The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic

(A Descriptive Quantitative Study on 8th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)

THESIS

Submitted as a Partial Requirements for the degree *Sarjana Pendidikan* (S.Pd) in English Study Program

By:

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DEPARTMENT OF LANGUAGE EDUCATION
TARBIYAH AND TADRIS FACULTY
UIN FATMAWATI SUKARNO BENGKULU
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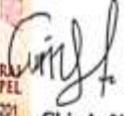
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    I hereby sincerely state that the thesis titled "The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ii

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RATIFICATION

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iii

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Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelar Degreein English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

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iv

MOTTO

Starting anything with Bismillah, and anything with Alhamdulillah, until finally find jannah, InsyaaAllah

-Ummu Hurairah-

***

I'm not a princess but I'm a queen for the folk who read my

writing

-Chindy Yulia Permatasari-

v

DEDICATION

The researcher would like to dedicated this thesis to:

1. Allah SWT, as the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which cand describe how grateful I am for every mercy, healthy, and happines on my way to finish this thesis.

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ABSTRACT

Chindy Yulia Permatasari. July.2022. "The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During the Pandemic (A Descriptive Quantitative Study on 8th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)". Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty.

Advisors: 1. Dr. H Ali Akbarjono, M.Pd 2. Feny Martina, M.Pd

This research aimed to determine the perception and use of E-Journals in fulfilling academic writing needs by 8th-semester students of the English Department at UIN Fatmawati Sukarno Bengkulu during the COVID pandemic. Thus the variable consists of two, namely the dependent variable Academic Writing with the following indicators are Using resources to achieve academic writing, Level of staff in finding sources, Frequency of accessing sources, Scope of source search, and Determining the required information sources. While the independent variables consist of E-Journal-free indicators are Utilization, Update, Accessibility, Frequency, Speed, Convenience, and Security. This research method uses quantitative descriptive with samples taken using a random sampling technique consisting of a sample of 60 students. Then for data collection has used the instrument through questionnaires and observations. This research's results indicate that the study Level of student e-journal perceptions during the pandemic was on a scale of 3.31 (good). Furthermore, the study results showed that the level of use of e-journals as a source of information for academic writing is on a scale of 3.16 (good). In this case, the researcher suggests several things that need to be improved, including increasing the means of accessing e-journals and improving in updating and completeness of E-Journal websites.

Keywords: Perception, E-Journal, Academic writing.

ABSTRAK

Chindy Yulia Permatasari. Juli 2022. "Persepsi Penggunaan E-Journal oleh Mahasiswa Jurusan Bahasa Inggris dalam Memenuhi Kebutuhan Penulisan Akademik Selama Masa Pandemi (Studi Deskriptif Kuantitatif Pada Mahasiswa Jurusan Bahasa Inggris Semester 8 di Universitas Islam Negeri Fatmawati Sukarno Bengkulu)". Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing : 1. Dr. H Ali Akbarjono, M.Pd 2. Feny Martina, M.Pd

Penelitian ini bertujuan untuk mengetahui persepsi dan penggunaan E-Journal dalam pemenuhan kebutuhan penulisan akademik oleh mahasiswa semester 8 Jurusan Bahasa Inggris di UIN Fatmawati Sukarno Bengkulu selama masa pandemi COVID. Dengan demikian variabel tersebut terdiri dari dua, yaitu variabel terikat Penulisan Akademik dengan indikator sebagai berikut Menggunakan sumber daya untuk mencapai penulisan akademik, Tingkat staf dalam mencari sumber, Frekuensi mengakses sumber, Lingkup pencarian sumber, dan Menentukan sumber informasi yang dibutuhkan. Sedangkan variabel bebas terdiri dari indikator bebas E-Journal yaitu Utilisasi, Update, Aksesibilitas, Frekuensi, Kecepatan, Kenyamanan, dan Keamanan. Metode penelitian ini menggunakan deskriptif kuantitatif dengan sampel yang diambil menggunakan teknik random sampling yang terdiri dari sampel sebanyak 60 siswa. Kemudian untuk pengumpulan data menggunakan instrumen melalui angket dan observasi. Hasil penelitian ini menunjukkan bahwa tingkat studi persepsi e-journal mahasiswa selama masa pandemi berada pada skala 3,31 (baik). Selanjutnya hasil penelitian menunjukkan bahwa tingkat penggunaan e-journal sebagai sumber informasi untuk penulisan akademik berada pada skala 3,16 (baik). Dalam hal ini, peneliti menyarankan beberapa hal yang perlu ditingkatkan, antara lain meningkatkan sarana pengaksesan e-journal dan meningkatkan pemutakhiran dan kelengkapan website E-Journal.

Kata kunci: Persepsi, E-Journal, Tulisan Akademik

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The researcher realizes that in making this thesis it will not be carried out without the help of all parties, on this occasion the researcher would like to express her deep gratitude to the honorable:

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4. All existing lecturers in the English language education environment
5. All parties who have assisted in the preparation of this thesis

The researcher realizes that there are still many shortcomings and mistakes in writing this thesis. For this reason, the researcher expect constructive criticism and suggestions from readers. Finally, the researcher thank all the support and assistance In order that this proposal can be well structured.

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Chindy Yulia Permatasari

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II LITERATURE REVIEW

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of Research

Writing is a way of generate language and express ideas, feelings, and opinions (Hakim et al., 2020). It can be understood that writing is one of the communication media that can send information to other people even around the world. Among students, writing is one of the most important skills at the academic level. the same opinion shows the importance of writing from (Efrizal, 2019) writing is one of the four language skills that play a very important role in learning asecond language. Writing skills are more complex and difficult to teach, requires mastery not only of grammatical and theoretical tools, but also conceptual and judgmental tools. One of the products of a student as a substitute for academic staff is scientific writing. At this level this writing is called academic writing. The types of academic writing carried out by students, such as writing reports, research, dissertations, essays, theses, etc. As for this thesis, it was prepared by students to fulfill one of the requirements to get a bachelor's degree in the English Department.

Thus, in a pandemic condition like this, writing still has to be learned even though it is difficult to master,

especially writing a thesis for 7th semester students at UIN Fatmawati Sukarno Bengkulu as a condition for graduating from a bachelor's degree. The role of technology during the Covid-19 era is very large, for example, such as learning from home with system Long distance (PJJ) using E-learning as learning media (Rakhmanina et al., 2021). In the midst of the Covid-19, students in Indonesia are required to study from home, and several public facilities are in addition closed and limited, one of which is the library. With these regulations, the process of finding accurate information for academic writing becomes difficult because students find it difficult to get physical books. In this case, students need a new container to temporarily replace the use of the library which has been limited due to this pandemic. In addition to the speed of information, utilization can in addition save time, cost, and energy. Students can use the e-journals Based on anywhere and anytime.

Furthermore, e-journals can be used as a medium to fulfill writing information needs. Thus, in this study, we want to review how students think about the use of the e-journal. With this perception, educators and students can improve the quality of learning and learning objectives in writing scientific papers can be achieved. despite the current COVID-19 pandemic situation. Perceptions can influence a person to use information and communication technology to achieve their goals, such as using e-journals

rather than physical books as a source of information. The researchers wanted to find out whether students were still able to write academic writing well during pandemic.

Based on interviews with several 8th semester English students in class B on January 2021 at UIN Fatmawati Sukaro Bengkulu, researcher found that students had difficulties in fulfiling the information needs for writing scientific papers. The problems faced by 8th-semester students, especially in classes that have taken academic writing courses and are currently compiling a thesis, are that students have difficulty expressing ideas for scientific writing, besides that students have limitations in finding reading sources for academic writing, students are in addition still do not know the use of E-Journals as a source of information and students having difficulty accessing information supply facilities during the pandemic and students not being familiar with distance learning systems and regulations during the pandemic.

However, based on the problems that arise one of the big obstacles for students is getting sources of information in academic writing. In its use, the ability to express thoughts or ideas can be honed by reading more reading sources such as journals. In general, e-Journals present scientific writings in English In order that they have not been used optimally, especially as a source of information and learning. Until now, it is unclear how the use of e-

Journals among students of the English Department at UIN Fatmawati Sukarno Bengkulu and in addition how it relates to students' interest in using reading sources other than physical books such as electronic journal collections. Armed with previous research, as well as the background described above, the researcher is interested in studying more deeply about student perceptions of the use of e-Journals by students majoring in English in fulfilling academic writing needs and in addition its relationship with increased interest in the use of E-Journals by students at UIN Fatmawati Soekarno Bengkulu, especially during the Pandemic.

B. The Identification of Problems

Based on the background of the problem above, the researcher identifies several conditions that encourage the emergence of research problems, namely:

1. Students have limitations in finding reading sources for academic writing.
2. Students have difficulty accessing information provision facilities during the pandemic.
3. Students are not familiar with the use of E-Journals as a source of information in distance learning during the pandemic.

C. The Limitation of Research

The research limitation was identified to avoid a study that is too broad. The researcher limits the object to two variables, E-Journal as an independent variable and Academic Writing as a dependent Variable. Thus this research tries to determine the perceptions of the use of E-Journal by 8th semester English Students at UIN Fatmawati Sukarno Bengkulu for the 2021/2022 academic year in fulfilling the needs for academic writing limited.

D. The Research Question

To make the research easier to be understood, the researcher would like to formulate the problem as follow:

1. What are the English Department students's perception at UIN Fatmawati Sukarno Bengkulu on the use E-Journal during pandemic?
2. How is the level of utilization of E-Journal by English Department students in fulfilling the needs of Academic Writing?

E. The Objectives of Research

Based on the background and problem of the study, this research aims at discovery:

1. To find out 8th English Department students' perceptions at UIN Fatmawati Sukarno Bengkulu about the use E-Journal during the COVID-19 pandemic.

2. To find out the level of of utilization of E-Journal by English Department students in fulfilling the needs of Academic Writing.

F. The Significances of Research

The researcher hopes that the results of this research can provide meaning both theoretically and practically, because:

1. Students

The results of this study are expected to contribute to the development of Academic writing through E-Journal, especially in the Pandemic era.

2. Teacher

The results of this study are expected to provide knowledge to teachers about interesting techniques to teach writing skills to students during the pandemic.

3. Other Researchers.

The results of this study are expected to contribute to other researchers who are interested in the use of E-Journals as writing material in student writings.

G. Definition of Key Terms

Definition of key terms to avoid misunderstanding between compilations readers as they read this paper. In this section, the researcher would like to provide

operational definition of the topic to make a specific understanding of research topics, namely:

1. English academic writing for college student in this research context is the process of expressing thoughts or ideas written in scientific language and accordance with reference sources that can assist the research process such as in writing research, dissertations, essays, theses, etc.

2. E-Journal in this research context is one of the sources of electronic information used by students to fulfilling their information and learning needs which can be accessed online fin the form of PDF which can be accessed free of charge and quickly via a computer or mobile phone connected to the internet.

3. Learning during the pandemic in this research context is learning process using long distance system (PJJ) by complying with health protocols such as using masks, washing hands, maintaining distance, as well as for the teaching process using e-learning such as the teacher asking questions via Google Classroom.

CHAPTURE II

LITERATURE REVIEW

A. Academic Writing Needs for English Department

1. Perception of the Need for Academic Writing

Writing according to (Akbarjono et al., 2020) is a good way to test knowledge and understanding of whether students can convey information effectively by writing students can express their opinions and in addition overcome problems encountered in the classroom. Another problem based on observations (Febriani, 2018) there were several students' writing problems related to the process of developing ideas in writing, some students did not seem enthusiastic to write texts based on teacher instructions. bored to write text in learning to write. Furthermore, in proving a person is academic, one of them is by writing academics. There are many types of writing done by students such as writing reports, research, dissertations, essays, theses, etc (Haryanto, 2019). A thesis written by the student in fulfilling the undergraduate degree requirements. In making the content of the thesis in addition requires information from various valid and credible sources and it takes a

lot of time in editing and revising to find good results based on research findings.

Thus according to Brown et.al (1994: 1) using a variety of media will increase the like that students will learn more, retain better what they learn and improve the performance of the skills they are expected to develop. In order that information needs in academic writing can be met by going through the stages of the literacy model by Robert E. Berkowitz and Michael B. Eisenberg in 1987 called The Big 6TM (An Information Problem-Solving Process) with media technology. Each process has several steps, namely: (1) Task define, collect problem information and identify the required information is the basic stage, (2) Search Strategy for the required information, determine the sources of information that can be used and select information sources as needed, (3) Location and Access, allocating information resources through intellectual ability and physical form and finding the information contained in these sources, (4)Use of Information, how to use information and integrate information through the senses and filter the relevant information needed, (5) Synthesis, organizing information Based on various sources and presenting the information, (6) Evaluation, assessing information effectively through

information products and efficiently through information processes (Wolf et al., 2003).

