the form of text, messages, graphics, or sound which obtains learning information from social media in electronic devices such as WhatsApp, zoom meetings, google meetings, google classroom, google form, telegram, etc. Online learning is a method of teaching and learning that makes use of the internet and digital media to provide content.

The online learning approach is said to be more appropriate for today's pupils, who are known to be heavily reliant on technology. According to suneducationgroup.com (2020) this is a form of digitization in the world of

education that has many benefits. Here are the benefits of online learning that you need to know: (1) Practical and flexible. (2) A more appropriate approach. (3) An enjoyable learning experience. (4) More personal. (5) Save time and costs. (6) Easy to document. (7) Environment friendly. (8) Alternatives during social distancing.According to Rahmad (2020), the weakness of online learning is (1) Postponement of Time, sometimes there are obstacles or problems that come without us expecting it, so that the lesson is delayed. (2) Wasteful internet quota, indeed, there are several applications that make your internet quota run out quickly, including a video downloader application. (3) Interrupted notification, this of course can make you distracted, especially notification of messages from friends. You're itching to open up and find out what was sent. (4) Battery, with the media of cellphones and laptops, batteries have their respective capabilities. (5) Out of focus, many things in the house catch our attention. Such as musical instruments, pets, and toys.

In the application of e-learning, educators and students have their role each. Educators (teacher/lecturer/instructor) have a role as a facilitator and guide in learning activities, while students (students and students) have a role as constructors of knowledge, independent learners (independent learners), and problem solvers.

These conditions have caused e-learning to be the center of attention in particular in education to continue to be studied, applied, and improved from various aspects by education experts and practitioners for use in formal and non-education formal. As something new, the application of e-learning may still be far

from perfect if compared between what should be (conceptually) with practice implementation (factually). E-learning has become a research and study issue contemporary in the world of education today.

The term e-learning also contains a very broad understanding, so many experts describe the definition of e-Learning from various points of view. One of the definitions that are quite acceptable to many parties is the definition of Rosenberg which states that e-learning refers to the use of the internet to deliver a series of solutions that can enhance knowledge and skill.

Dabbagh and Ritland call e-learning online terms which define online learning as an open learning environment and distributed pedagogic tools,internet, network-based technology, to facilitate learning and building knowledge through action and interaction. E-learning is learning that can be done anywhere and anytime, depending on human resource needs (instructors, lecturers, instructors, and students) to conduct e-learning learning activities.Wahono also states that e-learning is a type of teaching and learning that is possible the delivery of teaching materials to students using the internet, intranet, or media other computer network media.

From some experts' opinions, it can be concluded that e-learning is an innovative approach to distributing good design, centered learning on learners, interactive, and learning for everyone, anytime with using the attributes and sources of various digital technologies during the learning material is suitable for open, flexible and environmental learning.

In the application of e-learning, several component processes mustbe

carried out, that is :

a. Content that is relevant to the purpose oflearning.

b. Using learning methods, such as examples and practice to helplearn.

c. Using media elements such as sentences and images to distribute content and learningmethods.

d. Learning can be done directly with the instructor (synchronous) or learn individually(asynchronously).

e. Building new insights and techniques that are linked to learninggoals.

Khan describes several components that must be known if an institution wants to implement e-learning, namely: 1) Learning Design, 2) Components Multimedia, 3) Internet equipment, 4) Computers and tool storage, 5) Connection and service providers, 6) Power / Program Management, Planning software resources, and its Standards, 7) Connection Services and Applications.

According to Dabbagh and Ritland, there are three key components of online learning collaborates to bring up the meaning of learning and mutual forth, namely (a) pedagogical models or ideas, (b) educational strategies and learning, and (c) pedagogical tools, or online learning technologies such as the internet, network-based technology.

## 2.3 Learning

Gredler defines learning (learning) as a multi-faceted process usually considered something ordinary by individuals until they have difficulty when facing complex tasks. Learning is also the basis for progress in society in the

future. Given the importance of learning for society and individuals, then the community cannot just let the education process.

Learning strategies in the context of e-learning, specifically in the use of blended learning strategies (combination learning) can be done with some learning approaches and communication media choices, which educators and students can combine creatively. Such approaches are as following:

1. Physical synchronous approach; It means direct learning, where energy educators and students do the learning process at the same time and same place. Examples are face-to-face lectures and lectures, field trips, workshops, and hands-on practice,etc.

2. Virtual Synchronous Approach; This means that learning occurs directly, energy educators and students do the learning process at the same time on the same time (real-time) but happens in different places between one with others. Examples are learning through chatting, virtual classroom, video conference, and audioconference.

3. Independent Asynchronous Approach; This means that the learning process occurs not on time and places together with each other. Learners have the autonomy to choose and determine what will be learned, how to learn it, where to learn it, and when and how they show success learning (evaluation).

Although the evaluation is usually carried out regularly and conventionally through written tests (pencil on paper test) and practice test. For this, of course, it is necessary self-paced learning materials such as printed and already printed

modules in the form of e-books, online exercises, simulations (networked or on CD-ROM), video (streamed via the network or VCD / DVD), discussion forums over the network, and others.

### 2.3.1 The Benefit ofE-learning

Here are some benefits of e-learning according to Ananda Hady Ilyas

1) Flexibility

In conventional teaching, students should attend the class based on a certain time. E-learning can give flexibility for students to choose time and location to access their learning. Students don't need to spend much time going to a certain place to learn. E-learning can be accessed everywhere that has an internet connection. Students can also use some technology in learning such as laptops, mobile phones, notebooks, etc.

2) Independentlearning

E-learning can give a chance for students to control their success in learning. It means, students have the freedom to determine the time to start and finish their learning, students can choose the topic that they want to learn and already clear for them. For the subject material that they cannot understand, students can ask their teacher by e-mail or message on a mobile phone.

3) Cost

Students can save their costs by e-learning process in financial or non-financial aspects. For the financial aspect, students can save their

transportation and accommodation costs during the learning process, administration costs, and providing facilities in learning.

According to Elangoan (1999), Soekartawi (2002), Mulvihil (1997), Utarini (1997), there are seven benefits of Online Learning. First, there are e-moderating facilities when students and teachers can do communicate easier use the internet facility, and they can do that anywhere and anytime that they can. Second, students and lecturers can use structured and scheduled teaching material onthe internet, so they can evaluate their teaching material. Third, students can review their teaching material anytime and anywhere that they want. Fourth, if students need additional information about their material, they can access it on the internet easier. Fifth, lecturers and students can discuss by using the internet that can be followed by more students. Sixth, students can be more active. Seventh, it can be more efficient for students andlecturers.

### 2.3.2 The Lack of Online Learning

Here are some lacks of online learning according to Bullen (2001) and Beam (1997), First, the lack of interaction between teachers and students or even between students themselves. This lack of interaction can slow down the formation of inner values learning and teaching process. Second, the tendency to ignore academic aspects or social aspects and vice versa encourage the growth of business/commercial aspects. Third, The learning and teaching process tends towards training rather than education. Fourth, the change in the role of  the teacher from initially mastering learning techniques conventional,

now also required to know the learning techniques that use ICT. Fifth, students who do not have high learning motivation tend to fail. Sixth, not all places haveinternet.Seventh, lack of energy know and have internet skills. Eighth, the lack of mastery of computerlanguage.

### 2.3.3 TheoreticalFramework

As the effect of pandemic Covid-19 in Indonesia, the government declared the regulation that teaching and learning process fully held online. Following that regulation, all of the learning activities in SMAN 7 Banda Aceh also have distracted. There was some problem during E-learning process around students that have found by the researcher. There are some perceptions of students about this E-learning process. Based on the statements above the theoretical framework of this research can be shown in the picture below:

```
┌─────────────────┐          ┌─────────────────┐
│  PANDEMIC OF    │  ──────▶ │   E-LEARNING    │
│   COVID-19      │          │    PROCESS      │
└─────────────────┘          └─────────────────┘
                                      │
                                      ▼
                             ┌─────────────────┐
                             │   STUDENTS'     │
                             │ PERCEPTIONS IN  │
                             │ ONLINE ENGLISH  │
                             │   LEARNING      │
                             └─────────────────┘
```
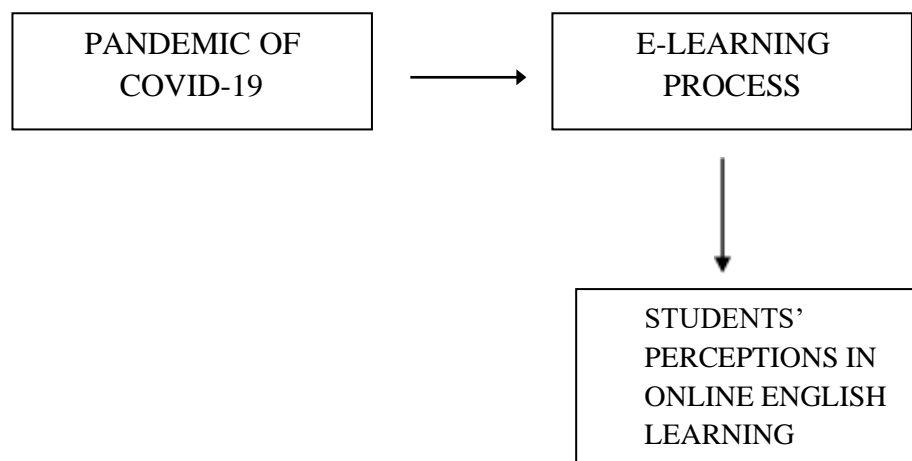
# CHAPTER III

# RESEARCHMETHODOLOGY

This chapter presents the design of research design, the population and sample, validity and reliability of the instrument, and data analysis.

## 3.1 Research Design

The research design used in this study is a descriptive quantitative. The writer used descriptive quantitative study because the writer attended to find out the students' perceptions of online English learning during the Covid-19 pandemic at SMA Negeri 7 Banda Aceh.

According to Sugiyono (2017), descriptive quantitative research is a quantitative research method that attempts to collect quantifiable information for analysis of the population and sample. Furthermore, Sugiyono (2017) states that the characters of descriptive quantitative study are: (1) instrument that is used questionnaire, and (2) the instrument is analyzed by using statistical descriptions such as mean or average and percentage. Next, this study belongs to ex post facto study because the data of this study is gotten from the events that have occurred and the variable is not manipulated by researches (Sugiyono, 2017).

## 3.2 The Location of the Research

The researchwas conducted at SMA Negeri 7 Banda Aceh in the academic year of 2021/2022. The institution is located at Jl. Krueng Jambo Aye No.1, Geuceu Komp., Kec. Banda Raya, Kota Banda Aceh, Aceh 23232.

**3.3 Population and Sample**

In a research it is important to determine the population and the sample so the research opt the population and the sample as follow:

**3.3.1 Population**

The population in this research was all students of class XI of SMA Negeri 7 Banda Aceh, and the total population was 210 students. The population was divided into 7 classes; class XI IPA$^1$, IX IPA$^2$, XI IPA$^3$,  XI IPA$^4$, XI IPS$^1$, XI IPS$^2$, and XI IPS$^3$. According to (Sugiono, 2019), population is a generalization area consisting of object or subjects that have certain quantities and characteristics determined by the writer to be studied and draw the conclusion.

**3.3.2 Sample**

Since the total population of this research was 210 students and not so big thus the writer took the population as the sample for this research. Thus, the sample is called total sampling and the total sample was 210 students.

Sample is a partial or representative of a particular population that is expected to be able to represent the characteristics of any individual in a population ; it mean is that sample is  the part of population (Arikunto, 2011:62)**.**Besides, a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2008: 152).