Reference sources can be found in various print and electronic media. Students can search according to their needs and circumstances of students.

2. **Definition of Academic Writing**

One of the products of a student as a substitute for academic staff is scientific writing. At this level this writing is called academic writing. The types of academic writing carried out by students, such as writing reports, research, dissertations, essays, theses, etc. According to (Hoge, 2007), Academic writing aims for researchers to provide information and explain something to the reader. In this case, the type of academic writing is carried out in higher education, and the readers can be from teachers or classmates. In addition to that, Bailey (2003) argues that all people studying at universities, including English language students, are required to write academic papers such as essays and other papers as part of their coursework. Based on the understanding of academic writing by two experts (Hoge, 2007), research can conclude that academic writing is a process of conveying information in the form of the researcher's ideas which are then used as writing

assignments or exams developed at a college or university.

3. **The Characteristics of Academic Writing**

These four objectives of academic writing, according to Bailey, (2011:13), are: to report on research that has been carried out by the researcher, to answer questions that have been given or chosen by the researcher, to discuss a topic, provide the researcher's views, and to synthesize research that has been carried out by the researcher. Done by others about a topic.

The characteristics of scientific writing results Based on academic writing according to (Akkaya & Aydın, 2018) are described below:

a. Clear and limited focus.

The focus of academic writing is clear and is usually stated in the problem statement. Paragraphs in academic writing always relate to the topic.

b. Logical structure.

All forms of academic writing have a consistent structure consisting of an introduction that discusses the background, statement, and scope. The second part is the content discusses supporting thoughts Based on the comments discussed, and conclusions that discuss

arguments, review of main ideas, and findings of the paper.

c. Evidence-based arguments.

Academic writing requires well-informed discussion. Statements in academic writing are supported by evidence Based on many sources that can be justified as to the originality of the reference source.

d. Impersonal tone.

Submission of arguments in academic writing must contain logic and be objective, and do not use emotional language or everyday conversation.

4. **Types of Academic Writing**

The most common types of written work product by students according Bailey, (2003:4)

a. Notes contain the main points of the text written for the personal use of students.

b. Report contains an overview of something students have done after undergoing an activity project or after a survey.

c. Academic essay is basically a logical presentation of the researcher's ideas. The form of the essay is short, with an average of five paragraphs. Essays for beginners writing practice. Types of essay writing include a literature review or evaluation of information

about a topic that has been read, summarized, evaluated, described, and clarified (Hussain, 2019).

d. Thesis is the longest essay of approximately 20,000 words and is structured around topics and problems usually written by a student to earn an advanced degree. Simililary with(Husin & Nurbayani, 2017) Dissertation/Thesis is more like an academic book based on a hypothesis. It must be submitted as partial fulfillment of the academic degree requirements. The researcher presents hypothetical questions and seeks answers to these hypotheses in the contents of the dissertation or thesis.

e. Paper is the most common type of writing in the range of 1000-5000 words with a title that is usually determined by the teacher. (Bailey, 2003:4) Additionally with (Martín-Martín, 2013) divide the paper into two parts, namely:

 1) Papers allow researchers to criticize current topics and allow for researcher opinions. The research answers the theoretical questions posed by the researcher with facts Based on various reliable sources. The paper should have between 1 - 3 references per page.

2) Research papers. The pinnacle of a researcher's work on a particular topic is writing a research paper. Research papers in addition express the researcher's ideas and incorporate the ideas and insights of others. It should be at least eight pages long. The researcher may choose to write a subject scenario, in this case called a 'case study' the researcher is expected to restructure and present the topic while including citations to support the analysis (Martín-Martín, 2013).

5. **The Features of Academic Writing**

   a. The researcher is a person who has written a work which is then published and is famous in his field.

   b. Publish date and edition.

      The date of publication is the time when a paper is published. publishing edition means that the researcher can reprint and revise again. if a newer edition of the paper that has been revised is found, do not use the first or previous edition again.

   c. Abstract

      According to (Haryanto, 2019) abstracts are summaries of theses, essays, books, research

reports, published journals, and other scientific papers that highlight the main points covered in the work; briefly explain the content and writing; identify the methodology used; and identify the desired findings, conclusions, or results.

d. Content is list of the main chapters or sections. This should tell you what proportion of the text is devoted to the topic you are researching. The five elements in writing a paragraph according to (Hoge, 2007) are topic sentence, supporting sentence, conclusion sentence, unity, and coherence.

e. Introduction or preface

Contains an explanation of why and how the researcher arranges writing into a text. Usually written briefly and clearly.

f. Reference

Contains all reading sources used by the researcher to be used as a reference in writing which can then be quoted and written in a single text

g. Bibliography

Contains sources used by the researcher for but not specifically referenced or written directly in the text or text.

6. **Writing Assessment**

The characteristics of scientific work must be objective, neutral, systematic, logical, factual, not pleonastic, and the variety of language used is a variety of formal languages. After these characteristics are met, a scientific work can be assessed with aspects of academic writing assessment. According to (Yanti et al., 2018), several things are aspects of assessment in academic writing, as follows: (1) scope content and quality of content, (2) presentation of content and organization of content, (3) form of language style of language, and (4) mechanics and grammar. In other hand academic writing assessment according to (Lookwocd, 2015) that writing should focus on the choices they make in presenting information in terms of their management and placement of information. In addition, there is a strong correlation between the essay or scientific work with the effectiveness of the theme as well as grammar and there is a feedback framework based on concepts from systemic functional linguistics which can arrange for further feedback at the level of linguistic choice clauses made by student researchers. cientific papers written by students are judged according to following instruments:

Table 2.1.

Guidelines for Academic Writing Assessment

No.	Elements Rated	Score Max.
1.	Contents of the ideas put forward a. The originality of the researcher in terms of ideas and arguments and how much interesting title and topic raised. Ability to formulate problems according to the theme and written material given. b. Ability to describe the factors that influence the origin of the problem or the background of the problem. c. The suitability of the problem idea of the article with the formulation of the problem accompanied by scientific arguments. Ability in good argumentation included in the exploration of the theme.	35
2.	Content organization a. Paper size, typography, neatness of type, layout, and number of pages. b. The writing is divided into three parts, namely the introduction, the core/discussion, and concluding section. c. The accuracy of the writing format In order that it is interesting to read d. Include a running note or body note, when quoting writings Based on others and include references.	25
3.	Grammar a. Writing style and ability (attractiveness and innovation) in use words.	20

	b.	Sentences are arranged efficiently and easy to read	
4.	Styles:Choosing the right vocabulary.		15
	a.	The writing is presented with a good sentence structure In order that it is easy to understand reader.	
5.	Spelling		5
	a.	Writing is adjusted to the rules of the General Guidelines for Spelling Language or EYD.	
	Amount		100

Based on the table above, it can be concluded that each component has a different score and has its level of difficulty. For example, the content component contains several subcategories, which are pretty challenging to obtain in the writing process. Therefore the content component has the highest score in writing research. Besides that, references and citations are the second largest assessment because academic writing by researchers is strictly prohibited from plagiarism.

7. **Academic Writing Class**

This writing class is prepared and designed In order that students can develop their critical thinking in an academic language style such as how to scientifically cite the structure of academic writing. Then, in this class, students must write scientific papers such as academic essays. Usually

the lecturer will provide a theme related to language education, sociolinguistics, literature or other language fields (Iswandari, 2013). This academic writing class is offered in the fifth semester at UIN Fatmawati Sukarno Bengkulu after students successfully passed the three writing classes held in the previous semester.

Before meeting with the writing academy class, students first go through 3 stages of writing class, namely in semester 2, Basic writing class, in semester 3 it is called intermediate writing class, in semester 4 advanced writing, based on these three semesters students have studied various writing theories such as studying the topic or main idea of writing, supporting and closing sentences which then Based on these sentences become coherent paragraphs.

Based on the description above, the researcher can conclude that English academic writing for college student in this research context is the process of expressing thoughts or ideas written in scientific language and accordance with reference sources that can assist the research process such as in writing research, dissertations, essays, theses, etc.

In which it has some indicators, namely: a) Use resources to achieve academic writing, b) Level of staff assistance in finding sources, c) Frequency

accessing academic writing sources, d) Search scope of writing information sources, e) Determine the required information sources

B. E-Journal

1. Perception of E-journal

The use of information technology in learning started by Burrhus Frederic Skinner (1954) in (McDonald et al., 2005) with the concept of learning programmed (programmed instructions)

> In sofar as the Planners rule at all, they do so through positive reinforcement. They don't use or threaten to use force. They have no machinery for that. In order to extend their power they would have to provide more and more satisfying conditions. A curious sort of despotism, Mr. Castle.

Based on the statement above, B.F Skinner builds a machine learning (teaching machine) with the concept of programmed learning that developed based on the learning theory of behaviorism. Technology contribution or support information in learning technology to be able to reach students anywhere they are. In addition to serving a large number of students who have not get the opportunity to learn, meet the learning needs to be able to follow development of the times, and increase the effectiveness and efficiency in learning.

Similarly, the "ever-expanding growth in electronic information resources has significantly transformed the scholarly information landscape and information seeking behaviour of consumers" (Arshad & Ameen, 2018, pp.46) in, (Mwantimwa et al., 2021) noted that:

> Earlier, getting a copy of research paper was a very tough task for a researcher. But ICT proves to be a blessing for researchers. Today, there is no wait for a hardcopy of a journal or magazine. Everything is available on the cloud and without ICTs, libraries can't deliver the desired results. E-journals, e-books, theses, and newspapers are some of the major contributions of ICT to libraries.

Therefore, the first thing in analyzing perception according to (Rakhmanina et al., 2021) is to know the definition of the term perception first. Perception is the object, occurrence, and relationship experience that is obtained by continuing and interpreting the knowledge of the message. Then, relays information and predicts messages that include focus, expectation, motivation, and response-stimulating memory. Thus, (Straube & Chatterjee, 2010) in addition defines perception as a step in the total action process that helps to adjust behavior to the environment we live in.

In education, student perceptions include students' understanding in dealing with various experiences, especially experiences that have occurred in the learning process. Specifically and physiologically, students understand what they see, hear, and touch while at school (Sudewi, 2021). Student perceptions can be described as opinions that develop after experiencing certain experiences that require adjustment (Safura, 2021) state that students' perceptions of effective language learning are seen to intentionally or automatically direct their actions that support their own learning and most importantly influence positive responses or disagreements and dissatisfaction with their teaching activities (Kourieos & Evripidou, 2013).

Based on the statement above, it can be concluded that perception in the context of English students is the process of analyzing an object andunderstanding after experiencing the experience by responding positively or negatively to something. Therefore, in this study, the student experience focuses on student participation, information needs in writing scientific papers during the pandemic, and in addition the use of E-Journal websites that suit their needs and conditions. These variables are important to understand the use of E-Journal by students which is more contextual to the needs of this research.

Therefore, it can be concluded that perception is an attempt to interpret something based on the point of view of looking at the person. Factors that influence one's perception of e-journals are knowledge of technology, student satisfaction with e-journals, library efforts in meeting student information needs as users.

To measure students' perceptions in this study, the researcher used 3 aspects of perception. Schiffman and Kanuk (2004) in (Wahyuni, 2018) mention the CAC model; three main aspects that influence perception. The three aspects are:

a. Aspect of Cognitition

In this aspect there are several components, namely knowledge, students' ways of thinking to gain knowledge, past experiences, and expectations about how the perception of Electronic Journals produces views and beliefs related to the way they perceive them.

b. Aspect of Affection

This aspect includes one's feelings or emotional state towards the object and involves evaluating the good or bad of individual emotional factors regarding how E-Journal perceptions lead to emotional aspects, where this aspect relates to pleasure

which is a positive thing and displeasure is a negative thing about objects. This aspect can in addition be referred to as the evaluative character related to the value system.

c. Aspect of Conation

In this last aspect there are several components which include:

attitudes/actions, behavior, and motivation of an individual about how the perception of E-Jornal in causing certain situations. This is the aspect related to behavioral tendencies.

Based on the explanation above, it can be concluded that the perception of the use of E-Journals is the interpretation of whether the use of E-Journals in fulfilling the information needs for writing scientific papers creates understanding, knowledge, motivation, and concrete actions. for students. The aspect that is used to determine the perception of the use of E-Journals in fulfiling the needs of writing academic papers can produce understanding, knowledge, feelings and emotions, attitudes/actions, behavior, and motivation for students in terms of aspects of cognition, affection, and conation.