**3.4 The Instrument of Collecting Data**

**3.4.1 Questionnaire**

The instrument used in this study is a questionnaire. According to Sugiyono (2017), a questionnaire is a data collection technique that is carried out by giving questions or questions to respondents and then answering them. Next, the questionnaire consists of 24 questions that describe the factors that make the students difficult in learning speaking via online learning. The questionnaire form is closed questionnaire because the writer prepares answer in multiple choice for every question. In addition, respondents or students only choose one of the alternatives that have been prepared before by crossing a, b, c, or d. Next, the alternative a is always, b is often, c is rarely, and d is never. In this case, the writer does not give score for the alternative choice because the writer uses percentage to analyze the data gotten.

Furthermore, the questionnaire consists of students' perception in learning speaking via online learning and they are: (1) unstable internet connection, (2) not fluency, (3) lack of vocabulary, (4) no understanding grammar, (5) problem in pronunciation, and (6) lack of practice.

In addition, the classification of the factors in the questionnaire items is presented in the following table.

Table 3.1 The Classification of the Questionnaire Items

| No. | Factors | Items |
|-----|---------|-------|
| 1. | Unstable internet connection | 1-4 |
| 2. | Not fluency | 5-8 |
| 3. | Lack of vocabulary | 9-12 |
| 4. | Grammar | 13-16 |
| 5. | Pronunciation | 17-20 |
| 6. | Lack of practice | 21-24 |

**3.5 Data Analysis**

Data analysis is an activity after data from all respondents or other data sources have been collected, (Sugiyono, 2019). In this research, the data obtained will be analyzed by using percentage. The writer chose this percentage to find out the quantity of the questionnaire answers from respondents or wants to know how many students use a strategy to improve their speaking skills.

After being known the result of percentage, it would be discussed in the discussion chapter. The results of questionnaire are drawn by using the following formula: $P = \dfrac{f}{n} x100\%$ (Jamalinda, 2021).

Notes:    P = Percentage

$f$ = frequency

$n$ = number of sample

**3.6  The procedure of CollectingData**

      In this research, the researcher usedthe quantitative descriptive method. Ress-effendi stated that descriptive research is research that uses observation, interview, or questionnaire based on the current situation or research subject.Based on that statement, this research usedthe questionnaire to collect the data. The questionnaire is a list of question or statement about student's perception that is given for them to measure the use of worksheet in learning English. According to Arikuntoquestionnaire is several written questions thatare used to obtain information from respondents about the personal report or things that they know.

**3.6.1  DataCollection**

      To obtain the data from the questionnaire, the writer utilizes the survey provided in some paper that can be directly filled by the respondents. The survey consists of structured and close-ended questions with four scales of each question. The writer will only take the responses of the samples who are from the students of XI IPA and IPS due to the title of the research. Then the researcher will access the responses of each respondent who already submits the responses on the previous equivalent link. Thus, this way is effective and efficient to do so because it does not require much time and or somewhere to go. Before filling the questionnaire, the researcher also give some instructions regarding the survey so the respondents will easily understand how to deal with the survey.

# CHAPTER IV
# RESEARCH  FINDINGS & DISCUSSION

This chapter serves the description of data, the result of research,the discussion and the debaters' responses regarding "Students' Perception of Online English Learning in Pandemic of COVID-19 at SMA Negeri 7 Banda Aceh"

## 4.1 The Process of Research

In obtaining the data through the distribution of questionnaire, there must be some process required as the step by step way, they are as follow:

### 4.1.1 Preparation

Before conducting a certain research, the writer definitely need to prepare some several things, such as the questionnaire sheets, agreement with the head school, time and place of the research. Those kinds of thing are important to make sure that the implementation of the research will be running well.

### 4.1.2 Agenda

After the preparation of the research, the writer held the researchat 9 pm on 27-29 of July, 2022 at SMA 7 Banda Aceh. The researcher distributed the sheets of questionnaire to all participants that become the sample of the research.

**4.2 Findings**

This part consists of the data being obtained through the questionnaires that have been filled by the participants involving the statement, option, frequency, and the percentage of the data. This part will show and elaborate the data being obtained through the questionnaire as follow:

Table 4.1 Internet Connection Problem

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| My internet connection is interrupted while learning to speak through online learning | Always | 82 | 39.05% |
| | Often | 48 | 22.86% |
| | Seldom | 47 | 22.38% |
| | Never | 37 | 17.62% |
| Total | | 210 | 100% |

Basedon the table 4.1, there are 82 students(39.05%) who always have internet trouble when learning to speak through online learning, 48 students (22.86%) who often have internet trouble when learning to speak through online learning, 47 students (22.38%) who seldom have internet trouble when learning to speak through online learning, and 37 students (17.62%) who neverhave internet trouble when learning to speak through online learning.It means that most of students have the problem in term of stability of their internet connection while learning speaking via online.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
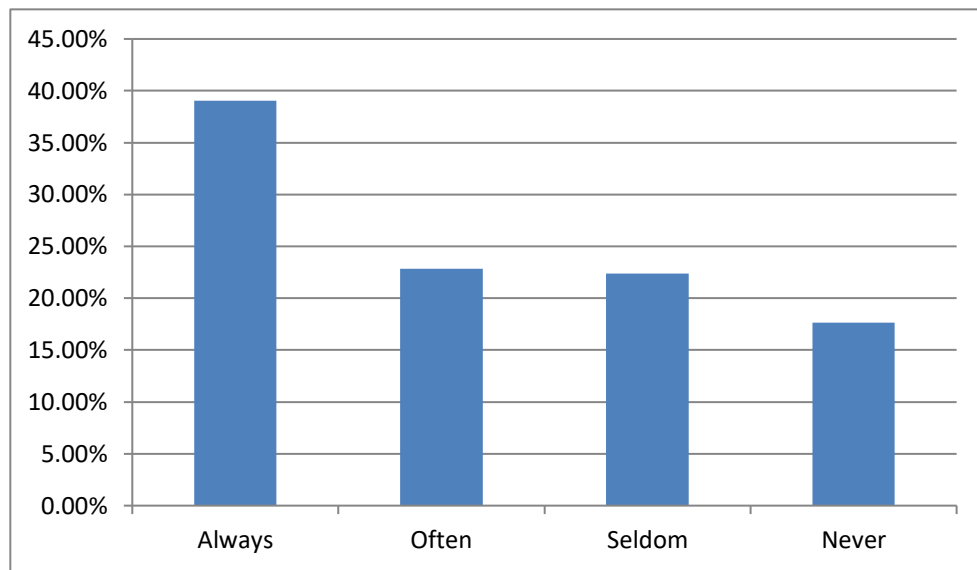
**Chart 4.1 The Problem of Internet Connection**

Table 4.2 The Difficulty of The Internet Connection

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| Unstable internet connection makes it difficult for me to learning to speak through online learning | Always | 78 | 37.14% |
| | Often | 82 | 39.05% |
| | Seldom | 30 | 14.29% |
| | Never | 20 | 9.52% |
| Total | | 210 | 100% |

Based on the table 4.2, there are 78 students (37.14%) who always have the unstable internet that make them difficult to learning to speak through online learning, 82 students (39.05%) who often have the unstable internet that make them difficult to learning to speak through online learning, 30 students (14.29%) who seldom have the unstable internet that make them difficult to learning to speak through online learning, and 20 students (9.52%) who never have the unstable internet that make them

difficult to learning to speak through online learning. It means that most of students feel difficult to learn speaking class when it is conducted through online and only a few students who seldom and never feel difficult in learning speaking skill caused by the unstable internet connection.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
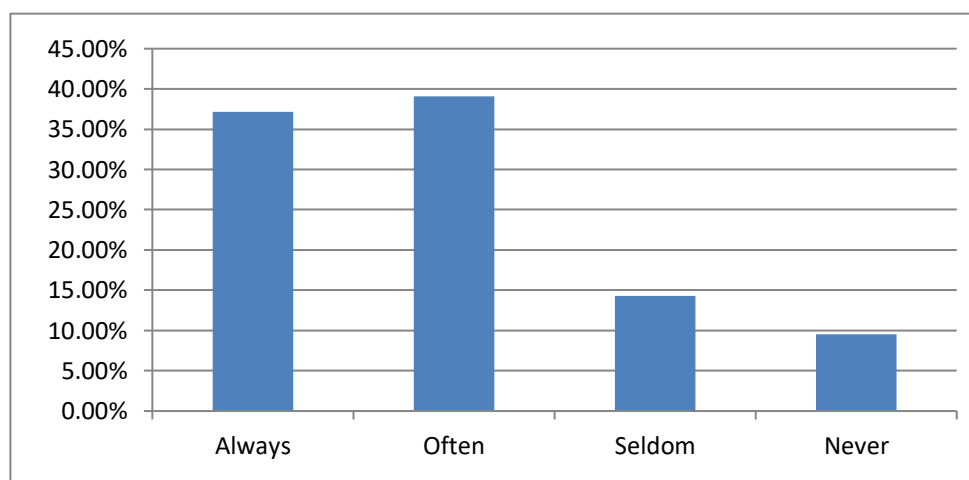


**Chart 4.2 The Difficulty of Internet Connection**

Table 4.3 The Distraction Caused by The Internet Connection Problem

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| Disconnected network makes me distracted while learning to speak through online learning | Always | 166 | 79.05% |
| | Often | 30 | 14.29% |
| | Seldom | 14 | 6.67% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the table 4.3, there are 166 students (79.05%) who always distracted because of an unstable internet connection when learning

to speak through online learning, 30 students (14.29%) who often distracted because of an unstable internet connection when learning to speak through online learning, 14 students (6.67%) who seldom distracted because of an unstable internet connection when learning to speak through online learning, while none of students gave responds never with this statement.

It means that most of students feel distracted in learning speaking skill via online class and only a few students who seldom and never feel distracted in learning speaking skill that is caused by the unstable internet connection.

The description of the table 4.3 can be drawn in chart 4.3 and the chart is follows!
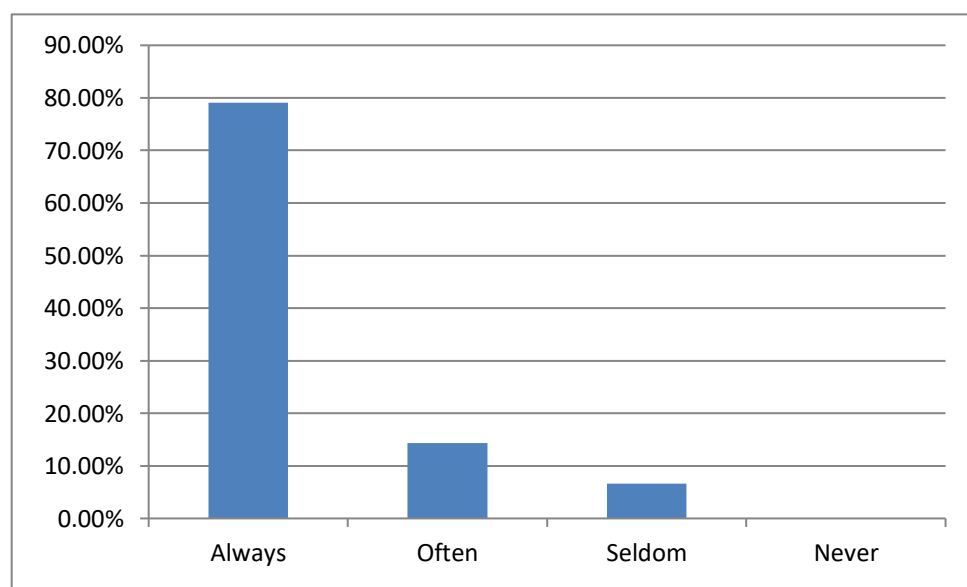


**Chart 4.3 The Distraction of The Internet Connection**

Table 4.4 The Effect of Limited Internet in Online Learning of Speaking

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| The availability of limited internet quota disturbs me during the process of learning to speak through online learning | Always | 136 | 64.76% |
| | Often | 44 | 20.95% |
| | Seldom | 25 | 11.90% |
| | Never | 5 | 2.38% |
| Total | | 210 | 100% |

Based on the table 4.4, there are 136 students (64.76%) who always feel distracted caused limited internet quota when studying online speaking class, 44 students (20.95%) who often feel distracted caused limited internet quota when studying online speaking class, 25 students (11.90%) who seldom feel distracted caused limited internet quota when studying online speaking class, and only 5 students (2.38%) who never feel distracted caused limited internet quota when studying online speaking class.It means that almost all students who are distracted because of the limited of internet quota and there are just a few students who do not feel distracted by the limited of the internet quota. It means that, the internet that is very impactful or influential toward the process of the online learning process especially speaking class due to the percentages that have been written on the previous passage.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
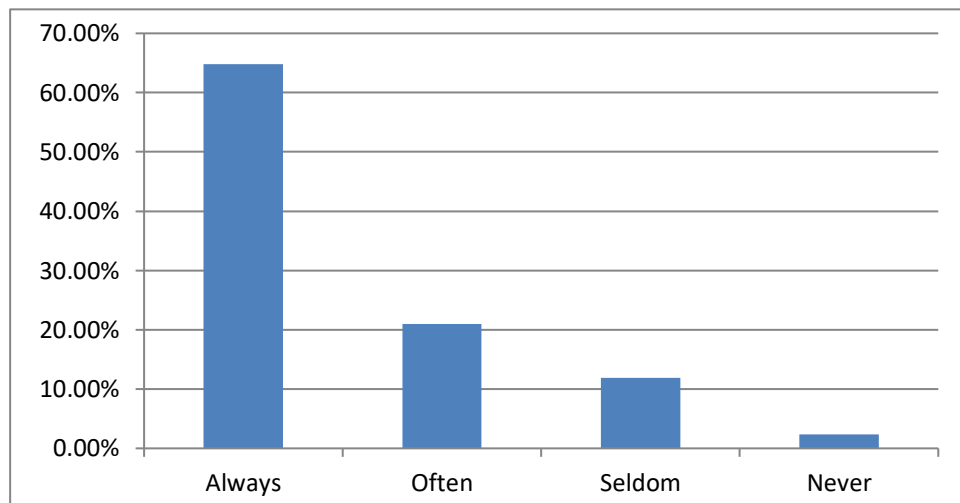
**Chart 4.4 The Effect of Limited Amount of Internet Data**

Table 4.5 The Condition of Learning Speaking Skill Via Online

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not feel fluent in learning speaking skills while online learning | Always | 90 | 42.86% |
| | Often | 80 | 38.10% |
| | Seldom | 20 | 9.52% |
| | Never | 20 | 9.52% |
| Total | | 210 | 100% |

Based on the table 4.5, there are 90 students (42.86%) who always do not feel fluent in learning speaking skills while online learning, 80 students (38.10%) who often do not feel fluent in learning speaking skills while online learning, 20 students (9.52%) who seldom do not feel fluent in learning speaking skills while online learning, and 20 students (9.52%) who never do not feel fluent in learning speaking skills while online learning. It means that there are just a few students who think that the online speaking class feel fluent. Most of them consider that the process of

speaking class via online does not feel fluent due to the fact that more than half of them believe thatthe online speaking class seldom even never runs smoothly.

The description of the data on the table can seen through the chart that has been drawn by the writer below!



**Chart 4.5 The Condition of Learning Speaking Skill Via Online**

Table 4.6 The Comfortableness of Online Learning in Speaking Class

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not feel comfortable learning speaking skills through online learning | Always | 55 | 26.19% |
| | Often | 80 | 38.10% |
| | Seldom | 40 | 19.05% |
| | Never | 35 | 16.67% |
| Total | | 210 | 100% |

Based on the table 4.6, there are 55 students (26.19%) who always do not feel comfortable learning speaking skills while online learning, 80 students (38.10%) who often do not feel comfortable learning speaking

skills while online learning, 40 students (19.05%) who seldom do not feel comfortable learning speaking skills while online learning, and 35 students (16.67%) who never do not feel comfortable learning speaking skills while online learning. From the description that has been previously elaborated above, it can be inferred that only a few students who are seldom and neverdo not feel comfortable learning speaking skills while online learning. Differently, the number of students who always and oftendo not feel comfortable is much bigger.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
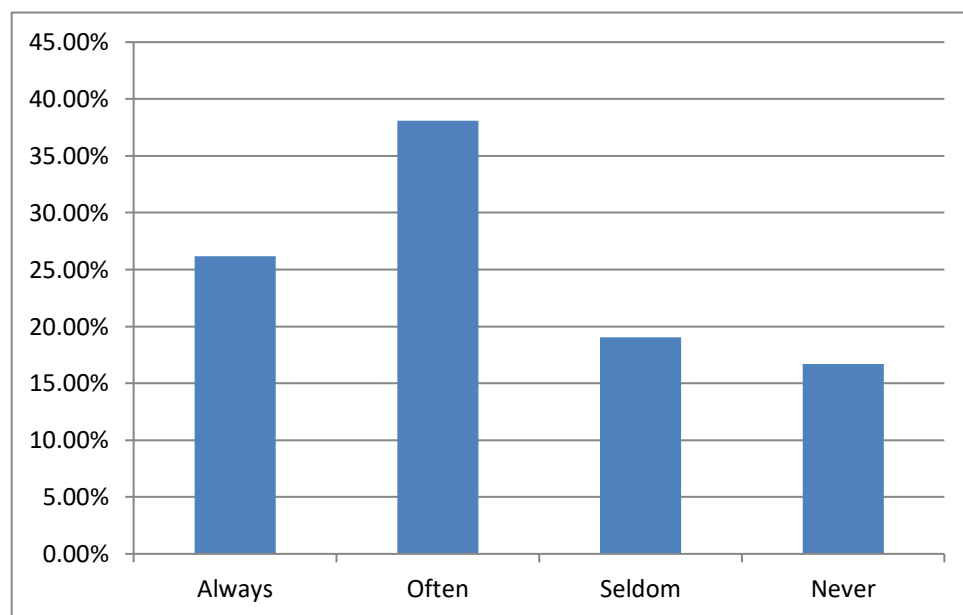


**Chart 4.6 The Comfortableness in Learning Speaking Via Online**

Table 4.7 The Fluency of Speaking During The Online Learning Process

| Statement | Option | Frequency | Percentage |
|-----------|--------|-----------|------------|
| I feel stammered learning speaking skills through online learning | Always | 138 | 65.71% |
| | Often | 62 | 29.52% |
| | Seldom | 10 | 4.76% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the table 4.7, there are 138 students (65.71%) who always feel stammered learning speaking skills through online learning, 62 students (29.52%) who often feel stammered learning speaking skills through online learning, 10 students (4.76%) who seldom feel stammered learning speaking skills through online learning, and none of the students gave responds never with this statement. It means most of students feel stammered learning speaking skills through online learning.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
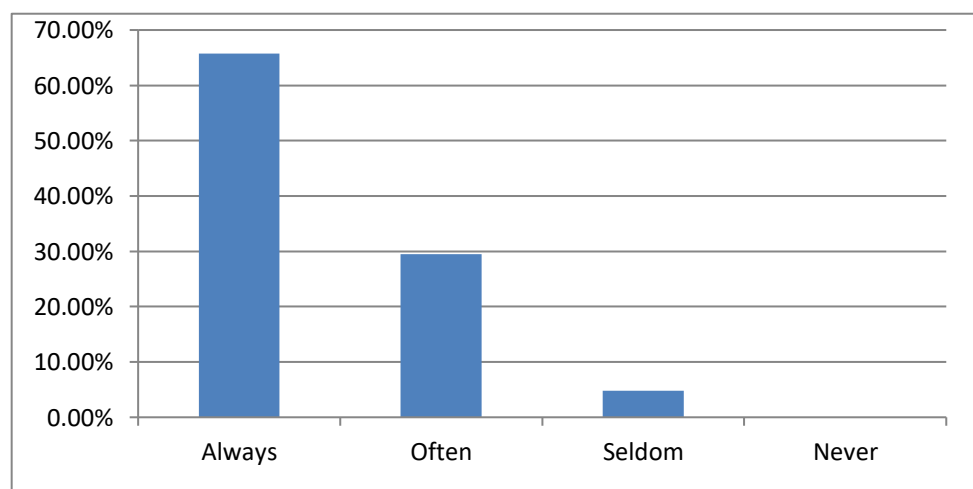


**Chart 4.7 The Fluency of Speaking Via Online**

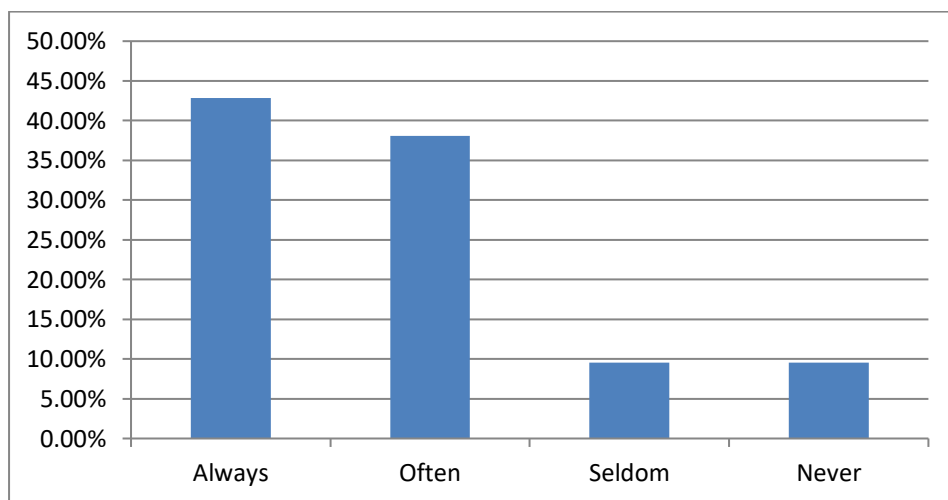Table 4.8 The Confidence During Online Learning of Speaking Class

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I feel nervous learning speaking skills through online learning | Always | 78 | 37.15% |
| | Often | 65 | 30.95% |
| | Seldom | 46 | 21.90% |
| | Never | 21 | 10.00% |
| Total | | 210 | 100% |

Based on the table 4.8, there are 78 students (37.15%) who always feel nervous learning speaking skills through online learning, 65 students (30.95%) who often feel nervous learning speaking skills through online learning, 46 students (21.90%) who seldom feel nervous learning speaking skills through online learning, and 21 students (10.00%) who never feel nervous learning speaking skills through online learning. It means that most of students feel nervous and do not confidence when online learning of speaking class.

The description of the data on the table can be seen through the chart that has been drawn by the writer below!
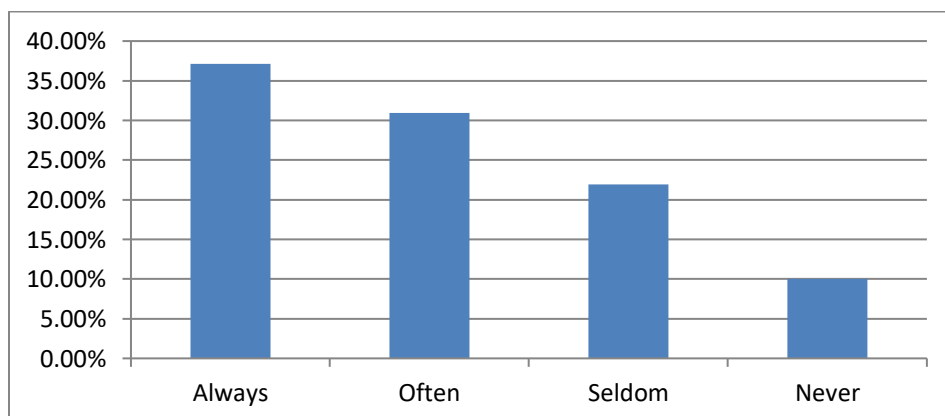


**Chart 4.8 The Confidence During Online Learning of Speaking Class**

Table 4.9 The Difficulty of Developing The Vocabularies

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I feel difficult to develop vocabulary while learning speaking skills through online learning | Always | 96 | 45.71% |
| | Often | 60 | 28.57% |
| | Seldom | 38 | 18.10% |
| | Never | 17 | 8.10% |
| Total | | 210 | 100% |

Based on the table 4.9, there are 96 students (45.71%) who always feel difficult to develop vocabulary while learning speaking skills through online learning, 60 students (28.57%) who often feel difficult to develop vocabulary while learning speaking skills through online learning, 38 students (18.10%) who seldom feel difficult to develop vocabulary while learning speaking skills through online learning, and 17 students (8.10%) who never feel difficult to develop vocabulary while learning speaking skills through online learning.