2. **Definition of E-journal**

The first time electronic publishing was published in the 1980s in the form of plain text email and sent

via email. Along with the development of the era, the need for information was growing rapidly, finally, in 1994-1995, the first published E-journal was published, namely Electronic Letters online, by the IEEE (Institute of Electrical Engineers) (Jones, 2009). Additionaly, e-journals are characterized here as any serials produced, published, and distributed nationally and internationally via electronic networks such as Bitnet and the Internet (Yanti et al., 2018) (Vasishta, 2007). Simililary Users are in addition increasingly addicted to this form of electronic publication as it saves time in searching the information needed the availability of e-journals 24x7 allows users to access them anywhere at any time in the world with the help of the internet (Philosophy & Bansode, 2013).

Everyone knows that the development of the internet around the world is now growing rapidly, especially the presence of electronic journals which have revolutionized the way scientists conduct research and communicate and publish their results. In line with (Jones, 2009) according to them searching for information through browsing can go far or get more than what is possible in printed information. As explained in (Islam et al., 2020) "Governments, publishers, academia, and libraries around the world have recognized that electronic

publishing is and will continue to have an influence on how scientific journals are published and accessed" (McQuistan and Henderson, 1999). Thus, according to (Park, 2007; Voorbij and Ongering, 2006) (Islam et al., 2020) in the need and use of accessing e-journals has greatly increased this is because researchers in conducting their studies have been able to spend less effort to get easy information than having to do a physical literature study.

Based on some of the experts' opinions above, it is known that E-journals are journals that are available in electronic or web form that have been formatted in such a way as to make it easier for users who need scientific information. E-journal emerged as a solution Due to the high cost of printing journals, advances in computer technology and the spread of the world wide web. This makes the e-journal a source of information for all types of research. With the presence of e-journals, it can make it easier for researchers to find sources of information to complete their research studies.

3. **The Characteristics of E-journal**

There are several characteristics of e-journals that distinguish it Based on e-journals printed journal.

  a. Characteristics based on the form of e-journal.

There is a title with ISSN, volume number, issue number as well as the names of the editors along with their e-mail address and a link to their affiliate Home page. Each content page provides a link to the Home Page. IBM compatible word processing formats, or in HTML and styles (MLA) to be used.

b. Printing process

Journals can be downloaded in PDF (Portable Document Format) in addition to the pdf format making it easier for users. Perform a search to retrieve journals by researcher, title, keyword or subject via keywords in the abstract.

c. Cataloging in Published Data

E-journals provide CIP data, which is rarely provided in printed journals. This data is useful for inclusion in secondary sources and in addition for creating metadata for electronic resources. In order that additional information can be added in the form of hypertext or hypermedia format. Multimedia formats such as songs or videos.

d. Fast and flexible

User can access some meanings fill journals or entire journals quickly. The search feature that is usually found in journals makes it easy

for users to directly access the desired article section. The e-journal can in addition be accessed 24/7 and can be accessed by many people at once, making it more flexible.

e.   Copyright e-journal

The researcher as the sole owner of the manuscript, he can in addition publish papers in journals or other media by including a statement that other studies previously published the manuscript. (Rowland et al., 2004)

E-Journals and printed journals have a very big difference. Some journal users already know the difference between journals and e-journals. The following are the differences between printed journals and e-journals according to (Adriaty, 2006) contained in table 2.2.

Table 2.2

The differences between printed journals and e-journals

No.	Criteria	Journal Printed	E-journal
1.	Up to date	Up to date	Up to date
2.	Speed	Selow	Fast
3.	Storage	Requires a large space.	Save space
4.	Utilization	During library hours.	24/7
5.	Access opportunity	Only a limited number of existing journals can be accessed.	Data is carried out at the same time.
6.	Search Already	Manually input by the officer.	Provided by the provider.
7.	Search time	Selow	Fast
8.	Security	Less safe	More safe
9.	Manipulation of document	Very easy	Difficult
10.	Price	More expensive	Cheaper
11	Features	Nothing	Many

Based on the table above, it can be concluded that e-journals are more profitable than printed journals. Even though e-journals still have weaknesses such as requiring internet access when you want to open them.

4. **The Advantages and Disadvantages of E-Journals**

Electronic journals are becoming quite popular because they save space, provide powerful search tools, links and multimedia that are not offered compared to printed journals. Thus the publication is more effective as well as the cost of publication and distribution is in addition more economical than the printed version of the journal (Jones, 2009). Other advantages of e-journals are:

a. Savings and friendly

E-journals can be saved in. text, HTML, or PDF files are so easy and accessible there's no shelf space to store. In addition, it does not require paper to print so it is more friendly to natural resources.

b. Availability of fast access

E-journal provides 24/7 accessibility and remote access to users. E-Jurnal can be used simultaneously by more than one user In order that users no longer have to come in line to the library to get information resources.

c. Multimedia Facilities

Print journals only have text and two-dimensional images while E-journals can include text, audio and video images which can make it easier for users to understand the text.

d. Amazing and easy search capabilities

Users can immediately search for the information they need directly just by looking by title, keyword, researcher, subject, abstract and full text with navigation and search features.

e. Economical

E-journals can be distributed more economically than printed journals, because the main costs of preparing the text, review processes and other procedures are not as capital intensive as printing costs.

f. Hypertext Links:

Existing e-journals contain a large number of links with other articles or sources, with just a click on the desired reference will lead the user to the cited place, to its abstract, or to the journal itself making it easy to insert references to other articles or to data sources other.

In addition to the advantages above, there are several disadvantages of e-journals.

a. Archiving, some things related to online journals is the process of storing digital data. Library need

to set an option whether to save as a collection separately in a separate place or left in accordance with the user needs because it can be accessed at any time as long as subscribed to by the library.

b. Perishable citation, URL make change access to online journals disrupted or even lost everything.

c. Authenticity, source and researcherity of material in general attention to online access journals. Credibility of the reader should always be noticed by e-journal. Search engines ignore PDF files (search engines ignore PDF files), need to pay attention to the format of online journals articles. Format available is a copy of the printed version of the journal (Khan, 2012).

There is a similarity of opinion towards Khan, but Navjoyanti further adds to the shortcomings of other e-journals, namely:

a. Difficulty reading computer screens
Reading long text Based on a screen can cause eyestrain. In addition, the limitations of computer monitors to access e-journals simultaneously in opening other windows in addition affect the download process of the final search results.

b. Dependence on Equipment:

Electronic journals require the availability of electricity, telephone or computer systems, internet, software that supports access to the internet.

c. Less Permanent

E-journals are easy to lose and reliance on software and hardware such as computers makes them susceptible to viruses and thus can be formatted and lost.

d. Requirements for login are quite complicated

Some e-journal publishers arrange to access only individuals or users who already have a registered account. To log in, the user must register as a member first and then every time they want to enter the journal web portal, they must fill in their email and password, at least this will irritate unregistered users and can cause higher fees.

e. More maintenance

It takes more staff experts who understand the science of telecommunications or IT because e-journals provide many facilities. Now in today's age, when the volume of electronic literature or journals is increasing day by day.

5. **The Categorization of E-Journal**

According to its form, e-journals can be grouped into 6 forms:

a. Classic e-journal

Initially e-journal classics were distributed via email but are now available via internet apps or on the web for free.

b. Parallel e-journals or electronic versions of printed journals

Parallel journals are journals that are available both in print and electronically. However, usually the electronic version is a complementary material to the previous printed version of the journal or vice versa, it could be that the e-journal only offers a preview and views of problem experts that include the full text of the journal, table of content, or selected articles Based on the print version.

c. Journal only electronic

E-Journals are only available electronically, there are no forms available other than electronic such as print editions or CD-ROMs.

d. Database Model and Software Model

The electronic journal database model resides in a centralized database managed by the

publisher and the subscriber is granted permission to access the database to find and download. Access has an expiration date corresponding to the renewal of the subscription.

e. CD-ROM Journal

E-journals distributed by commercial publishers on CD-ROM bibliography or full text. The distribution frequency changes with the search software. Libraries often subscribe to journals both in print and on CD-ROM. (Navjyoti and Vasishta (2007), p.2)

Meanwhile, according to the pattern of distribution, e-journals are divided into two:

a. Via aggregator

It offers a bunch of titles Based on different publishers through one link. Examples such as PROQUEST, EBSCO etc.

b. Via Publisher

Article titles come directly Based on the internet which allows publishers to control the process (Khan, 2012).

6. **The Use of E-journals among English Department Student**

   According to the online KBBI, usage comes Based on the word use which means benefits, functions and goodness. While usage means process, method, act of using something and usage. Based on this definition of use, the use of e-journals can defined as the process of using electronic-based journals with the aim of meeting information needs. Journals are widely used in various fields of research such as thesis, theses, dissertations and so on. This is because the journal is a scientific communication facility that is always up to date and up to date. Therefore, it is highly recommended to use electronic journals in research work.

   a. The Accesbility of E-Journal

      1) Free access. Some publishers provide free access to online journals when libraries subscribe to their print journals.For example eric.ed.gov, lipi.go.id, scolar.google.com, PortalGaruda.org, etc.

      2) Exclusive access. Some users get access to the complete e-journal by publishers without having to subscribe because this has become a facility to meet the information needs of an institution or

institution, for example the electronic journal published by UIN Fatmawati Sukarno Bengkulu at ejournal.iainbengkulu.ac.id.

3) Selective access. In certain cases the customer may choose to access several e-journals from the publisher with terms and conditions that apply. For example, a user uploads his work to be exchanged for a journal to be downloaded, for example id.scribd.com

4) Fee Based Access. Subscribers will be required to pay for the agreed subscription on time in order to access. For example Cambridge.org

5) Consortium-based access model. When users only need to access via the internet but do not need to subscribe. usually e-journal is displayed on publisher link that directs it to be downloaded without any conditions. Users just type keywords in Google and some relevant links will appear. (Khan, 2012).

b. The Comfortable of E-Journal

The users who get convenience from using information systems are more likely to form behavioral intentions compared to other users

who do not experience a lot of comfort. So, the higher the comfort of use e-journal application, the higher the interest of users or students in accessing e-journals. Research conducted by (Septinawati et al., 2020) the results that the perception of comfort has a significant effect on significant effect on interest in using electronic commerce. Therefore, based on this statement, electro commerce is like an E-Journal. A higher level of comfort that which makes it easier for users to search for information at any time and everywhere. When compared to print journals or physical books. The convenience in question is when e-journal users can access the web anytime and anywhere, and no need to come directly to the library or bookstore.

c. The Credibility of E-Journal

Credibility of an information, in quantity can be measured by the number of accesses to the content of the information. in quality, the measure is speed, accuracy, honesty and balance of any content that want to be presented to the users. In general, the criteria in

Evaluation is divided into 3 main parts, namely:

1) Researcherhip, checks the credibility of the researcher or organization of the work to be read. Usually, in scientific articles, it can be viewed Based on the source address of the article the scientific.

2) Relevance, suitability is needed to determine the level of relevance to the topic to be written. Although information has quality very good but not relevant to the writing plan that will be made still not categorized as relevant.

3) Currency, the present is needed to know more about development of a science. This is important because by looking at the present then one science will know how far the level of development (Straube & Chatterjee, 2010).

d. The Frequency of E-Journal

According the research (Islam et al., 2020) Status of respondents and frequency of use. The status of the respondent may have an influence on the frequency of use and the data received of the respondents revealed that

there is a significant relationship between the frequency of use and respondent status. It can be concluded students use e-journals the most every week, while faculty members use it daily as well as weekly as most of the faculty members are involved in research work, they should be up-to-date with currently published e-resources. But in case of students, they cannot access the e-journal every day because all departments do not provide internet facilities for all students, and some of them have to use the internet by paying money. Because of that, about 50 percent of students use e-journals weekly.

e. The Security of E-Journal

   According to (Jones, 2009) accessing e-journals based on security can be reviewed Based on the presence or absence of a site license to secure access to journals. This will reduce the cost compared to subscribing as an individual library. Users or students stay safe open because access to robust and globally assembled data has changed previous scientific research to analyze and solve problems that took a long time. Technically researcherized users can access licensed

content through secure servers and means as stipulated in the agreement licence. This license has enriched the quality of life, provided greater security, expanded human perspective and knowledge. If a publisher goes out of business, neglects to maintain its archives, or stops making the journal available for any number of reasons, the library has few resources even when a permanent copy, perpetual access, or archiving clause has been negotiated in the license. Even if there is a license, problems will be encountered if the copyright is retained by the original researcher and not publisher.