From the elaboration above, we can conclude that there are just a few students who feel difficult to develop vocabulary while learning speaking skills through online learning, where there are more students who feel difficult to develop their vocabularies while learning speaking skill via online. It proves that the online speaking class via online cause difficulty for students in term of vocabulary development.

The description of the data on the table can be seen through the chart that has been drawn by the writer below!
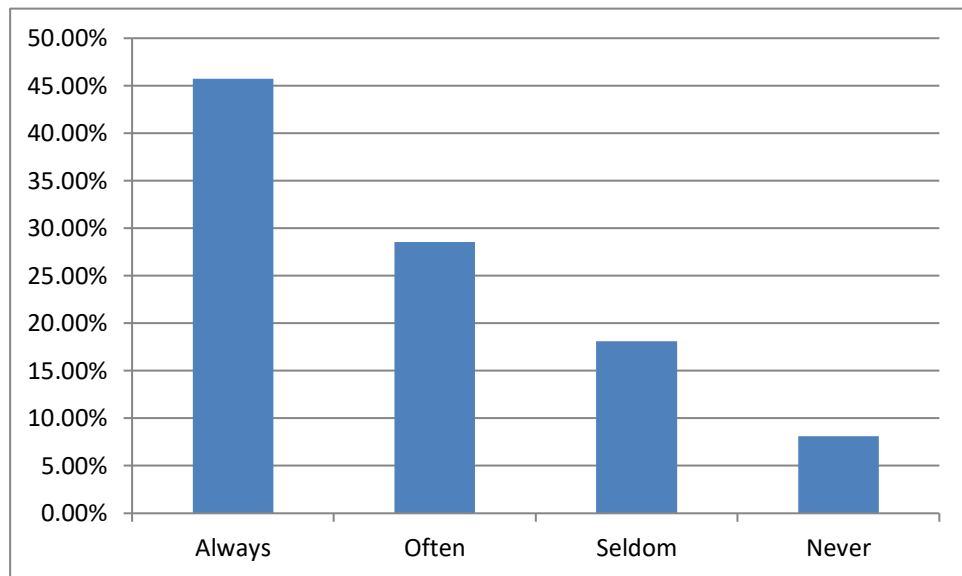
**Chart 4.9 The Difficulty in Developing Vocabulary**

Table 4.10 The Impact of Vocabularies in Learning Online Speaking Class

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not mastering vocabulary so I have difficulty learning speaking skills through online learning | Always | 148 | 70.48% |
| | Often | 43 | 20.48% |
| | Seldom | 13 | 6.19% |
| | Never | 6 | 2.86% |
| Total | | 210 | 100% |

Based on the table 4.10, there are 148 students (70.48%) who always do not mastering vocabulary so that have difficulty learning speaking skills through online learning, 43 students(20.48%) who often do not mastering vocabulary so that have difficulty learning speaking skills through online learning, 13 students (6.19%) who seldom do not mastering vocabulary so that have difficulty learning speaking skills through online learning, and 6 students (2.86%) who never do not mastering vocabulary

so that have difficulty learning speaking skills through online learning. From the elaboration above, we can conclude that there are most of students who do not mastering vocabulary so that have difficulty learning speaking skills through online learning.

The description of the data on the table can seen through the chart that has been drawn by the writer below!



**Chart 4.10 The Impact of Vocabulary**

Table 4.11 The Difficulty of Discovering The Vocabularies

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I have difficulty finding vocabulary in learning speaking skills through online learning | Always | 98 | 46.67% |
| | Often | 95 | 45.24% |
| | Seldom | 14 | 6.67% |
| | Never | 3 | 1.43% |
| Total | | 210 | 100% |

Based on the table 4.11, there are 98 students (46.67%) who always have difficulty finding vocabulary in learning speaking skills

through online learning, 95 students (45.24%) who often have difficulty finding vocabulary in learning speaking skills through online learning, 14 students (6.67%) who seldom have difficulty finding vocabulary in learning speaking skills through online learning, and only 3 students (1.43%) who never have difficulty finding vocabulary in learning speaking skills through online learning.It means, there are many more students who face the difficulty during the online speaking class than the students who do not find the difficulty. It indicates that the circumstance of the online class of speaking skill often makes students difficult to follow the process because of various externalities.

The description of the data on the table can seen through the chart that has been drawn by the writer below!



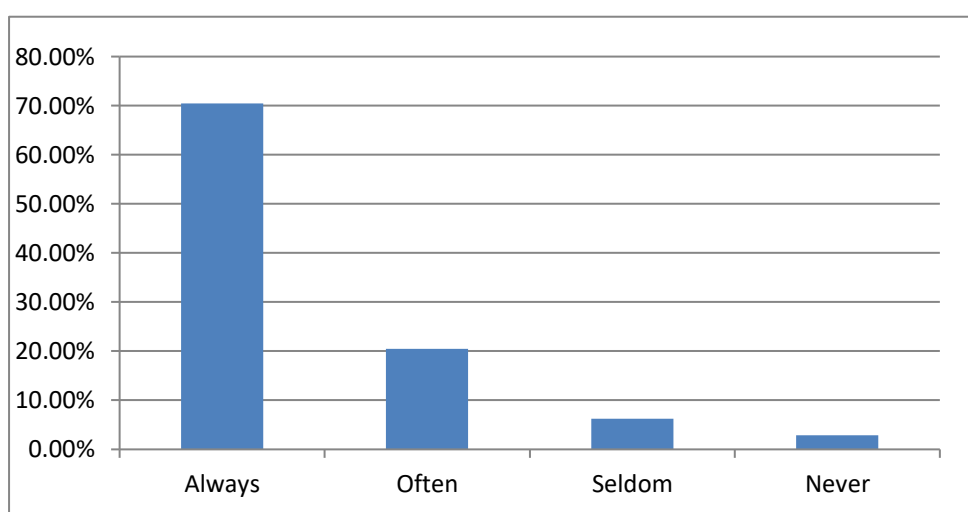**Chart 4.11 The Difficulty in Discovering the Vocabulary**

Table 4.12 The Influence of The Topic of Speaking Class Via Online

| Statement | Option | Frequency | Percentage |
|-----------|--------|-----------|------------|
| The topic of discussion in speaking skills does not affect my vocabulary during online learning | Always | 191 | 90.95% |
| | Often | 19 | 9.05% |
| | Seldom | 0 | 0.00% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the data above, there are 191 students (90.95%) who always feel topic of discussion in speaking skills does not affect their vocabulary during online learning, and 19 students (9.05%) who often feel topic of discussion in speaking skills does not affect their vocabulary during online learning. It means that no one of the students who agree that the topic of the speaking class seldom or even never influence the vocabularies that they will use regarding the topic so the percentage of each of them is (0.00%).

As elaborated above, we can take the conclusion that all of students agree that the topic of the speaking class really influence the vocabularies that they will use. It means that the vocabulary and the topic of the speaking class during the learning process have such a strong correlation that will determine the students' performance in speaking. Inherently, the topic needs the students to discuss and talk. At the same time, the students need vocabularies bank in order to be able to talk about the topic. Therefore, both of them are correlated each other.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
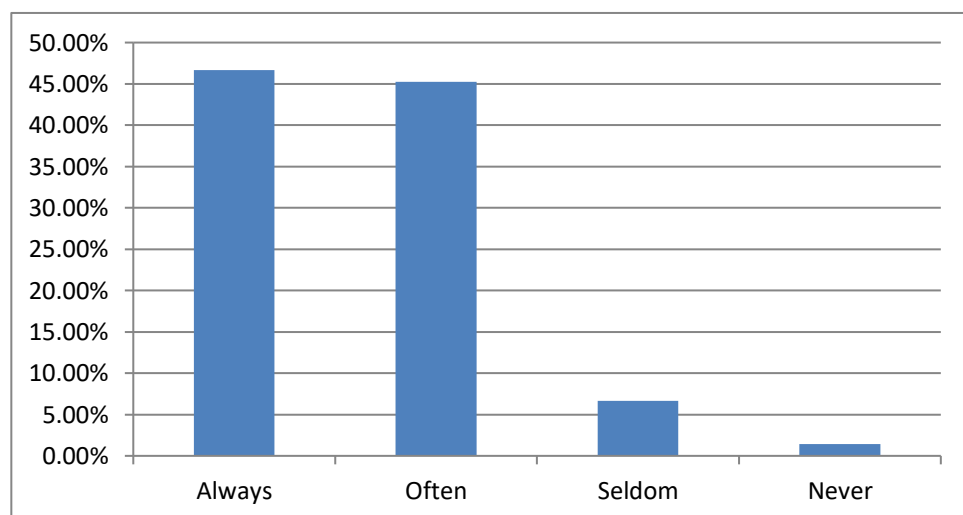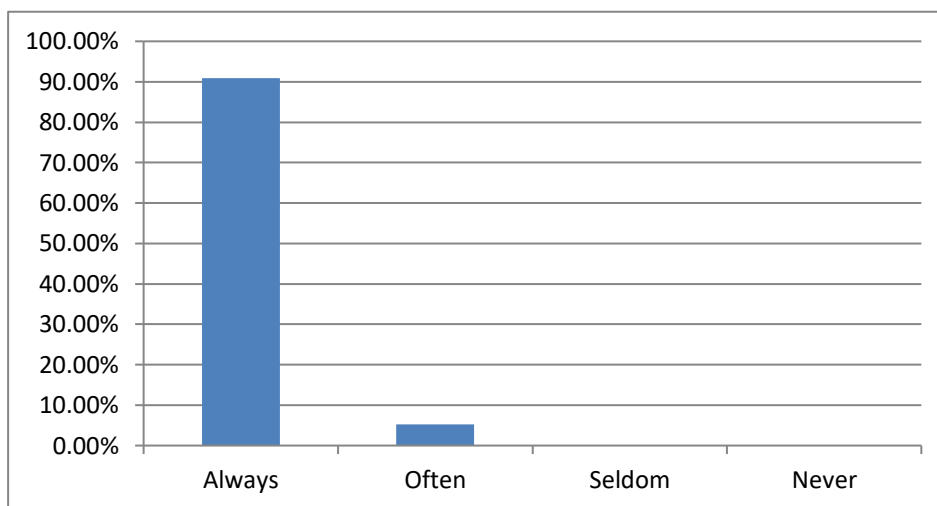


**Chart 4.12 The Influence of The Topic**

Table 4.13 The Understanding of Grammar

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not understand grammar so it's difficult to learn speaking skills through online learning | Always | 75 | 35.71% |
| | Often | 85 | 40.48% |
| | Seldom | 45 | 21.43% |
| | Never | 5 | 2.38% |
| Total | | 210 | 100% |

Based on the table 4.13, there are 75 students (35.71%) who always feel difficult while learning online speaking class caused do not understand about grammar, 85 students (40.48%) who often feel difficult while learning online speaking class caused do not understand about grammar, 45 students (21.43%) who seldom feel difficult while learning online speaking class caused donot understand about grammar, and 5

students (2.38%) who never feel difficult while learning online speaking class caused do not understand about grammar. It means that most of students always to have difficult while learning online speaking class caused do not understand about grammar.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
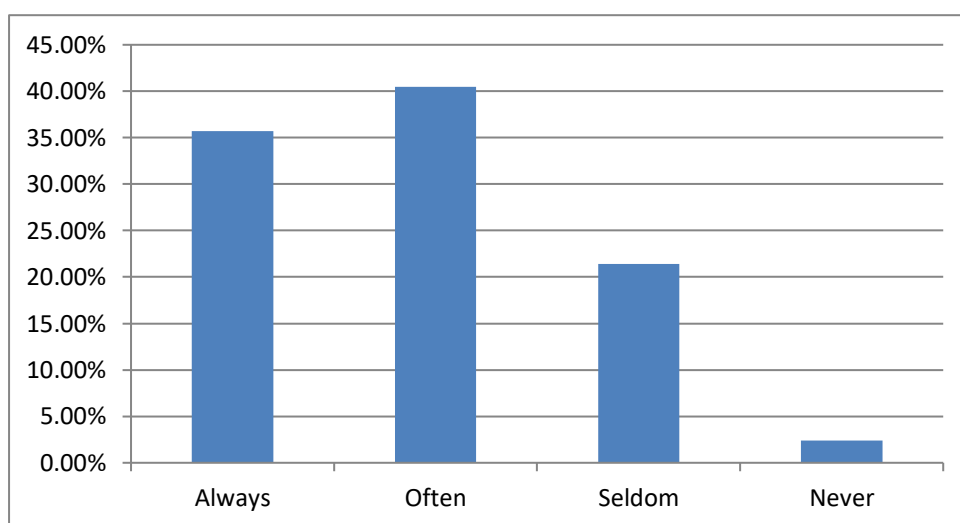


**Chart 4.13 The Understanding of Grammar**

Table 4.14 The Impact of Understanding Grammar In Term of Easiness

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| Mastery of grammar through online learning makes it difficult for me | Always | 133 | 63.33% |
| | Often | 67 | 31.90% |
| | Seldom | 9 | 4.29% |
| | Never | 1 | 0.48% |
| Total | | 210 | 100% |

Based on the table 4.14, there are 133 students (63.33%) who always feel that mastery of grammar through online learning makes it difficult for them, 67 students (31.90%) who often feel that feel mastery of grammar through online learning makes it difficult for them, 9 students (4.29%) who seldom feel that feel mastery of grammar through online learning makes it difficult for them, and only 1 students (0,48%) who never feel that feel mastery of grammar through online learning makes it difficult for them. At means most of students feel that mastery of grammar through online learning makes it difficult for them, can be seen only a few students who choose seldom and never.

The description of the data on the table can seen through the chart that has been drawn by the writer below!



**Chart 4.14 The Impact of Grammatical Skill**

Table 4.15 The Effect of Grammar Toward Speaking Ability

| Statement | Option | Frequency | Percentage |
|-----------|--------|-----------|------------|
| Mastery of grammar does not affect my ability to learn speaking skills through online learning | Always | 98 | 46.67% |
| | Often | 102 | 48.57% |
| | Seldom | 5 | 2.38% |
| | Never | 5 | 2.38% |
| Total | | 210 | 100% |

Based on the table 4.15, there are 98 students (46.67%) who always feel that mastery of grammar does not affect their ability to learn speaking skills through online learning, 102 students (48.57%) who often feel that mastery of grammar does not affect their ability to learn speaking skills through online learning, while the number of the students that answers "Seldom" and "Never" is 5 with the total percentage of each of them is (2.38%).

It can be inferred that most of students agree that by understanding the grammar do not will affect their ability in speaking skill during the online class because only (4,76%) who do not think that way. In conclusion, the majority of the participants accepted the statement where the mastery of grammar not will influence their ability to speak during the learning process of speaking class that is conducted via online.

The description of the data on the table can seen through the chart that has been drawn by the writer below!

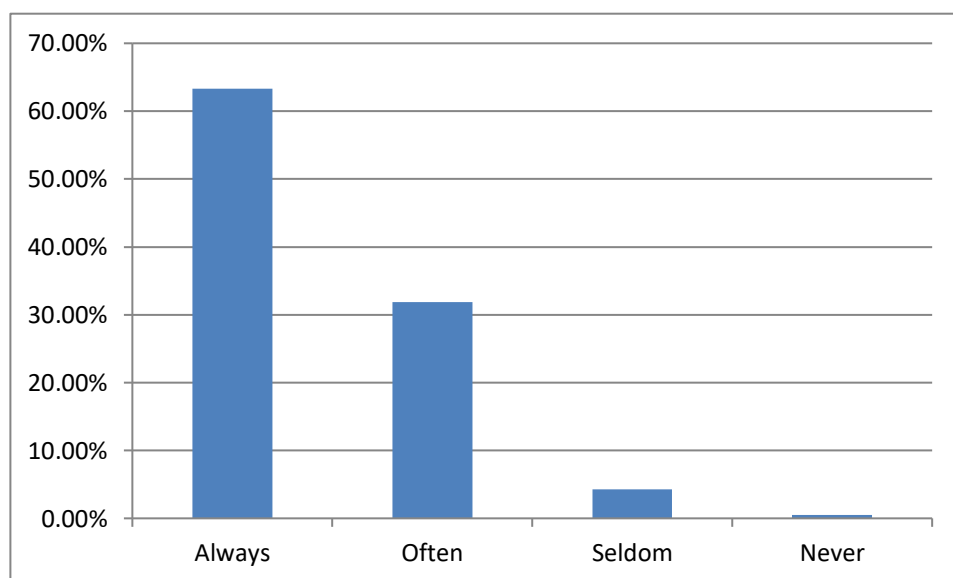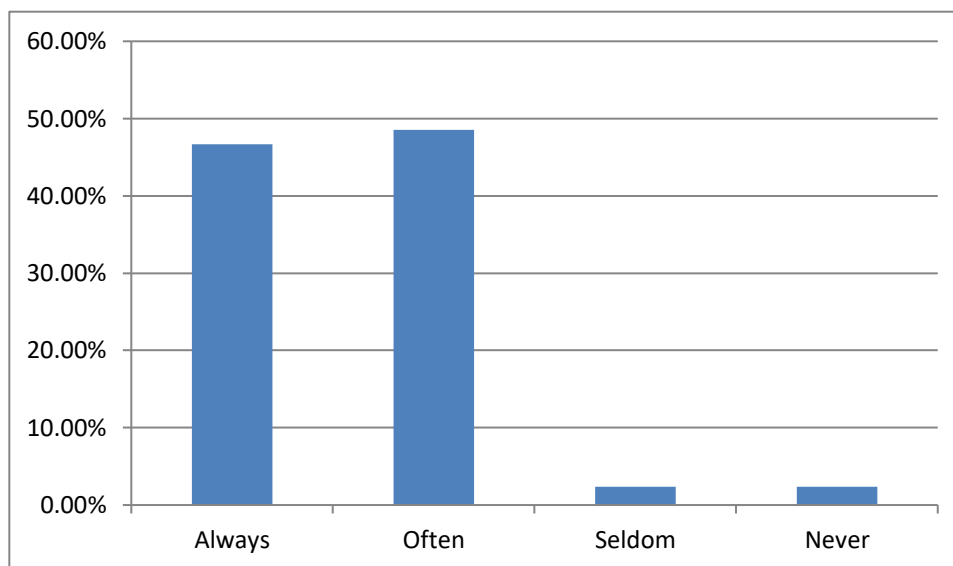**Chart 4.15 The Effect of Grammar Toward Speaking Ability**

Table 4.16 The Difficulty in Using Grammar

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I have difficulty using grammar in learning speaking skills through online learning | Always | 188 | 89.52% |
| | Often | 12 | 5.71% |
| | Seldom | 10 | 4.76% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the table 4.16, there are 188 students (89.52%) who always feel difficult in using the grammar during the speaking class through the online platform, 12 students (5.71%) who often feel difficult in using the grammar during the speaking class through the online platform, 10 students (4.76%) who seldom feel difficult in using the grammar during the speaking class through the online platform, while none of students gave responds never with this question. It means that

almost of students agree that they are often and always difficult in using grammar when they are learning speaking skill via online.

The description of the data on the table can seen through the chart that has been drawn by the writer below!



**Chart 4.16 The Difficulty in Using Grammar**

Table 4.17 The Difficulty of Pronunciation

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I have difficulty pronouncing words in learning speaking skills through online learning | Always | 95 | 45.24% |
| | Often | 90 | 42.86% |
| | Seldom | 20 | 9.52% |
| | Never | 5 | 2.38% |
| Total | | 210 | 100% |

Based on the table 4.17, there are 95 students (45.24%) who always have difficulty pronouncing words in learning speaking skills through online learning, 90 students (42.86%) who often have difficulty pronouncing words in learning speaking skills through online learning, 20

students (9.52%) who seldom have difficulty pronouncing words in learning speaking skills through online learning, and 5 students (2.38%) who never have difficulty pronouncing words in learning speaking skills through online learning. From the explanation above, It can be inferred that most of students face difficulty in using pronouncing the vocabulary that they say when they are learning speaking skill via online.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
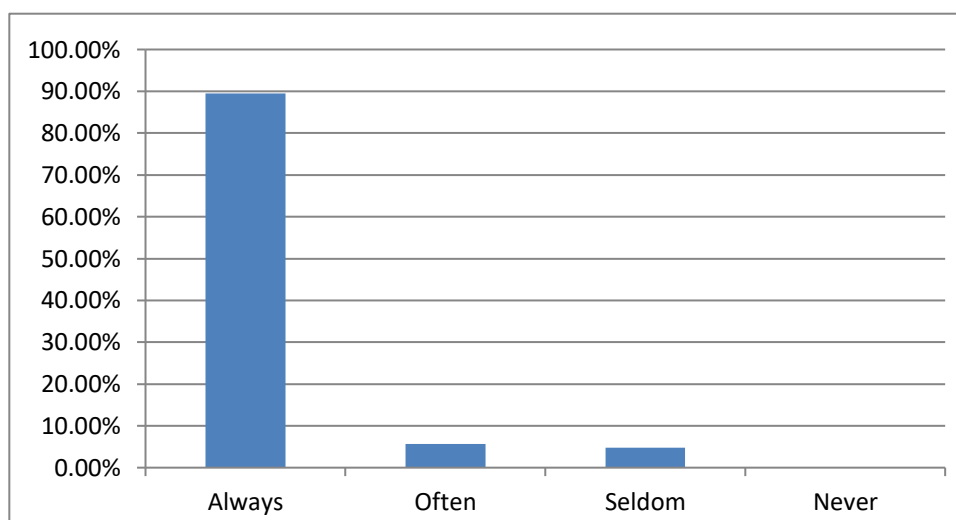


**Chart 4.17 The Difficulty of Pronunciation**

Table 4.18 The Confidence in Pronouncing The Vocabularies

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I feel nervous pronouncing words in learning speaking skills through online learning | Always | 95 | 45.24% |
| | Often | 90 | 42.86% |
| | Seldom | 22 | 10.48% |
| | Never | 3 | 1.43% |
| Total | | 210 | 100% |