Based on this statement, it is expected that when searching for e-journals, pay attention to the domain of the journal site that will be clicked on and make sure that the domain is credible. In addition, users can check the quality of national journals through SINTA (Science and Technology Index). By accessing through sinta.ristekbrin.go.id/journals and scimagojr.com/journalrank.php to check the quality of international journals.

f. The Speed of E-Journal

In using e-journal according to (Vasishta, 2007) can be seen based on the speed of access and speed of publication. This access speed is related to the time, namely hours, days, needed to access the e-journal. In terms of printing e-journals, the speed can be seen Based on the speed of publishing articles without having to wait for conventional printing. It only takes about two or 3 weeks Based on the usual journal publishing process

Based on the description above, the research can was concluded that the English E-Journal in this research context is one of the sources of electronic information used by students to fulfilling their information and learning needs which can be accessed online for free or for a fee.

In which it has some indicators, namely: (a) The Utilization of e-Journal, (b) Update of e-journal, (b) Accessbility of e-journal, (d) Frequency of e journal, (e) Speed of e-journal, (f) Convenience of e-journal, (g) Security e-journal.

C. Learning English During Pandemic

1. Learning During Pandemic

During the pandemic of COVID-19, the minister of education decided that the activities of teaching at the class were shifted to an online system. It is done to avoid the risk of a pandemic. As of mid-April 2020, 94% of the pandemic affected 1.8 billion students in 200 countries. Not only schools but in addition the impact of this pandemic is universal, lecturers and students in higher education are in addition affected. It indicates how serious the problem is for the education of human beings. Therefore, During the pandemic, face-to-face or conventional learning activities cannot be carried out in class, therefore the learning system changes to online or remotely make teachers have to change their learning strategies and methods teachers and lecturers are required to be able to manage using technology well and make teaching strategies and cooperative learning, based on inquiry and differentiation instructions (Akbarjono et al., 2020).

2. Regulation of learning during the pandemic

In order to prevent the spread of Covid-19 transmission to school residents in particular and the wider community in general, the Ministry of Education and Culture (Kemendikbud) issued several

circulars related to the prevention and handling of Covid-19 are:

a. Circular Letter Number 2 of 2020 dated March 9, 2020 regarding the Prevention and Handling of Covid-19 in the Ministry of Education and Culture.

b. Circular Letter Number 3 of 2020 dated March 9, 2020 concerning Prevention of Covid-19 in Education Units.

c. Circular Letter Number 4 of 2020 dated March 24, 2020 regarding the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), which among other things contains directions on the process of learning Based on home.

On June 15, 2020 Minister of Education and Culture issue a SKB regarding learning guides in the academic year and new year during the covid 19 pandemic. Minister of education and culture Nadiem Anwar Makarim said that the principle of issuing educational policies during the COVID-19 pandemic was to prioritize the health and safety of students, educators, teaching staff, families, and the community. In the content of the four ministerial decrees, the government

made adjustments to decisions with four relevant ministers regarding the implementation of learning according to zones divided into four namely: a) red zone, b) orange zone, c) yellow zone, d) green zone. The face-to-face learning procedure is carried out in stages as in the previous SKB, so each educational institution can have the researcherity to determine whether the school or university can conduct face-to-face learning or not according to zoning which can be accessed on the https://covid19.go.id page. /risk-map (Lubis et al., 2021).

3. **Learning System During Pandemic**

   a. Online (Daring)

      In During the Covid-19 pandemic, the conventional face-to-face learning system turned into a study from home (online) or long distance learning Stern (2018) system. In this remote system, the internet, electronic devices such as laptops or smartphones are the most needed things (Gonzalez & Louis, 2018) in research (Rakhmanina et al., 2021) during a pandemic there are several aspects the process of learning English, namely:

      1) Student's Participation

Students who are involved in online learning are mostly active and enthusiastic, but the factor of narration and lots of assignments makes students feel burdened and unable to complete the learning process.

2) Students comprhehension Language Skills

In the process of finding and obtaining learning materials, students in addition find it difficult because learning media such as mobile phones do not fully support technological sophistication due to students being embarrassed and unable to appear in the learning process such as role play, short talk, etc.

3) Internet Issues

Some students who have easy access can look for sources of information and learn during the pandemic. However, students whose areas have poor internet connections have online learning problems. In order that in order to achieve the learning objectives, the availability of material sources such as the internet must be considered.

b. Online Learning Platform

The application that was originally used only for communication has now started to become an online learning platform. This application to facilitate learning must be familiar and often used by students and teachers In order that it can meet the needs and learning situations of students, for example the WhatsApp application. In this application the teacher can explain the material, provide task instructions etc.

c. Combined Online and Offline Learning

In line with the government's efforts and all those related to suppressing and reducing the spread of Covid-19, one of the efforts is by giving vaccines to have an impact on the learning system for schools that are in the green zone or zones with low exposure to the Covid-19 virus, which can already conduct face-to-face learning with health protocol. Combining two or more methods makes the process and results much better due to the many constraints of the online system. The policies of this face-to-face learning system are:

    a. Every time you enter the school or campus library area, you must wear a mask

b. In and out of the building, you must wash your hands with soap

c. Ensure that his body temperature does not exceed 37.3°C through inspection at the entrances of the facility building

d. If the body temperature exceeds the temperature limit of 37.3°C students are asked to check themselves at a health care facility

e. Apply correct coughing and sneezing etiquette and not spitting carelessly

f. Always maintain a distance (physical distancing) of at least 1 meter between students and teachers or lecturers and it is forbidden to gather together

g. Bring and use personal equipment such as stationery, cutlery etc (Lubis et al., 2021).

Based on the description above, it can be concluded that learning English during the pandemic in this research context is learning process using long distance system (PJJ) by complying with health protocols such as using masks, washing hands, maintaining distance, as well as for the teaching process using e-learning such as the teacher asking questions via Google Classroom.

D. Conceptual Framework

1. **Theoretical Framework**

There are two variables in this research. They are independent variables(X) and dependent variable (Y). The dependent variable X is the E-Journal as media. Then fthe dependent variable (Y) is Academic Writing as the affected.

2. Paradigm

Based on the explanation above, the researcher describe the paradigm as

follows:

Figure 1. Conceptual Framework in its simplest form (Fairchild & MacKinnon, 2009; Kitchel & Ball, 2014).
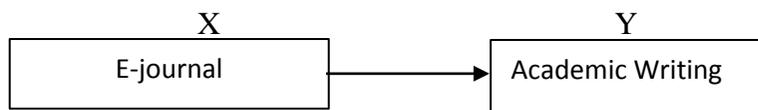

Figure 1. presents the conceptual framework in its simplest form in a a model that describes the relationship between X and Y (Kitchel & Ball, 2014). The framework shows the total effect of X on Y.

E. Relevant Previous Study

There are several studies that are relevant to previous research which guide researchers in conducting this research. There is a previous study by Kelefa

Mwantimwa, Elias Mwabungulu & Mohamed Kassim in 2021 about "Academic Staff and Researchers' Use of Electronic Resources in Tanzania: A Comparative Study" The purpose of this study, namely comparing the use of e-resources by academic staff and researchers across universities in Tanzania. Participants in this study were 170 academic staff and researchers. This type of research is descriptive research with a quantitative approach. Collection technique through questionnaires and observations. The results of this study found differences in access to and use of e-resources to support teaching and research activities between related universities. As a result, this study recommends that librarians interact closely with academic staff and researchers through outreach and marketing programs to increase the use of these resources.

Masdianti, Risma Asriani and Titin Suhartini's latest research entitled "The Use of Journal Writing to Improve High School Students` Writing" in 2021. This research at to find out whether journal writings developed students' writing skills. The total population of this study was 324 third grade students of SMP Negeri 18 Makassar in the 2017/2018 academic year. The method in this study was pre-experimental with one group pretest and posttest design and descriptive statistics in analyzing the data was adopted Technique of data analysis. The results of the paired-sample t-test of this research indicated that there

was a slight development of the students' posttest scores after applying journals in their assignments within six meetings and the data analysis tended to show the relation between journal writings and the students ' skills in writing.

Therefore study by Amjid Khan, entitled "Usage of E-Databases and E-Journals by Research Community in Pakistani Universities: Issues and Perspectives " in 2020. This study aims to investigate the usage and acceptability of e-databases and e-journals among the research scholars in selected universities of Pakistan. This study used quantitative and Collection technique through questionnaires. The study population was 1031 MS/MPhil & PhD researchers enrolled at the public sector university of Khyber Pakhtunkhwa Pakistan. The results of this study most respondents access e-databases and e-journals "2-3 times" a week and widely accept the "importance" of these resources in research activities.

However Kasyfur Rahman's latest research entitled "Reading Journal Articles For Thesis Preparation: Voices Based on Efl Undergraduates" in 2020. This study aims to explore the undergraduates' experiences when reading journal articles as references for their thesis composition through a narrative inquiry. This research is based on narrative inquiry approach to research. The object of this research is four undergraduate English Education programs at UIN Mataram who were

interviewed to analyze what they encountered when reading the genre. The results of this research show the need of scaffolding the reading of journal articles for undergraduates in their final year of study.

Table 2.3

The Privous Study

No.	Name, title/year	Method	Participants	Result
1	Kelefa Mwantimwa, Elias Mwabungulu & Mohamed Kassim in "Academic Staff and Researchers' Use of Electronic Resources in Tanzania: A Comparative Study/2021.	Descriptive research with a quantitative approach	170 academic staff and researchers	This study recommends that librarians interact closely with academic staff and researchers through outreach and marketing programs to increase the use of these resources.
2	Masdianti, Risma Asriani and Titin Suhartini's latest research entitled "The Use of Journal Writing to Improve High School Students` Writing/2021.	Pre-experimental with one group pretest and posttest design	324 third grade students of SMP Negeri 18 Makassar in the 2017/2018 academic year	There is the relation between journal writings and the students' skills in writing.

3	Amjid Khan, entitled "Usage of E-Databases and E-Journals by Research Community in Pakistani Universities: Issues and Perspectives " / 2020.	Quantitative and Collection technique through questionnaires	1031 MS/ MPhil & PhD researchers enrolled at the public sector university of Khyber Pakhtunkhwa	Most respondents access e-databases and e-journals "2-3 times" a week and widely accept the "importance" of these resources in research activities.
4	Kasyfur Rahman's latest research entitled "Reading Journal Articles For Thesis Preparation: Voices Based on Efl Undergraduates"/ 2020.	Narrative inquiry approach	four undergraduate English Education programs at UIN Mataram	show the need of scaffolding the reading of journal articles for undergraduates in their final year of study
5	Chindy Yulia Permatasari "The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for	A Descriptive Quantitative Study	7th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu	-

Academic Writing During Pandemic/2021)			

Based on the four previous studies, there are similarities with this research. Because all research leads to the used of electronic resources to meet information needs. In addition, another similarity lies in the research method, namely the qualitative method with the survey method. However, this research has specific differences from previous studies, namely in terms of the object of research and different research methods, because in this research, the resources are more specified as e-journal as a measuring tool and academic writing as the ability to be measured and strategy developed. This research was conducted during the COVID-19 pandemic with the experience of participants who have used e-journals as a source of information for academic writing during the COVID-19 pandemic from 2020 until now.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the time and place of research, research design, population and samples, research instrument including validity of the instrument, techniques of data collection and technique of data analysis.

A. Research Design

Research on the Perception of the Use of E-Journals by Students of the English Department in Fulfilling the Needs of Academic Writing used a quantitative with a descriptive method of research. According to (Sugiyono, 2013) The quantitative approach is a research method based on the philosophy of positivism, used for research on a particular population or sample; the sampling technique is generally done randomly, and data collection using the Questionnaire research instrument. Thus descriptive research is a method that seeks to describe an object or subject being studied as it is related to collecting facts and identifying and predicting relationships within and between variables. As for the approach, this research uses a quantitative approach.

The quantitative approach was chosen because this approach is a type of research that is systematic, planned and structured based on the beginning to the end of making

research designs. Therefore, according to (Cresswell, 2004) Quantitative research is research that seeks to collect numerical data and uses deductive logic in developing and testing his theory. This aims to determine the use of E-journals in meeting the information needs of academic writing for 8th semester students of UIN Fatmawati Sukarno Bengkulu.

B. Place and Time of the Research

This research was conducted in the class of 8th semester English Department students at UIN Fatmawati Sukarno Bengkulu, which is located at jl. Raden Fatah Pagar Dewa District as Wide as Bengkulu City. The study was conducted for a month starting from 8 June 2021 to 18 July 2022.