Based on the table 4.18, there are 95 students (45,24%) who always feel nervous pronouncing words in learning speaking skills through online learning, 90 students (42,86%) who often feel nervous pronouncing words in learning speaking skills through online learning, 22 students (10.48%) who seldom feel nervous pronouncing words in learning speaking skills through online learning, and only 3 students (1.43%) who never feel nervous pronouncing words in learning speaking skills through online learning. From the explanation above, It can be inferred that almost all students are nervous in pronouncing the vocabulary that they say when they are learning speaking skill via online.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
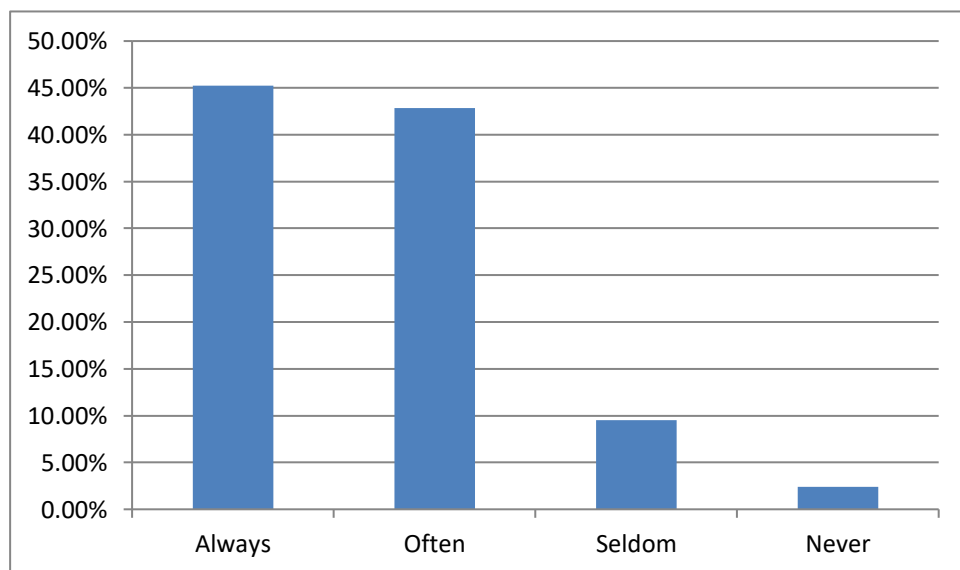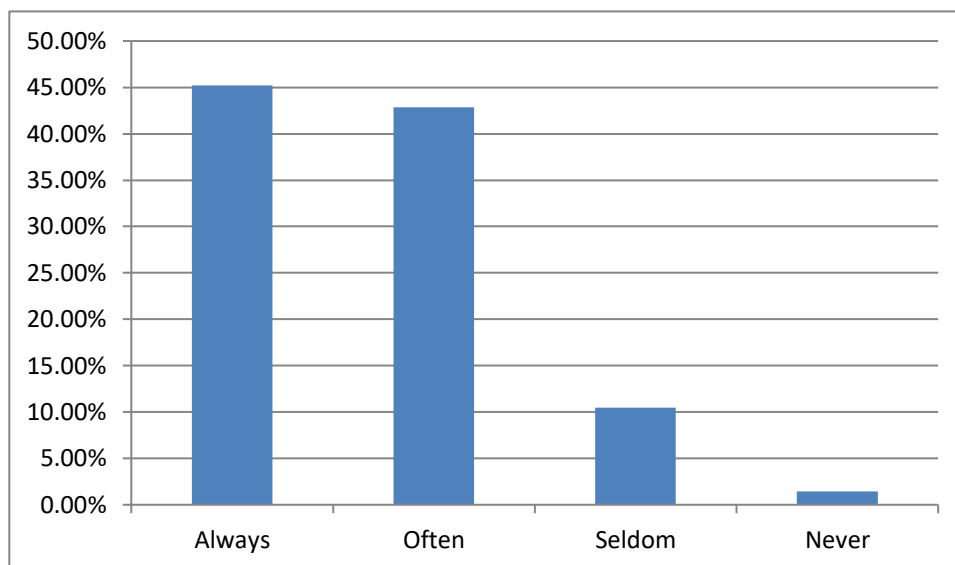
**Chart 4.18 The Confidence in Pronouncing The Vocabuaries**

Table 4.19 The Unclear Pronunciation

| Statement | Option | Frequency | Percentage |
|-----------|--------|-----------|------------|
| My pronunciation often unclear because it is interrupted by a disconnected network in learning speaking skills through online learning | Always | 11 | 5.24% |
| | Often | 198 | 94.29% |
| | Seldom | 1 | 0.48% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the table 4.19, there are 11 students (5.24%) who always feel their pronunciation often unclear because it is interrupted by a disconnected network in learning speaking skills through online learning, 198 students (94.29%) who often feel their pronunciation often unclear because it is interrupted by a disconnected network in learning speaking skills through online learning, 1 students (0.48%) who seldom have an

unclear pronunciation caused by the unstable internet connection while learning speaking skill through online learning, while none of the students gave responds never with this statement. From the explanation above, It can be inferred that almost all students always have the unclear pronunciation during the speaking class conducted via online.

The description of the data on the table can seen through the chart that has been drawn by the writer below!



**Chart 4.19 The Unclear Pronounciation**

Table 4.20 The Progress of Pronunciation

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| My pronunciation is getting worse in learning speaking skills through online learning | Always | 134 | 63.80% |
| | Often | 47 | 22.38% |
| | Seldom | 15 | 7.15% |
| | Never | 14 | 6.67% |
| Total | | 210 | 100% |

Based on the table 4.20, there are 134 students (63.80%) who always feel their pronunciation is getting worse in learning speaking skills through online learning, 47 students (22.38%) who often feel their pronunciation is getting worse in learning speaking skills through online learning, 15 students (7.15%) who seldom feel their pronunciation is getting worse in learning speaking skills through online learning, and 14 students (6.67%) who never feel their pronunciation is getting worse in learning speaking skills through online learning. From the information of the data as described above, It can be inferred that almost all students say that it is seldom for them to have the progress or improvement toward their pronunciation when they study the speaking skill via online. It means that although there is a particular progress but it does not significantly or drastically occur.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
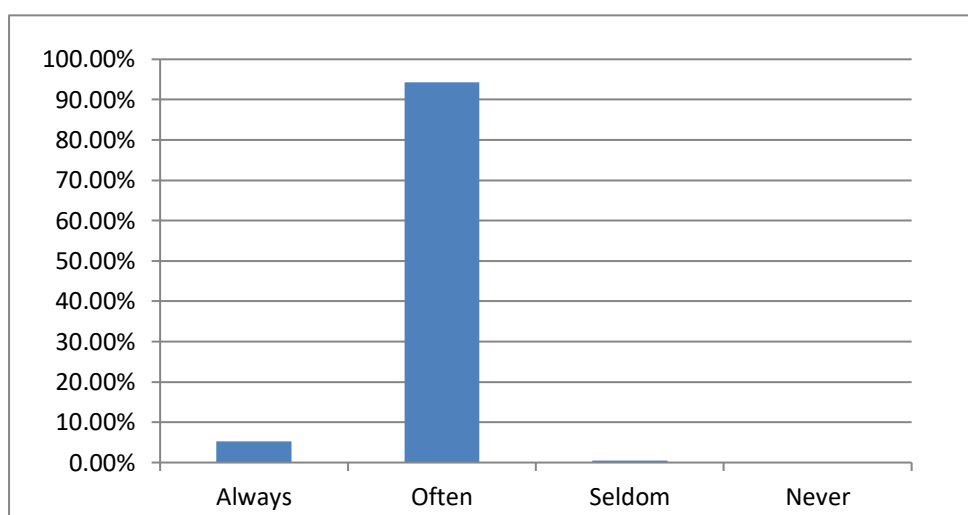


**Chart 4.20 The Progress of Pronunciation**

Table 4.21 The Frequency of Learning Speaking Via Online

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not practice speaking skills through online learning | Always | 40 | 19.05% |
| | Often | 95 | 45.24% |
| | Seldom | 75 | 35.71% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the table 4.21, there are 40 students (19.05%) who always do not practice speaking skills through online learning, 95 students (45.24%) who often do not practice speaking skills through online learning, 75 students (35.71%) who seldom do not practice speaking skills through online learning, and 0 students (0.00%) who never do not practice speaking skills through online learning.From the information of the data as described above, It can be inferred that the frequency of the implementation of the online speaking class is high. It is a proof that no one of them that never not follow the online speaking class.

The description of the data on the table can seen through the chart that has been drawn by the writer below!

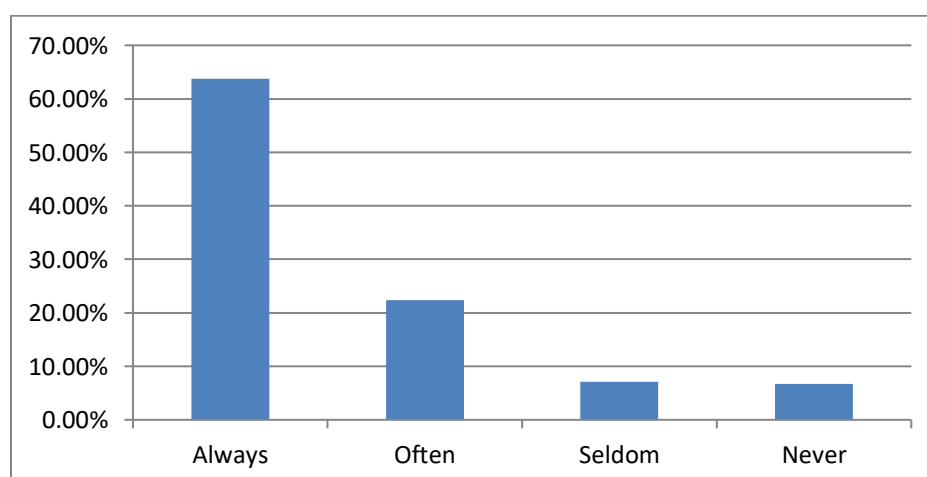**Chart 4.21 The Frequency of Speaking Via Online**

Table 4.22The Use of Media in Online Learning

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| My teacher does not use learning resources such as PPT, learning videos, etc. when practicing speaking skills through online learning | Always | 52 | 24.76% |
| | Often | 151 | 71.90% |
| | Seldom | 4 | 1.90% |
| | Never | 3 | 1.43% |
| Total | | 210 | 100% |

Based on the table 4.22, there are 52 students (24.76%) who say always that their teacher does not use learning resources such as PPT, learning videos, etc. when practicing speaking skills through online learning, 151 students (71.90%) who say often that their teacher does not use learning resources such as PPT, learning videos, etc. when practicing speaking skills through online learning, 4 students (1.90%) who say

seldom that their teacher does not use learning resources such as PPT, learning videos, etc. when practicing speaking skills through online learning, and 3 students (1.43%) who say never that their teacher does not use learning resources such as PPT, learning videos, etc. when practicing speaking skills through online learning.