Table 3.1

Population Number

No	Class	Students
1	A	29
2	B	28
3	C	26
4	D	28
5	E	27
	Total of Population	137

(*Source : UIN Fatmawati Sukarno Bengkulu)*

C. Research Setting

1. Data Souce

   Primary Data in this research, the researcher, used distributing questionnaires. Thus the secondary data is obtained through books, e-journals, e-articles, and other sources that are not directly given to the researcher.

2. Population and Sample

   a. The Population of the Reseach

      Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to be researched and then drawn conclusions (Sugiyono, 2013) in line with the opinion (Cresswell, 2004) population is the group of individuals having one characteristic that distinguishes them from other groups.

      Based on the theory above, the researcher was concluded that the population is the entire object of research that is the target of collecting data needed in research. The population in this study are all 8th semester English students at UIN Fatmawati Sukarno Bengkulu for the 2020/2021 academic year, totaling 137 people.

   b. The Sample of the Reseach

      The sample is part of the entire population that is used to represent the population on an object.

(Sugiyono, 2013). The larger the sample studied, it will increasingly represent the state of the population on the object. Meanwhile, according to (Syahza & Riau, 2021)The sample is part of the population that is considered can represent the population as a data source, a sample of a number of member selected Based on the population. As for the sample in this research namely all 8th semester English students who use E-journal to fulfulling the information needs of academic writing during the pandemic. The sample was taken is 60 respondents. Thus, the sampling technique used is purposive random sampling. Purposive random sampling is a sampling technique with considerations made by researcher (Hadi, 2004). To determine the sample in this study using the Sloving formula.

Sloving Formula:

$$n = \frac{N}{1 + (Nxe^2)}$$

Information :

n = Sample Size

N = Population Size

e = Error Level 0.1 or 10% (Noor, 2011:158)

Sampling

$$n = \frac{N}{1+(Nxe^2)} = \frac{137}{1+(137x0.1^2)} = 57.8 \text{ rounded to } 60$$

students

D. Instrument of the Research

Research Instrument is a tool used in collect the required data or information. The data collection instruments that the researcher uses are questionnaire. In this case, the way the researcher collects data is by giving a set of questions researcher which the respondent then answered. (Sugiyono, 2013). For technique complete the data to be studied, the researcher share the question data to the respondent to answer. The results of the respondents' answers will be given a score or value in each category which aims to measure the concepts that have been developed formulated using a set of indicators that have been operated expressed in the form of a question. This measurement scale uses the Linkert scale. This scale used to measure the attitudes and perceptions of a person or group regarding social phenomena. Thus in this scale the variables to be measured are translated into variable indicators.

E. Technique of Collecting the Data

The data collection techniques in this study are:

1. Questionnaire is a data collection tool in the form of a series of questions submitted to the respondent to get the desired answer in an effort to support the researcher's information. In this research the researcher used a questionnaire with totaling 32 questions described based on indicators of the theory of preception namely, cognition, affection, conaction. The following of indicators of perception. The research variable is everything that will be the object research observations (Panjaitan, 2017). Identification of variables research aims to clarify and limit the problem and avoid unnecessary data collection. Variables used in this study are:
   a. Independent variable (X) : E-Journal
   b. Dependent variable (Y): Needs for Academic Writing

Table 3.1

The Table of Indicator

Variable	Indicator	No.Item
E-Journal (X)	Cognitive related to knowledge : 1.The Utilization of e-Journal 2. Update of e-journal	
	Conation related motivation, attitude, and action: 3. Accessbility of e-journal 4. Frequency of e journal	

	Affection related to emotions, feelings, and assessment: 5. Speed of e-journal 6. Convenience of e-journal 7. Security e-journal	
Needs Academic Writing (y)	1. Use resources to achieve academic writing	
	2. Level of staff assistance in finding sources	
	3. Frequency accessing academic writing sources	
	4. Search scope of writing information sources	
	5. Determine the required information sources	

2. Observation is research whose data collection is based on direct observation of the object of research. Observation in this research, it was carried out directly by conducting systematic recording of events, the behavior of objects that seen and other things that are needed in the research carried out.

3. Literature Study Researchers in addition use literature study. In the researcher's literature study do so by studying literature, books, documentation, and journals related to the problem to be studied.

F. Validity and Realibity Test

1. Validity test

   Validity test is a short term for the reliability and validity of the tool measure used. Instrument is said to be valid means showing the tool the measure used to get the data is valid or can be used to measure what should be measured (Sugiyono, 2013). The validity test in this study is the validity of the item (question) questionnaire with the Pearson correlation method. This analysis will be carried out by how to correlate each item score with the total score. The total item score is the sum of the total items and the data gauge will be measured using SPSS v.26 program. As for the criteria the validity test assessment is as follows:

   a. If rcount > rtable , then it can beit is said that the questionnaire is valid

   b. If rcount < rtable , then it can be said the questionnaire was invalid.

2. Data Reliability Test

   Reliability is a measuring tool that measures a questionnaire which is a indicator of a variable or construct. A questionnaire will be said to be reliable if a person's answers to the questionnaire are consistent or stable over time. To find out the measuring instrument used in measuring reliable namely using the Cronbach Alpha coefficient formula with the help of SPSS V.26 application to calculate

reliability if the reliability coefficient (r11) is greater than 0.30 then the instrument is declared reliable (Sugiyono, 2013).

G. Technique of Data Analysis

The data processing and data analysis technique used is analysis descriptive statistical data, namely data collected from the distribution of questionnaires then analyzed using descriptive method. Data obtaine tabulated by compiling the data into a table then calculated percentage, by weight. Researcher use the scale Likert, in this study which was analyzed by means of scoring on each respondent's statement. In the Likert scale, respondents not only choose positive statements, but in addition statements negative. on a positive statement, the alternative answer strongly agrees getsthe highest score is 4 and the alternative answer strongly disagrees gets a score the lowest is 1. While in the negative statement, the alternative answer is Strongly agree to get a score of 1 and the alternative answer strongly disagree gets score 4.

Table 3.2 Skor Item Skala Linkerts

Nature Of Statement	VS	S	QS	NS
Positif	4	3	2	1
Negatif	1	2	3	4

The percentage of respondents is calculated using the formula (Gay, 2012) in (Blessinger, 2015).

Percentage of respondent

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

P = Percentage

NB:

F = Frequency

N= The total number of students

At this stage, the data can be considered to have been processed, and therefore must immediately be arranged into a formal pattern that has been designed. Past tabulation, field data will immediately appear concise and summarize which are arranged into a good table, the data can be read with easy and the meaning will soon be easy to understand. (Koentjaraningrat, 1985:280). Then, to get a conclusion on the overall indicators that have been submitted to respondents using measurement techniques

0%   : None

1% - 25%   : Fraction

26% - 49%   : Almost half

50%   : half

51%-75%   : Most of the

76%-99%   : Almost entirely

100%   : All (Cresswell, 2004)

The percentage of data that has been calculated is then analyzed with using a Likert scale. To assess the satisfaction expressed by questionnaire, each answer is scored as follows:

Table 3.3

Satisfaction Statement

Satisfaction statement	Score
Strongly Agree	4
Agree	3
Disadgree	2
Very Disadgee	1

In order to know the respondent's assessment of an object, the scores are added up and then the average score is sought. The average score is ordinal scale where the ordinal scale has analytical limitations, which only states that the object under study is good or very good. In order for the analysis to be area, then the ordinal scale can be changed to an interval scale, i.e. a scale that shows the distance between one data and another with the same weight.

An interval scale is needed to place the respondent's position in a the object of assessment is included in the criteria very satisfied, satisfied, quite satisfied, not satisfied. To determine the interval scale by dividing the difference between highest score with lowest

score with multiple scales. Here's the formula for the scale intervals:

Formula of Interval scale : {a (m-n) : b}

Information:

a= Number of attributes
m= Highest score
n= Lowest score
b= Number of rating scales to be formed

If the rating scale applied is 4, where the lowest score is 1 and the highest score is 4, then the interval scale can be calculated as follows: {1(4-1) : 4}, so the distance of each point is 0.75 In order that an assessment can be obtained as follows :

a. Very Good = 3.25 - 4
b. Good   = 2.6 – 3.25
c. Fairly Good = 1.75 – 2.5
d. Not Enough = 1.00 – 1.75

The use of the interval scale on the score above in its application to the analysis data to interpret perceptions and use of e-journals.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher will present the results of the findings and discussions of the research at UIN Fatmawati Sukarno Bengkulu to answer research questions. The results of observations and interviews conducted at UIN Fatmawati Sukarno Bengkulu and will be discussed as follows:

A. Description of English Education Study Program

State University for Islamic Studies of Fatmawati Soekarno Bengkulu is one of Islamic university in a Bengkulu Province. This college is a further development of the IAIN Raden Fatah, which was later converted into a State Institute for Islamic Studies Bengkulu. Currently, State University for Islamic Studies of Fatmawati Soekarno Bengkulu has four faculties with a total of 24 Study Programs for the Strata-1 and five Study Programs for the Strata-2 (Master) Program. The four faculties include: faculty of Islamic Economics and Business, Sharia faculty, Ushuluddin, Adab and Da'wah, and Tarbiyah and Tadris faculy. The faculties with the highest number of students is the Tarbiyah and Tadris faculty with nine study program, one of them is English Education Study Program.

The English Education Study Program stood up in 2010 and gained accreditation five years later with B accreditation. The number of lecturer currently teaching in English Education Study Program was 17 lectures with Strata-2 (Master) and Strata-3 (Doctor). Furthermore, the number of active students currently recorded is 590 students with 17 classes Based on one until seventh semester. Here is the vision and mission of English Education Study Program.

Vision

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

Mission

1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.

2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national values.

3) Carry out research and innovation in the field of English language education that can be utilized by stakeholders and carry out education that has high dedication and commitment to the community in the dissemination and implementation of English language education

4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of developing and increasing the professionalism of educators in the field of English.

5) To organize English language education and teaching in an integrated, entertaining, effective and efficient manner**.**

B. Findings

In this chapter the researcher will explain the results of research and discussion regarding the use of e-journals by English students in fulfiling information needs during the pandemic. The data that has been obtained is then processed which will later be used to answer research

questions. As explained in the previous chapter, the researcher determined a sample of 60 people. This sample determination was obtained based on active students in semester eight from the date June 8 to July 18, 2022. With these calculations, the researcher took seven days to distribute questionnaires to respondents in 8th semester English students at UIN FAS Bengkulu for the academic year 2021/2022.

1. Validity Test

   In this study, the validity test was carried out with the help of SPSS version 26. Validity testing is carried out to determine whether a questionnaire is valid or not from each of these variables. This validity test uses the Pearson Product Moment correlation, which is the correlation between questions with a total score. The test uses a significance level ($\propto$) = 0.05 which is commonly used and the number of samples (n) = 30 respondents so that the rtable is 0.3610. The results of the validity test are shown in Table 4.1

Table 4.1 Questionnaire Validity Test Results

Questionnaire Items	r_{count}	r_{table}	Conclusion
1	0.557	0,3610	Valid

2	0.540	0,3610	Valid
3	0.369	0,3610	Valid
4	0.521	0,3610	Valid
5	0.310	0,3610	Invalid
6	0.248	0,3610	Invalid
7	0.297	0,3610	Invalid
8	0.593	0,3610	Valid
9	0.547	0,3610	Valid
10	0.645	0,3610	Valid
11	0.720	0,3610	Valid
12	0.662	0,3610	Valid
13	0.410	0,3610	Valid
14	0.055	0,3610	Invalid
15	0.377	0,3610	Valid
16	0.557	0,3610	Valid
17	0.426	0,3610	Valid
18	0.258	0,3610	Invalid
19	0.590	0,3610	Valid
20	0.402	0,3610	Valid
21	0.504	0,3610	Valid
22	0.705	0,3610	Valid
23	0.540	0,3610	Valid
24	0.582	0,3610	Valid
25	0.402	0,3610	Valid
26	0.507	0,3610	Valid
27	0.629	0,3610	Valid
28	0.504	0,3610	Valid
29	0.086	0,3610	Invalid
30	0.526	0,3610	Valid
31	0.411	0,3610	Valid
32	0.438	0,3610	Valid

The table above describes the results of the students' perceptions validity test using the Pearson Product Moment Correlation Test (r). Based on the table, it is known that all students' perceptions statement items obtained the value of r-count > r-table After the data was analyzed, the researcher found 6 item was invalid. The researcher eliminated the invalid item, namely Q5 "*Saya lebih mudah mendapatkan sumber bacaan tidak perlu berkerumun datang ke perpustakaan untuk meminjam buku selama pandemic*", Q6 "*Saya lebih mudah dan cepat dalam mengakses E-journal menggunakan Smartphone daripada laptop*", Q7 "*Saya lebih cepat menemukan informasi pada E- journal dari pada web penyedia sumber informasi lain sehingga mendorong saya untuk terus menggunnakan E-journal.*", Q14 "*Saya membatalkan mengakses E-Journal bila butuh waktu yang lama untuk meloading halaman yang berisi banyak gambar pada layar computer*", Q18 "*Saya merasa nyaman saat membaca E-journal sebagai bahan bacaan sehingga saya dapat mengembangkan pemikiran dan ide-ide untuk menulis ilmiah.*", Q29 "*Saya dapat mengemukakan permasalahan yang dapat saya teliti untuk penulisan akademik setelah membaca beberapa E- journal*". Then, the researcher

only used the valid items, total valid items are 26 from 32 items

2. Reliability Test

Reliability tests were carried out on instruments that had previously been declared valid. A variable is said to be valid if the answers to the questions are always consistent. To measure reliability by using statistical test is Cronbach Alpha (α). A variable is said to be reliable if it has a Cronbach Alpha value of more than 0.6. To test the reliability of the instrument, the analysis was carried out with the help of SPSS version 25. The results of reliability testing for the questionnaire results can be seen in Table 4.2

Table 4.2 Cronbach Alpha Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.946	36

Based on the table above, the results of the student's perception reliability test used the Cronbach's Alpha Test. From the table, the Cronbach Alpha test value is 0.946. Because the value of Cronbach's Alpha is 0.946 > 0.6, it can be concluded

that these results prove that all statements in the questionnaire are reliable.

3. **Quistioner Result**

   The identity of the respondent based on the gender and faculty where the respondent studies. Which can be seen in the following table:

Table 4.3

Respondent's Gender

Gender	Frekuency	Presentage
Man	15	25%
Women	45	75%
Total	**60**	**100%**

   Based on the table above, it can be viewed that most of the respondents I met at the time of distributing the questionnaire were women with a percentage of 75%. Meanwhile, the male respondents that I met with a percentage of 25% less than female respondents. Based on the data above, it can be viewed that the number of female respondents that the researcher met during the questionnaire distribution.

   In this research, the researcher describes the research results into two categories, namely student perceptions of e-journals during a pandemic and the level of use of e-journals to meet the information

needs of academic writing. Below is a summary of the questionnaire data that has been distributed.

Table. 4.4

Recapitulation of Questionnaire Data

No	Question Aspect	Score	Category
1	Perceptions of the Use E-Journals During Pandemic	3,31	Good
2	Level of Use E-Journals as a Source of Information for Academic Writing	3,16	Good
Mean		**3,23**	**Good**

Based on the perception indicators of e-journals during the pandemic, the average respondent was 3.31 (good), and for the use of e-journals as a source of academic writing information by 8th semester English students at UIN FAS Bengkulu, the results were at a reasonable level with final result of 3.16 (good). The results of the two above show that respondents have a good perception of e-journals, and the majority of respondents show a positive pattern towards the use of e-journals as a source of information on writing academics during the pandemic.

In the next table the researcher will describe the results of the research that has been obtained as follows:

1. **Perception of E-journals during a pandemic**

   The questionnaire that has been distributed to respondents contains 7 indicators related to student perceptions of e-journals during the pandemic, the results of which are as follows:

a. **Utilization of E-journals**

   The following table describes the benefits that students get Based on e-journals during the pandemic. With the statement:

   Q1 "I always use E-journals for learning needs and sources of information during the Covid-19 pandemic"

Tabel 4.5

Utilization of E-Journal

Responder's answer	Frekuency	Presentage
Strongly agree	39	65%
Agree	18	30%
Disagree	3	5%
Strongly disagree	0	0%
Total	**60**	**100%**

   Based on this data, it can be viewed that respondents feel that online journals are quite helpful during the pandemic. It can be viewed that as many as 39 respondents answered Strongly agree with the statements given related to the use of e-journals. While 18

respondents answered agree. Respondents who answered disagree as much as 3 people and none of the respondents who answered Strongly disagreed.

Based on these data, it can be concluded that the majority of respondents have felt the effectiveness of e-journals during the pandemic and no one of respondents gave negative responses to e-journals.

b. Update of e-journal

Based on these indicators there are several statements, namely:

1.) Q2. "I became more critical of the phenomenon because the E-journal always discusses the news that is currently being discussed (up to date)."

2.) Q3. "The material in the E-journal is easier to find than in other print sources during the pandemic because the E-journal can be made available before the print version is published."

Based on the two statements, the data obtained from the questionnaire are as follows:

Tabel 4.6 Update of e-journal

Respondent's Answer	Frequency			Presentage
	1	2	Total	
Strongly agree	39	20	59	49,16 %
Agree	17	16	33	27,5 %
Disagree	4	18	22	18,3 %
Strongly disagree	0	6	6	5 %
Total	**60**	**60**	**120**	**100%**

Based on these data, it can be viewed that respondents feel that online journals are very up-to-date. It can be viewed that as many as 49, 16% of respondents answered strongly agree on the updating of the e-journal. While 27.5% agreed. Respondents who said they did not agree were 18.3% and the rest stated that they were not up to date as much as 5%.

Based on the data it can be concluded that the majority of respondents stated that e-journals were up-to-date in their use and only a small proportion of respondents did not agree with this opinion.

c. **Accessibility of E-journal**

Based on these indicators there are several statements, namely:

1) Q4 "I can access the E-journal anytime 24/7 when I need it to be a learning resource during the pandemic or before the pandemic

2) Q5 "I can only access the E-journal in certain places (public spaces where there is only internet and wi-fi network)

3) Q6 "I often access free E-journals such as those found on the website eric.ed.gov, lipi.go.id, scolar.google.com, PortalGaruda.org".

Based on the three statements, the data obtained from the questionnaire are as follows:

Tabel 4.7

Accessibility of E-journal

Answer	Frequency				Presentage
	1	2	3	Total	
Strongly Agree	38	38	42	118	65,5%
Agree	13	18	17	48	26,6%
Disagree	5	3	1	9	5%
Strongly disagree	4	1	0	5	2,7%
Total	60	60	60	180	100%

The results of the questionnaire on the accessibility of e-journals during the pandemic showed that Based on 60 respondents, 65% strongly agreed that access to e-journals could be reached by anyone and at any time for free. A total of 26.6% agreed, 5% disagreed

and 2.7% thought that accessing e-journals was neither easy nor free.

Based on these data, it can be concluded that the majority of respondents think that accessing e-journals is very easy to do in all locations, not limited by time and can be accessed for free and only a small number of respondents gave negative responses to e-journals.

d. **The Speed of e-journal**

The following table describes the speed at which students use e-journals during the pandemic. With a statement:

1) Q7 "I find sources of information faster by downloading the E-journal than searching offline on other sources".

2) Q8 "I'm faster to access using a personal device or laptop when I'm reading e-Journals in public spaces during the pandemic".

Based on the two statements above, the following results can be obtained:

Tabel 4.8

The Speed of e-journal

Answer	Frequency			Presentage
	1	2	Total	
Strongly agree	31	18	49	40,8 %
Agree	21	37	58	48,3 %
Disagree	7	5	12	10%
Strongly disagree	1	0	1	0,8 %
Total	60	60	120	100%

Based on this data, it can be viewed that 48.3% of respondents agreed that information obtained through e-journals was faster than other sources using personal devices such as mobile phones. A total of 40.8% of respondents said they strongly agree. Respondents who answered that they did not agree with this opinion were 10% of people and the remaining 0.8% of people said they did not agree.

Based on this data, it can be concluded that the majority of respondents said that by using e-journals with personal devices, information was obtained faster than other sources during the pandemic and only a small number of respondents gave negative responses.

e. **The Convenience of e-journal**

Based on these indicators there are several statements, namely:

1) Q9 "I feel calm and efficient using E-Journals because I don't need to print study resource documents in book form. E-journals are easy to use with smartphones or laptops"

2) Q10 "I feel comfortable using the E-Journal, because it prevents the loss of physical documents and feels protected Based on the covid pandemic because there is no need to crowd to go to public facilities"

3) Q11 "I am happy to use e-journals because there is no need to apply health protocols to find E-Journals during the covid-19 pandemic"

Based on the three statements, the data obtained from the questionnaire are as follows:

Table 4.9

The Convenience of e-journal

Anwswer	Frequency				Presentage
	1	2	3	Total	
Strongly agree	5	16	33	54	30%
Agree	33	32	27	92	51,1%
Disagree	15	8	0	23	12,7%
Strongly disagree	7	4	0	11	6,1%
Total	**60**	**60**	**60**	**180**	**100%**

Based on this data, it can be viewed that respondents feel comfortable using e-journals during the pandemic. A total of 51.1% agree that the e-journal is

comfortable to use without having to go to the library to apply the Health protocol during a pandemic, and not to worry about losing physical documents In order that respondents can save money, no need to reprint and 30% of respondents strongly agree. Respondents who answered that they did not agree with the convenience of e-journals were 12.7% and the remaining 6.1% did not agree.

Based on the data presented, it can be concluded that the majority of respondents feel comfortable using e-journals during the pandemic. Respondents felt that they did not need to go to the library and did not have to bother applying health protocols to find information during the Covid-19 pandemic. Respondents are in addition not worried if at any time the physical journal documents that have been sought are lost because they can be downloaded again without having to reprint In order that respondents can save on paper printing costs.

f. **E-journal security**

Based on these indicators there are several statements, namely:

1) Q12 "I'm not worried about viruses that will attack my computer or mobile device when I download an E-journal that already has a publisher's site license.

2) Q13 "I do not hesitate to download the E-journal document when when I access it is directed by a new

hypertext link to another source that is still related to the E-journal being addressed"

Based on the two statements, the data obtained from the questionnaire are as follows:

Tabel 4.10

E-journal security

Answer	Frequency			Presentage
	1	2	Total	
Strongly agree	22	42	69	53,3%
Agree	23	17	40	33, 3%
Disagree	11	1	12	10%
Strongly disagree	4	0	4	3,3%
Total	**60**	**60**	**120**	**100%**

Based on this data, it can be viewed that 53% of respondents strongly agree in terms of security when using e-journals during a pandemic, as many as 33.3% agree. Respondents who answered less agree as much as 10% and the remaining 3.3% said they did not agree. Based on this data, it can be concluded that the majority of respondents feel safe in using e-journals because the e-journals accessed already have a license policy and respondents in addition feel safe free Based on device viruses or pandemic viruses. A small number of respondents did not agree with this statement.

2. **Level of Use E-Journals as a Source of Information for Academic Writing**

The questionnaire that has been distributed to respondents contains 5 indicators related to the Level of Use of E-Journals as a Source of Information for Academic Writing, the results of which are as follows:

a. **Use resources to achieve academic writing**

Based on these indicators there are several statements, namely:

1) Q14 "I can search for information materials relevant to my academic writing research purposes effectively with E-journals"

2) Q15 "I use E-journals as reference material for scientific writing because of the speed in accessing"

3) Q16 "I always get the information I need in the E-journal In order that I can complete my academic writing assignments"

Table 4.11
Use resources to achieve academic writing

Answer	Frekuency				Presentage
	1	2	3	Total	
Strongly agree	37	33	29	99	55%
Agree	23	24	30	92	42,7%
Disagree	0	3	1	4	2,2%
Strongly disagree	0	0	0	0	0%
Total	**60**	**60**	**60**	**180**	**100%**

Based on these data, it can be viewed that respondents find it easy to find information in e-journals for the purpose of writing academically quickly and accurately. It can be viewed that as many as 55% of respondents stated strongly agree, while as many as 42.7% of respondents agreed. Respondents who answered disagreed as much as 2.2% and no respondents disagreed.

Based on these data it can be concluded that the majority of respondents have felt the ease of finding information on e-journals quickly in accessing e-journals. A small number expressed a negative response to the statement.

b. **Level of staff assistance in finding sources**

   Based on this indicators there are several statements, namely:

   1) Q17 "I feel helped by the facilities provided by the campus for the provision of e-journals In order that I can access e-journals effectively and efficiently"

   2) Q18 "I get direction and assistance Based on lecturers when I have trouble finding a credible and relevant E-Journal with the need for scientific writing information sources"

3) Q19 "I feel helped by the campus journal service staff when I can't access the E-journal website that has been provided by the campus so I no longer need to go to the library to look for sources of academic writing information."