From the information of the data as described above, It can be known that most of the time the teacher not applies media like Power point, video, and other files in teaching speaking skill to the students.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
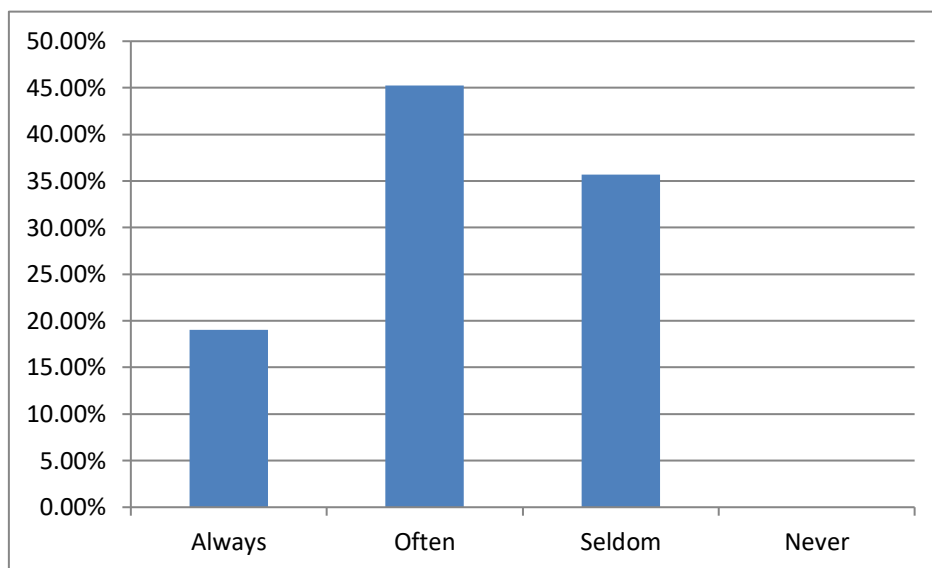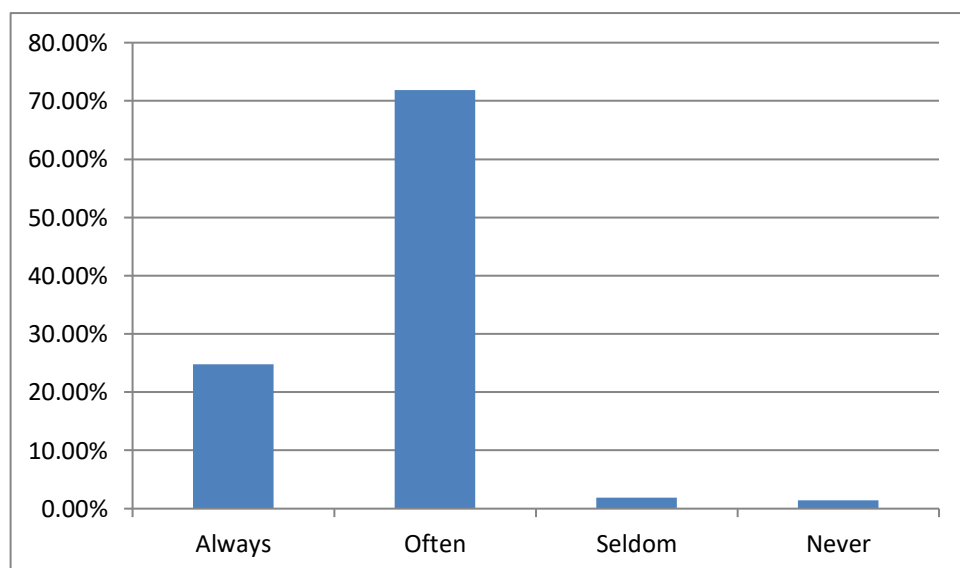


**Chart 4.22 The Use of  Media in Online Learning**

Table 4.23 The Seriousness in Learning Speaking Via Online

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not really practice speaking skills through online learning | Always | 75 | 36.19% |
| | Often | 90 | 42.86% |
| | Seldom | 45 | 21.43% |
| | Never | 0 | 0.00% |
| Total | | 210 | 100% |

Based on the table 4.23, there are 75 students (36.19%) who always do not really practice speaking skills through online learning, 90 students (42.86%) who often do not really practice speaking skills through online learning, 45 students (21.43%) who seldom do not really practice speaking skills through online learning, and 0 students (0.00%) who never do not really practice speaking skills through online learning. It means, most of students not study hard and seriously while practicing speaking english during online class.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
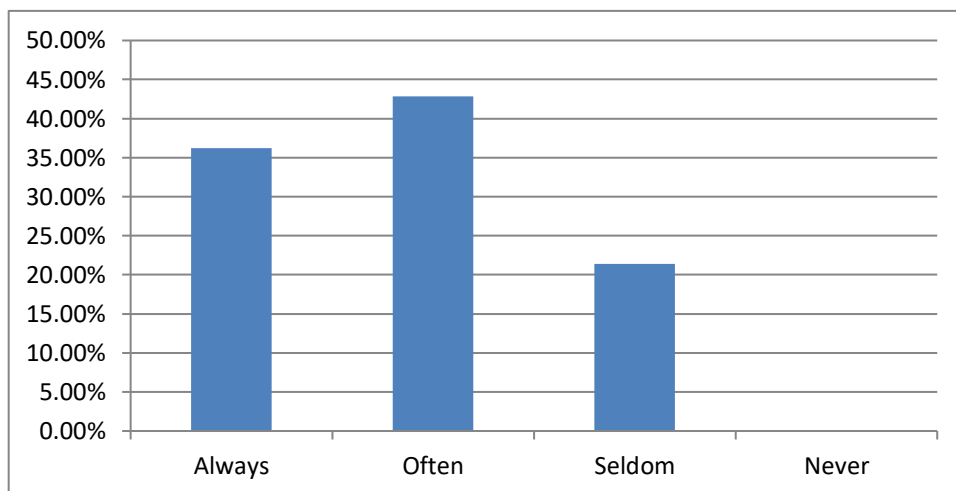
**Chart 2.23 The Seriousness in Learning Speaking Via Online**

Table 4.24 The Material Acquisition Through Online Learning

| Statement | Option | Frequency | Percentage |
|---|---|---|---|
| I do not get more material information while practicing speaking skills through online learning | Always | 70 | 33.33% |
| | Often | 75 | 35.71% |
| | Seldom | 40 | 19.05% |
| | Never | 25 | 11.90% |
| Total | | 210 | 100% |

Based on the table 4.24, there are 70 students (33.33%) who always do not get more material information while practicing speaking skills through online learning, 75 students (35.71%) who often do not get more material information while practicing speaking skills through online learning, 40 students (19.05%) who seldom do not get more material information while practicing speaking skills through online learning, and 25 students (11.90%) who never do not get more material information while practicing speaking skills through online learning.

From the information of the data as described above, It can be concluded that more half of all participants get little material during the practice of online speaking skill.

The description of the data on the table can seen through the chart that has been drawn by the writer below!
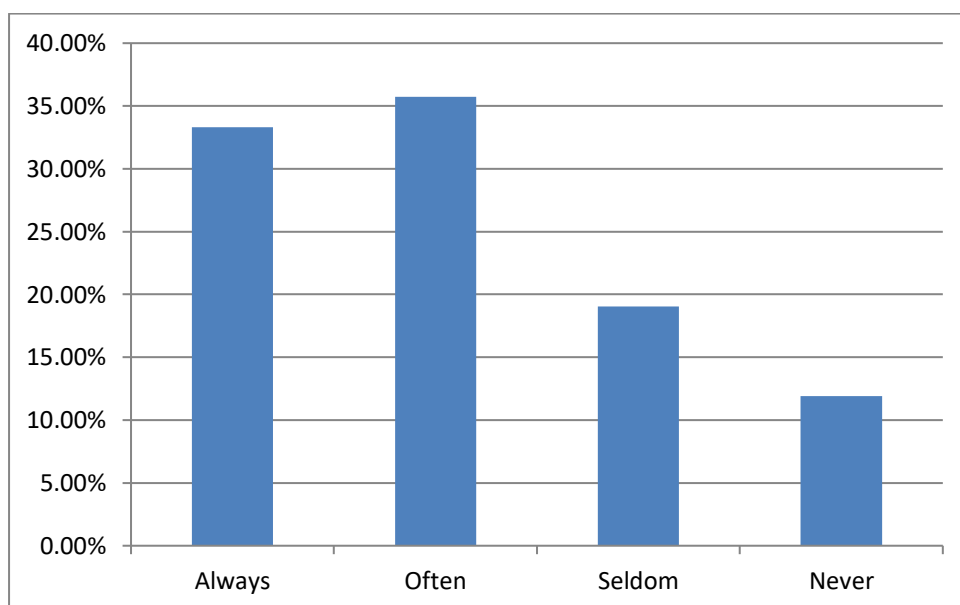


**Chart 4.24 The Material Acquisition Through Online Learning**

## 4.3 Discussion

After discovering and describing the data obtained through the questionnaire, the write analyze the result on this discussion point. The discussion are as follow:

### 4.3.1 Internet Connection

In the first point indicates that most of students feel distracted during the learning process.In Addition, the result of the second point also

shows that the majority of the students feel difficult because of the bad connection of the internet. Moreover, the third point shows the identic case and the last point about the internet data that is limited shows that the students are hard to follow the online class of speaking subject. In short, the result of the first element indicates that the internet connection and the internet data really affect the effectiveness of the online learning process.

The percentage of each point on this element is relatively similar. Each of points indicates the negative circumstance. From the findings of the research, we know that the bad internet connection literally exist and it hampers the students during the online learning process in speaking class. Because the students feel distracted and complicate the students during the learning process which is caused by the robotic voice, unstable connection, etc.

Compared to Tradisa (2020) and other previous study, this result shows the similar result where it is correlated to the previous study so this research is accepted to reinforce the previous studies being used by the writer as the parameter of the result of this study.

### 4.3.2 The Fluency

The first point of this case is about the students' fluency while learning speaking and it shows that just a few people that have fluency when following the online learning. In term of comfortableness, the data indicates the similar case where just a few of the majority that feel

comfortable during the online class. Additionally, the third points regarding the fluency shows that the majority of the participants cannot be fluent while speaking during the online class. In term of nervousness, the percentage also shows that the number of students in average feel nervous during the online class.

Compared to Tradisa (2020) and other previous study, this result shows the similar result where it is correlated to the previous study so this research is accepted to reinforce the previous studies being used by the writer as the parameter of the result of this study.

### 4.3.3 Vocabularies

Similar to the previous case, the case of vocabularies also consists of 4 points. The first point shows that most of the students feel difficult to develop their vocabularies whereas the second point shows that the vocabulary development is really helpful for them in speaking class via online. However, the students are difficult to discover the vocabularies during the online speaking class. Moreover, the students believe that every topic that they discuss require them to have vocabulary. That is why, during the online learning process the students are not able to adapt optimally.

Compared to Tradisa (2020) and other previous study, this result shows the similar result where it is correlated to the previous study so this

research is accepted to reinforce the previous studies being used by the writer as the parameter of the result of this study.

### 4.3.4 Grammar

In the case of grammar, the percentage shows that most of student are difficult to learn speaking via online because they still cannot understand the grammar. It is also reinforced by the second point where almost all of the participants believe that by mastering the grammar will make them easily learn speaking during online. Additionally, the number of students who consider that the speaking ability mostly lies on grammar mastery is dominating the percentage. However, they are being difficult to elevate their grammatical skill through online class. Hence, the students do not have the alternative to elevate their grammar mastery and as the result they will be hard to increase their speaking skill as well.

Compared to Tradisa (2020) and other previous study, this result shows the similar result where it  is correlated to the previous study so this research is accepted to reinforce the previous studies being used by the writer as the parameter of the result of this study.

### 4.3.5 Pronunciation

Similarly, the case of pronunciation is very much concerning. At the first point the percentage shows the rate of difficulty among the students in pronouncing the vocabularies during the learning process via

online is high; most of them say Always and Often. For one thing, the rate of nervousness among the students to pronounce the English vocabularies perches on the high position of percentage. Most of the students conceit that it is all caused by the instability of the internet connection. Even more, there is just a minuscule percentage saying that the online speaking class improve their own pronunciation. It means that a number of students think that the existence of online speaking class does not significantly increase their pronouncing skill. In short, there is no severe impact of the online speaking class toward the students' pronunciation.

Compared to Tradisa (2020) and other previous study, this result shows the similar result where it  is correlated to the previous study so this research is accepted to reinforce the previous studies being used by the writer as the parameter of the result of this study.

### 4.3.6 Effort

Finally, the effort also becomes the crucial urgency that needs more attention and concern to determine the effectiveness of the online speaking class. The percentages point out that the number of students who do not solemnly follow the online learning process of speaking skill is higher than the number of students who do. Additionally, the students have the less effort in studying speaking via online. Moreover, the teachers more likely use the power point, video, and others media that the students

consider as the alternative that give the lesser information. Last but not least, the case of effort cannot be disregarding in the research.

Compared to Tradisa (2020) and other previous study, this result shows the similar result where it is correlated to the previous study so this research is accepted to reinforce the previous studies being used by the writer as the parameter of the result of this study.

# CHAPTER V

# CONCLUSION & SUGGESTION

## 5.1 Conclusion

Based on the result of research, the internet connection becomes one of the issues that triggers many problem to begin with, such as distraction, difficulty, robotic voice, and the postponed classed. That is one the stability of internet connection need to be ensured in order to run the online learning class smoothly.