Based on the three statements, the data obtained from the questionnaire are as follows:

Tabel 4.12
Level of staff assistance in finding sources

Answer	Frekuency				Presentage
	1	2	3	Total	
Strongly agree	30	19	12	61	33,8%
Agree	29	35	31	95	52,7%
Disagree	1	5	15	21	11,6%
Strongly disagree	0	1	2	3	1,6%
Total	60	60	60	180	100%

The table above provides information about the extent of respondents' satisfaction with assistance in finding information when accessing e-journals. Based on the results of the questionnaire, 52.7% of respondents agreed, 33.8% strongly agreed. The responses that stated that they did not agree were 11.6% and the remaining 1.6% said they did not agree.

However, it can be stated that most of the respondents felt helped by the assistance of facilities Based on the campus such as the provision of an e-

journal website, lecturers and staff of UIN FAS Bengkulu were in addition very helpful when students had difficulty accessing the e-journal website.

c. **Frequency accessing academic writing sources**

Based on these indicators there are several statements, namely:

1) Q20 "I often use the exclusive e-journal provided by the campus at ejournal.iainbengkulu.ac.id then I evaluate each journal to be used as material for my academic writing".

2) Q21 "I rarely access the E-Journal on holidays and there is no coursework that requires me to look for credible sources"

3) Q22 "I can access the E-journal website more than 2x a week for reading resources and completing academic writing assignments"

Based on the three statements above, the following results are obtained:

Tabel 4.13 Frequency accessing academic writing sources

Answer	Frekuency				Presentage
	1	2	3	Total	
Strongly agree	11	16	21	54	30%
Agree	28	26	33	92	51,1%
Disagree	16	15	6	23	12,7%
Strongly disagree	5	3	0	11	6,1%
Total	**60**	**60**	**60**	**180**	**100%**

Based on these data it can be viewed that as many as 51.1% of respondents agreed, 30% of respondents strongly agreed. Respondents who answered disagreed as much as 12.7% and the remaining 6.1% of respondents said they did not agree. It can be concluded that, most of the respondents visited the website e-journal more than 2x a week, whether there are assignments or no assignments or when on vacation and entering college students still access e-journal websites, especially campus e-journals.

d. **Search scope of writing information sources**

Based on these indicators there are several statements, namely:

1) Q 23 "I find it easy to find sources of information in the E-Journal for scientific writing materials because the e-journal collection (education, teacher training, language, social, etc.) is fully available on the E-Journal website"

2) Q24 "I often find E-journals that are relevant to my study needs in E-journals that have been provided on campus journal websites than using E-journals on external websites"

Based on the two statements, the data obtained from the questionnaire are as follows:

Tabel 4.14 Search scope of writing information sources

Answer	Frekuency			Presentage
	1	2	Total	
Strongly agree	12	12	24	20%
Agree	26	29	55	45,8%
Disagree	20	16	36	30%
Strongly disagree	1	3	4	3,3%
Total	**60**	**60**	**120**	**100%**

The table above is to find out the extent to which respondents searched for collections on the e-journal website to meet the information needs of relevant academic writing. A total of 45.8% agreed and 30% disagreed. While 20% stated strongly agree and the remaining 3.3% stated disagree.

Thus it can be stated that some respondents feel that they can find a collection of search results on the e-journal website in accordance with information needs that are relevant to academic writing reference materials. It is a collection of e-journals available for various majors. However, some stated that they rarely find collections on e-journal websites, especially on e-journals that have been provided by the campus.

e. **Determine the required information sources**

Based on these indicators there are several statements, namely:

1) Q25 "I choose to access free E-journals such as those available on Google Scholar, Eric, Garuda Portal, and campus e-journal websites as a source of reading and learning to get information and knowledge"

2) Q26 "I prefer to use theories Based on lecturers' journals that have been published on campus e-journal web facilities for sources of scientific writing such as essays, papers, and theses."

The data obtained based on the questionnaire are as follows:

Tabel 4.15 Determine the required information source

Answer	Frekuency			Presentage
	1	2	Total	
Strongly agree	33	17	50	41,6%
Agree	23	29	52	43,3%
Disagree	4	10	14	11,6%
Strongly disagree	0	4	4	3,3%
B Total	60	60	120	100%

ased on these data it can be viewed that as many as 43.3% of respondents agreed and 41.6% of respondents stated strongly agree. Respondents who stated that they did not agree were 11.6% and the remaining 3.3% said they did not agree.

Thus, it can be stated that the majority of respondents stated that e-journals were chosen as a source of information both for academic writing reference materials such as essays, theses, as well as for information media to increase knowledge and learning resources. A small number of respondents gave a negative response.

C. Discussion

In the discussion, the results of research that researcher conducted will be compiled and presented as well as possible so that the problems that researchers get can be a reference in preparing and presenting. The research findings discussed in the previous section have important implications for the results of the data analysis. It aims to describe two things, the first is about the English Department students's perception at UIN Fatmawati Sukarno Bengkulu on the use E-Journal during pandemic and the second is how high the level of utilization of E-Journal by English Department students in fulfilling the needs of Academic Writing in eight semester students of the English Education Study Program UINFAS Bengkulu.

1. Perception of E-journals during a pandemic

The first thing that will be discussed is the perception of the use e-journal during pandemic. Individual perception of something can affect the way the individual treats the perceived object especially during pandemic. This is in line with the opinion of (Akbarjono

et al., 2020)which states that during the pandemic, face-to-face or conventional learning activities cannot be carried out in class, therefore the learning system changes to online make teachers have to change their learning strategies and methods teachers and lecturers are required to be able to manage using technology well and make teaching strategies and cooperative learning, based on inquiry and differentiation instructions. Thus, in the current pandemic, the use of technological media such as e-journals is being used. For this reason, it is necessary to know students' perceptions of e-journals. This is because it can affect student attitudes in using it, especially during the pandemic. Referring to the results of the analysis of data collected. The distribution of questionnaires was used to determine students' perceptionsof the use of e-journal during the COVID-19 with contains 13 statements from 3 aspect and 5 indicators.

According to Schiffman and (Kourieos & Evripidou, 2013) there are 3 aspects that can affect the first perception of Cognitive related to knowledge about The Utilization of e-Journal and Update of e-journal. second is conation related motivation, attitude, and action about the accessibility of e-journal, Frequency of e-journal and the last is affection related to emotions, feelings, and assessment, Speed of e-journal, Convenience of e-journal and Security e -journal. Thus from the results of the questionnaire data, most of the students of English

education at UIN Fatmawati Sukarno Bengkulu have the same perception on the positive statement item and have the same perception on the negative statement in use E-Journal during the COVID-19 pandemic for semesters 8 students majoring in English education at UIN Fatmawati Sukarno Bengkulu because most of the 60 students in their perception of the use of e-journal during pandemic

Based on aspects of cognition with of knowledge and understanding, affection with of emotions, feelings and judgments and conation with of motivation, attitudes, and actions resulted in 13 statements. In the statement, there are students with category Strongly Agreed 43%, Agree 36%, Disagree 10,3%, Strongly Disagree 3,4%. Futhermore the research that has been done, it can be viewed that the 8th semester English students know about the existence of e-journals. Respondents felt that e-journals were very helpful and in addition gave a positive response to comparisons of e-journals and printed journals as well as other physical sources of information, in addition, during the COVID-19 pandemic, respondents did not need to go out looking for information sources to the library to get physical books by accessing them. Respondents' e-journals can find reading materials that suit their needs. Regarding the positive characteristics of the e-journal, the level of respondents who agree is almost 100%. Based on the perception indicators of e-journals during the pandemic, the average respondent was 3.31.

These results indicate that the respondents have a good perception of the e-journal. The majority of respondents in addition showed a positive pattern.

These results are in accordance with research (Rahman, 2020) whice states the respondents also gave positive answers. The results of this study indicate the need for scaffolding for reading journal articles for undergraduate students in their final year of study. In a study conducted in (Mwantimwa et al., 2021) it also shows that respondents who are students and lecturers have accepted the existence of e-journals as one of the premier sources of information and their frequency is at the optimum level.

The results obtained by the researcher also show the same pattern, where the majority of respondents also show a positive pattern. It can be concluded students are aware of the existence of e-journals. Students also consider the importance of the existence of e-journals as a primary source when they do assignments and feel the advantages provided by e-journals when compared to printed journals. It can be concluded students are aware of the existence of e-journals. Students in addition consider the importance of the existence of e-journals as a primary source during the covid-19 pandemic when they do assignments and feel the benefits provided by e-journals when compared to printed journals and physical books.

2. Level of Use E-Journals as a Source of Information for Academic Writing

   The second thing that will be discussed is the level of Use E-Journals as a Source of Information for Academic Writing. According (Akbarjono et al., 2020) the good way to test knowledge and understanding of whether students can convey information effective way of writing. Through academic writing students can express their opinions and alsosolve problems encountered in the classroom. Based on this statement, in academic writing, students need media to get information that is relevant to the study they are looking for one of the providers of information is e-journal. The existence of e-journals as a source of information in the university environment is very much needed. For this reason, the campus is obliged to provide up to date information to students. The e-journal that is subscribed to by the campus is one of the campus's efforts to provide up to date information (Khan, 2012). Especially for final students, the need to find sources of information and reference sources is increasing to complete a final project in the form of a thesis or other academic writing task. The Campus Journal Management Center provides an e-journal for all students to use to find the information they need.

   The level the use e-journal by english students in the UIN Fatmawati Sukarno Bengkulu know about the existence of e-journals. The total number of respondents

was 60 students, after knowing the results of the questionnaire then the data from the questionnaire results were analyzed. In the statement, there are students with category Strongly Agreed 35,3%, Agree 49, Disagree 12, 4%, Strongly Disagree 2,67%. Their purpose in accessing e-journals is to fulfill the need for information, learning resources and information resources for doing lectures and final assignments. UIN Fatmawati Sukarno Bengkulu students use subscribed E-journals by reading journals that are relevant to their study or research needs and then evaluating various e-journals that have been downloaded to be used as a single unit of information according to the purpose of writing and the problems encountered. As for the access process, students or respondents quote the required data based on the e-journal obtained and then paraphrase it according to the standardization of scientific writing.

They in addition think that the e-journal that is subscribed to is complete enough. In addition to the completeness of the e-journal, students are in addition satisfied with the supporting facilities provided by the campus. And students think that the staff and lecturers who manage campus journals have provided sufficient assistance. However, internet access which is an important part when accessing information according to students is good. The use of e-journals as a source of academic writing information by 8th semester English

students at UIN FAS Bengkulu, until the time this research was conducted was at a good level. It can be concluded the final result of 3.16.

The results obtained by the researcher also show the same pattern with (Makassar et al., 2021) common among researchers and advanced students and there is the relation between journal writings and the students' skills in writing. Other research also shows the same pattern which is in line with the results of (Khan, 2012).This study also shows that the majority of students and researchers rely on electronic resources to satisfy their information needs. The article also states that the use of electronic resources has had a huge impact on users. in research and education development. Where electronic sources have become the main source of information for them. Most respondents access e-databases and e-journals "2-3 times" a week and widely accept the "importance" of these resources in research activities via computer or handphone.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher's description and explanation that has been described in the previous chapter, the researcher draws several conclusions Based on the research on: The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu) as follows:

1. Students' Perceptions of the Use E-Journals During the Pandemic are good. With an average of 3.31(good). Students already know well about the use of e-journals during a pandemic and show awareness of e-journals. Students in addition understand the advantages of e-journals compared to printed journals and physical sources such as other books.

2. The use of e-journals by students as a Source of Information for Academic Writing is at a fairly good level with an average of 3.16 (good). The majority of students are aware of the existence of e-journals and have used them, but the frequency is low. The reason

for using e-journals is to meet the needs of information and reference sources in doing college assignments, writing scientific works such as essays, papers, theses.

B. Suggestion

Based on the research that has been done, In order that the use of e-journals used in the future can be further optimized by students, the researcher would like to provide the following suggestions:

1. In order for students to be aware of the existence of electronic journals subscribed to by the campus, the campus can hold separate promotions distributing brochures and pamphlets from print and electronic media. This will increase the use of e-journals provided by the campus web E-Journal

2. Improved internet facilities. Improve facilities by providing free internet access during lecture hours and increasing bandwidth. In order that the internet can still be accessed smoothly by students, especially during peak hours.

3. The management of campus journals and study programs should cooperate with the library to carry out socialization and training to improve "searching skills" in the existing database. Training should be carried out over a fixed period. This "searching skill" training is conducted So students and staff can use the

search facility as much as possible To find the information they need quickly and effectively.

4. Maximizing the website already owned by the campus. It can be in the form of a guide to access e-journals, increasing the website's resilience and continuing to update the scope of journals published Based on various disciplines or majors.