Secondly, the case of fluency is also one of the problems that causes the failure of the speaking learning objective. Many of them are difficult, uncomfortable, and nervous to speak during the online speaking class. Whereas, the easiness, comfortableness, and the confidence are the essential elements of a good speaking performance.

Thirdly, the case of vocabulary has the cohesive issue with the two previous cases. Many students are lack of vocabularies and the online vibe appends their problem to develop their vocabularies. Moreover, they are difficult to find the new vocabularies so that they are not excited in executing the class. As the result, their vocabulary development does not improve.

Next, the majority of the students are still not able to understand the grammar well so they are difficult to speak during the online speaking class. In addition, they also have difficulty in using the grammar during the online

learning process. Nevertheless, they are conscious that that by mastering grammar is extremely beneficial toward their speaking performance.

Furthermore, in pronouncing some vocabularies the students feel difficulty and insecurity. As the result, those circumstances hamper the goal of learning speaking grammar, vocabularies, pronunciation, and lastly effort.

Lastly, the students' effort indicates that they are no interested in participating in the online speaking class. They do not seriously study during the speaking class via online. Moreover, they declare that they discover the less material from the online learning class of speaking. That is why the rate of effort is also low.

Overall, the online speaking class causes many difficulties to the students. They are hard to adapt due to some factors like the internet connection, effort, the grammar and pronunciation mastery, and so on. However, it should be the evaluation for all actors that are complicit upon the online learning process in order to adapt and modify the learning methods and techniques.

## 5.2 Suggestion

In the end of this chapter, the researcher gives some suggestions which are addressed to the students, teachers, the institution, and the readers. The suggestions are addressed to some stakeholders are as follow:

1) Students

To maximize the students' ability in speaking, they need to make sure that they have and uphold the effort to elevate their understanding about grammar, memorize more vocabularies, and be aware of the correct pronunciation of each vocabulary. Additionally, they need to be able to adapt and be more well prepared during the online learning process.

2) Teachers

Meanwhile, the teacher should motivate their students in enhancing their students' speaking skill. In addition, they also need to boost their ability in speaking and fix their own strategy in teaching speaking.

3) Schools

To the schools, the researcher suggests that the schools need to be able to establish a better policy that needs to be applied by the all stakeholders. Nevertheless, the policy should be solutive and flexible.

4) Readers in General

The researcher expects that all readers should be more concerning about the effort that they have committed in elevating and evaluating their speaking class. Additionally, the readers need to have a good strategy and effective way during the teaching and learning process. In brief, all of us need to have the intention and tips to develop our speaking skill.

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**Appendix I**
RESEARCH QUESTIONNAIRE

Charging instructions:

In this questionnaire, there are 24 statements about Students' Perceptions of Speaking Learning in Online Learning. Read each statement carefully then choose one answer by putting a check (√) in the honest column SL, SR, JR, TP according to the circumstances or conditions during online learning. This answer is confidential and will not affect your academic or non-academic grades.

(AL:Always) (OF: Often) (RA: Rarely) (NE: Never)

Fill in your identity below!

Name       :
Class       :
School      :

| Factor | No | Statement | Option | | | |
|---|---|---|---|---|---|---|
| | | | AL | OF | RA | NE |
| Internet connection is not stable | 1. | My internet connection is interrupted while learning speaking skills through online learning | | | | |
| | 2. | Unstable internet connection makes it difficult for me to learning speaking skills through online learning | | | | |
| | 3. | Disconnected network makes me distracted while learning speaking skills through online learning | | | | |
| | 4. | The availability of limited internet quota disturbs me during the process of learning speaking skills through online learning | | | | |
| Fluency | 5. | I do not feel fluent in learning speaking skills through online learning | | | | |
| | 6. | I do not feel comfortable learning speaking skills throughonline learning | | | | |
| | 7. | I feel stammered learning speaking skills through online learning | | | | |

| | 8. | I feel nervous learning speaking skills through online learning | | | | |
|---|---|---|---|---|---|---|
| Lack of vocabulary | 9. | I feel difficult to develop vocabulary while learning speaking skills while online learning | | | | |
| | 10. | I do not mastering vocabulary so I have difficulty learning speaking skills through online learning | | | | |
| | | I have difficulty finding vocabulary in learning speaking skills through online learning | | | | |
| | 12. | The topic of discussion in speaking skills does not affect my vocabulary during online learning | | | | |
| Grammar | 13. | I do not understand grammar so it's difficult to learn speaking skills through online learning | | | | |
| | 14. | Mastery of grammar through online learning makes it difficult for me | | | | |
| | 15. | Mastery of grammar does not affect my ability to learn speaking skills through online learning | | | | |
| | 16. | I have difficulty using grammar in learning speaking skills through online learning | | | | |
| Pronunciation | 17. | I have difficulty pronouncing words in learning speaking skills through online learning | | | | |
| | 18. | I feel nervous pronouncing words in learning speaking skills through online learning | | | | |
| | 19. | My pronunciation often unclear because it is interrupted by a disconnected network in learning speaking skills through online learning | | | | |
| | 20. | My pronunciation is getting worse in learning speaking skills through online learning | | | | |
| | 21. | I do not practice speaking skills through online learning | | | | |
| | 22. | My teacher does not use learning | | | | |

| Lack of practice | | resources such as PPT, learning videos, etc. when practicing speaking skills through online learning | | | | |
|---|---|---|---|---|---|---|
| | 23. | I do not really practice speaking skills through online learning | | | | |
| | 24. | I do not get more material information while practicing speaking skills through online learning | | | | |

# Appendix II

Photos Documentations

# AUTOBIOGRAPHY

Putri Husna was born on November 14th, 1999 in Gedung Biara, Aceh Tamiang. Her father, Azmi is a entrepreneur and her mother Nurhayati is a housewife.She is the first of four siblings. She started her studies at SDN Tangsi Lama in 2006. When she graduated from elementary school in 2012, she continued her study at Ponpes Modern Babussalam, Tanjung Pura, Langkat. In 2015 she continued her study at SMAN 1 Seruway. Then, in 2018 she continued her first degree (S1) at Universitas Bina Bangsa Getsempena Banda Aceh, particulary at English EducationDepartment and she finished the recruitment for the degree of Sarjana Pendidikan (S1) in 2022.

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UBBG

**KEPUTUSAN**
**DEKAN FAKULTAS KEGURAN DAN ILMU PENDIDIKAN**
**NOMOR: 1655/131013/F1/SK/VIII/2021**
**Tentang**
**PENUNJUKAN DOSEN PENGKAJI PROPOSAL SKRIPSI**

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.

b. Bahwa untuk keperiuan tersebut perlu ditunjuk Dosen Pengkaji Proposal Skripsi dan ditetapkan dengan surat keputusan.

Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulisan Akhir Mahasiswa.

b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.

c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.

**MEMUTUSKAN**

Menetapkan :

Pertama : Menunjuk Saudara/i : Dr. Sariakin, M,Pd sebagai **Pengkaji I**

**Untuk mengkaji Proposal Mahasiswa**

Nama/NIM : Putri Husna /1811060010
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Proposal : Student Perceptions of Online English Learning During the Covid 19 Pandemic at SMAN 7 Banda Aceh

Kedua :
Dengan Ketentuan

1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 (enam) bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : Banda Aceh
PadaTanggal : Senin, 06 September 2021
Dekan FKIP,

**Dr. Musdiani, M.Pd**
NIDN: 0031126364

**TEMBUSAN:**
1. Ketua Program Studi
2. Yang bersangkutan
3. Arsip

## KEPUTUSAN
## DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
### NOMOR: 1705/131013/F1/SK/VI/2022
**Tentang**

### PENUNJUKAN DOSEN PEMBIMBING SKRIPSI

Menimbang
: a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.

Mengingat
: a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulisan Akhir Mahasiswa.
b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.
d. Hasil Seminar Proposal Skripsi tanggal 09 June 2022 pada Program Studi S1 Pendidikan Bahasa Inggris

### MEMUTUSKAN

Menetapkan
Pertama
:
: Menunjuk Saudara/i :

**Dr. Sariakin, M.Pd**          Sebagai Pembimbing I
**Mulyadi Syahputra, M.Pd**     Sebagai Pembimbing II

**Untuk membimbing skripsi mahasiswa**

Nama/NIM         : **Putri Husna / 1811060010**
Program Studi    : S1 Pendidikan Bahasa Inggris
Judul Skripsi    : Students' Perceptions of Online English Learning During The Covid -19 Pandemic At SMA Negeri 7 Banda Aceh

Kedua
: Dengan Ketentuan:
1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di      : Banda Aceh
PadaTanggal        : Kamis, 20 Oktober 2022
Dekan FKIP,

FKIP UBBG

**Dr. Mardhatillah, M.Pd**
NIDN: 1312049101

UNIVERSITAS BINA BANGSA GETSEMPENA
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Tanggul Krueng Lamnyong No. 34
Rukoh, Banda Aceh 23112 Indonesia
🌐 bbg.ac.id ✉ info@bbg.ac.id
📞 +62823-2121-1883

UBBG

Nomor      : **1936/131013/F1/KM/VII/2022**

Lampiran   :   -

Hal          : *Izin Melaksanakan Penelitian Skripsi*

Kepada Yth,
Kepala Cabang Dinas Pendidikan Banda Aceh dan Kab. Aceh Besar
Di_

    Tempat

Dengan hormat,

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Ibu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama            : **Putri Husna**

NIM             : **1811060010**

Program Studi    : S1 Pendidikan Bahasa Inggris

Untuk mengumpulkan data-data di **SMA Negeri 7 Banda Aceh** dalam rangka penyusunan skripsi yang berjudul :

"*Students' Perceptions of Online English Learning During The Covid -19 Pandemic At SMA Negeri 7 Banda Aceh*".

Atas pemberian izin dan bantuan Bapak/Ibu kami ucapkan terimakasih.

Banda Aceh, 13 Juli 2022
Dekan FKIP,

**Dr. Mardhatillah, M.Pd**
NIDN: 1312049101

Tembusan:
1. Yang bersangkutan
2. Arsip

# PEMERINTAH ACEH
## DINAS PENDIDIKAN
### SEKOLAH MENENGAH ATAS NEGERI 7 BANDA ACEH

Jalan Krueng Jambo Aye Nomor 1 Geuceu Komplek Kota Banda Aceh Kode Pos 23239
Telepon (0651) 8087988, Faks (0651) 8087988, Email : sman7bandaaceh98@gmail.com
Website : sman7bandaaceh.sch.i

## SURAT KETERANGAN PENELITIAN
Nomor : 074 /1584/2022

Kepala Sekolah Menengah Atas ( SMA ) Negeri 7 Banda Aceh di Kecamatan Banda Raya Kota Banda Aceh dengan ini menerangkan :

| | | |
|---|---|---|
| Nama | : | PUTRI HUSNA |
| NIM | : | 1811060010 |
| Fakultas | : | UNIVERSITAS BINA BANGSA GETSEMPENA |
| Prodi | : | PENDIDIKAN BAHASA INGGRIS |

Benar yang nama tersebut di atas telah mengumpulkan data pada SMA Negeri 7 Banda Aceh dalam rangka Penyelesaian skripsi dengan judul: "STUDENT'S PERCEPTION OF ONLINE ENGLISH LEARNING DURING THE COVID-19 PANDEMIC AT SMA NEGERI 7 BANDA ACEH." Berdasarkan Surat Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh Dan Kabupaten Aceh Besar Nomor : 421.3/G.1/1836/2022 Tanggal 21 Juli 2022.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 19 September 2022
KEPALA SMA NEGERI 7
KOTA BANDA ACEH

Dr.Erlawana, S.Pd, M.Pd
Pembina TK. 1
NIP.197011101998012002