5. Improved facilities for accessing e-journals. This facility can be in the form of using a special computer lab to access e-journals. In order that students can be more comfortable when accessing e-journals.

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APPENDICES

Appendix 1

Grid Perception Questionnaire and Use of E-journals to Fulfilling the Needs Academic Writing During Pandemic

Aspect	Indicator	No.Item
Student perceptions of E-Journals during a pandemic	**Cognitive related to knowledge :** 1.The Utilization of e-Journal	1,
	2. Update of e-journal	2,3
	Conation related motivation, attitude, and action: 3. Accessbility of e-journal	4, 5, 6
	4. Frequency of e journal	7,8
	Affection related to emotions, feelings, and assessment: 5. Speed of e-journal	14,16, 2,3
	6. Convenience of e-journal	9,10,11
	7. Security e-journal	12,13
Level of Use of E-Journals as a source of information for academic writing	1. Use resources to achieve academic writing	14,15,16
	2. Level of staff assistance in finding sources	17,18,19
	3. Frequency accessing academic writing sources	20,21,22
	4. Search scope of writing information sources	23, 24
	5. Determine the required information sources	25,26

Appendix 2. Questionnaire

ANGKET

A. Biodata Responden
   1. Nama Lengkap   :
   2. Nim   :
   3. Jenis Kelamin   :

B. Petunjuk Pengisian
   1. Tulis identitas diri anda pada halaman yang telah disediakan data diri anda dijamin kerahasiaannya
   2. Bacalah dengan teliti setiap pernyataan-pernyataan yang diberikan.
   3. Jawablah semua pernyataan sesuai dengan situasi/keadaan yang anda alami dengan memberikan tanda (√) pada kolom jawaban yang tersedia dengan kriteria sebagai berikut:
      Keterangan :
      Jawaban 4 berarti "Sangat setuju"
      Jawaban 3 berarti "Setuju"
      Jawaban 2 berarti "Tidak setuju"
      Jawaban 1 berarti "Sangat tidak setuju"
C. Pilihlah salah satu jawaban yang paling sesuai dengan anda, beri tanda centang (√).
D. Kemudian usahakan semua pernyataan diisi sesuai pendapat pribadi tidak ikut jawaban teman karena tidak ada jawaban salah, jadi jangan takut untuk menjawab.
E. Waktu yang disediakan untuk menjawab maksimal 20 menit

	Pernyataan	SS 4	S 3	TS 2	STS 1
	Persepsi mahasiswa terhadap E-Journal pada masa pandemi				
1	Saya selalu menggunakan e-journal untuk kebutuhan belajar dan sumber informasi selama pandemic				
2	Saya menjadi lebih kritis terhadap fenomena karena E-journal selalu membahas berita yang sedang hangat diperbincangkan (up to date)				
3	Materi yang ada pada E-journal mudah ditemui dari pada di sumber cetak lain di masa pandemi karena E-journal bisa tersedia terlebih dahulu sebelum versi cetak terpublikasi				
4	Saya dapat mengakses E-journal kapanpun 24/7 disaat saya membutuhkan untuk menjadi sumber belajar saat pandemi maupun sebelum pandemi				
5	Saya hanya dapat mengakses E-journal pada tempat-tempat tertentu (ruang publik yang hanya terdapat jaringan internet dan wi-fi)				
6	Saya lebih sering mengakses E-journal yang gratis seperti yang ditemui pada website				

	eric.ed.gov, lipi.go.id, scolar.google.com, PortalGaruda.org				
7	Saya lebih cepat mendapatkan sumber informasi dengan mendownload E-journal daripada mencari secara offline pada sumber lain				
8	Saya lebih cepat mengakses menggunakan gawai atau Laptop pribadi ketika sedang membaca e-Journal di ruang publik selama pandemic				
9	Saya merasa tenang danhemat setelah menggunakan E-Journal karena tidak perlu mencetak dokumen sumber belajar dalam bentuk buku				
10	Saya merasa nyaman menggunakan E-Journal, karena mencegah hilangnya dokumen fisik dan merasa telindungi dari pandemi covid karena tidak perlu berkerumunan pergi ke fasilitas umum				
11	Saya senang menggunakan e-journal karena tidak perlu menerapkan protokol kesehatan untuk mencari E-Journal di selama masa pandemi covid-19				
12	Saya tidak khawatir dengan virus yang akan				

	menyerang perangkat komputer atau handphone ketika saya akan mendownload E-journal yang sudah memiliki site licensee penerbit				
13	Saya tidak ragu mengunduh dokumen E-journal ketika saat mengakses diarahkan dengan hypertext link baru ke sumber lain yang masih berhubungan dengan E-journal yang dituju				
	Penggunaan E-Journal sebagai sumber informasi untuk menulis akademik				
14	Saya dapat mencari bahan informasi yang relavan dengan tujuan penelitian penulisan akademik saya secara efektif dengan E-journal				
15	Saya menggunakan E-journal sebagai bahan referensi menulis ilmiah karena kecepatan dalam mengakses				
16	Saya selalu mendapat informasi yang saya butuhkan pada E-journal sehingga saya dapat menyelesaikan tugas menulis akademik				
17	Saya merasa terbantu dengan sarana yang disediakan kampus terhadap penyediaan e-journal sehingga saya dapat mengakses e-journal dengan efektif dan efisien				
18	Saya mendapatkan arahan dan bantuan dari dosen ketika kesulitan mencari E-Journal yang				

	kredibel dan relavan dengan kebutuhan sumber informasi penulisan ilmiah				
19	Saya merasa terbantu dengan staff pelayanan jurnal kampus ketika tidak dapat mengakses website E-journal yang telah disediakan kampus sehingga tidak perlu lagi ke perpustakaan mencari sumber informasi menulis akademik				
20	Saya sering menggunakan exclucive e-journal yang telah disediakan kampus di ejournal.iainbengkulu.ac.id kemudian saya evalusi setiap jurnal untuk dijadikan bahan penulisan akademik saya				
21	Saya jarang mengakses E-Journal ketika hari libur dan tidak ada tugas kuliah yang harus mengharuskan saya mencari sumber yang kredibel				
22	Saya dapat mengakses website E-journal lebih dari 2x seminggu untuk sumber bacaan dan menyelesaikan tugas menulis akademik				
23	Saya mudah menemukan sumber informasi pada E-Journal untuk bahan menulis ilmiah karena koleksi e-jurnal (pendidikan, keguruan, bahasa, sosial,dll) tersedia lengkap di website E-Journal				

24	Saya lebih sering menemukan E-journal yang relavan dengan kebutuhan studi saya di E-journal yang telah disediakan di website jurnal kampus daripada menggunakan E-journal di website luar				
25	Saya memilih mengakses E-journal yang gratis seperti yang tersedia di Google Scholar, Eric , Portal Garuda, dan website e-journal kampus sebagai sumber bacaan dan belajar untuk mendapatkan informasi dan pengetahuan				
26	Saya lebih memilih menggunakan teori dari jurnal dosen yang telah terpublikasi di fasilitas web e-journal kampus untuk sumber penulisan ilmiah seperti esai, makalah, dan skripsi				

Appendix 3.Table of Questionnaire Results

No	Statements	SA	A	D	SD
Perception of E-Journals During a Pandemic					
1	I always use E-journals for learning needs and sources of information during the Covid-19 pandemic	39 (65%)	18 (30 %)	3 (5%)	0 (0%)
2	I became more critical of the phenomenon because the E-journal always discusses the news that is currently being discussed (up to date)	39 (65%)	17 (28, 3%)	4 (6,7%)	0 (0%)
3	The material in the E-journal is easier to find than in other print sources during the pandemic because the E-journal can be made available before the print version is published.	20 (33,3%)	16 (26, 7%)	18 (30%)	6 (10%)
4	I can access the E-journal anytime, 24/7 when I need it to be a learning resource during the pandemic or before the pandemic	38 (63,3%)	13 (21, 7%)	5 (8,3%)	4 (6,7%)
5	I can only access the E-journal in certain places (public spaces where there is only internet and wi-fi network)	38 (63,3%)	18 (30 %)	3 (5%)	1 (1,7%)
6	I often access free E-journals such as those found on the website	42 (70%)	17 (28, 3%)	1 (1,7%)	0 (0%)

	eric.ed.gov, lipi.go.id, scolar.google.com, PortalGaruda.org				
7	I find sources of information faster by downloading the E-journal than searching offline on other sources	31 (51,7%)	21 (35%)	7 (11%)	1 (1,7%)
8	I'm faster to access using a personal device or laptop when I'm reading e-Journals in public spaces during the pandemic	18 (30%)	37 (61,7%)	5 (8,3%)	0 (0%)
9	I feel calm and efficient using E-Journals because I don't need to print study resource documents in book form. E-journals are easy to use with smartphones or laptops.	5 (8,3%)	33 (55%)	15 (25%)	7 (11,7%)
10	I feel comfortable using the E-Journal, because it prevents the loss of physical documents and feels protected Based on the covid pandemic because there is no need to crowd to go to public facilities	16 (26,7%)	32 (53,3%)	8 (13,3%)	4 (6,7%)
11	I am happy to use e-journals because there is no need to apply health protocols to find E-Journals during the covid-19 pandemic	33 (55%)	27 (45%)	0 (0%)	0 (0%)
12	I am not worried about	22	23	11	4

	viruses that will attack my computer or mobile device when I download an E-journal that already has a publisher's site license.	(36,7%)	(38, 3%)	(18,3%)	(6,7%)
13	I do not hesitate to download the E-journal document when when I access it is directed by a new hypertext link to another source that is still related to the E-journal being addressed	42 (70%)	17 (28, 3%)	1 (1,7%)	0 (0%)
	Level of Use E-Journals as a Source of Information for Academic Writing				
14	I can search for information materials relevant to my academic writing research purposes effectively with E-journals	37 (61,7%)	23 (38,3%)	0 (0%)	0 (0%)
15	I use E-journals as reference material for scientific writing because of the speed in accessing	33 (55%)	24 (40%)	3 (5%)	0 (0%)
16	I always get the information I need in the E-journal In order that I can complete my academic writing assignments	2 9 (48,3%)	30 (50%)	1 (1,7%)	0 (0%)
17	I feel helped by the facilities provided by the campus for the provision of e-journals In order that I can	30 (50%)	29 (48,3%)	1 (1,7%)	0 (0%)

No	Statement				
	access e-journals effectively and efficiently				
18	I get direction and assistance Based on lecturers when I have trouble finding a credible and relevant E-Journal with the need for scientific writing information sources	19 (31,7%)	35 (58,3%)	5 (8,3%)	1 (1,7%)
19	I feel helped by the campus journal service staff when I can't access the E-journal website that has been provided by the campus so I no longer need to go to the library to look for sources of academic writing information	12 (20%)	31 (51,7%)	15 (25%)	2 (3,3%)
20	I often use the exclusive e-journal provided by the campus at ejournal.iainbengkulu.ac.id then I evaluate each journal to be used as material for my academic writing	11 (18,3%)	28 (46,7%)	16 (26,7 %)	5 (8,3%)
21	I rarely access the E-Journal on holidays and there is no coursework that requires me to look for credible sources	16 (26,7%)	26 (43,3%)	15 (25%)	3 (5%)
22	I can access the E-journal website more than 2x a week for reading resources and	21 (35%)	33 (55%)	6 (10%)	0 (0%)

	completing academic writing assignments				
23	I find it easy to find sources of information in the E-Journal for scientific writing materials because the e-journal collection (education, teacher training, language, social, etc.) is fully available on the E-Journal website	12 (20%)	26 (43,3%)	20 (33,3%)	2 (3,3,%)
24	I often find E-journals that are relevant to my study needs in E-journals that have been provided on campus journal websites than using E-journals on external websites.	12 (20%)	29 (48%)	16 (26, 7%)	3 (5%)
25	I choose to access free E-journals such as those available on Google Scholar, Eric, Garuda Portal, and campus e-journal websites as a source of reading and learning to get information and knowledge	33 (55%)	23 (38,3%)	4 (6,7%)	0 (0%)
26	I prefer to use theories Based on lecturers' journals published on campus e-journal web facilities for sources of scientific writing such as essays, papers, and theses.	17 (28,3%)	29 (48,3%)	10 (16,7)	4 (6,7%)

Appendix 4. Summary of Responses from Respondents

1. Student's Perceptions of the Use E-Journals During Pandemi

1. Saya selalu menggunakan E-journal untuk kebutuhan belajar dan sumber informasi selama pandemi Covid-19
60 jawaban
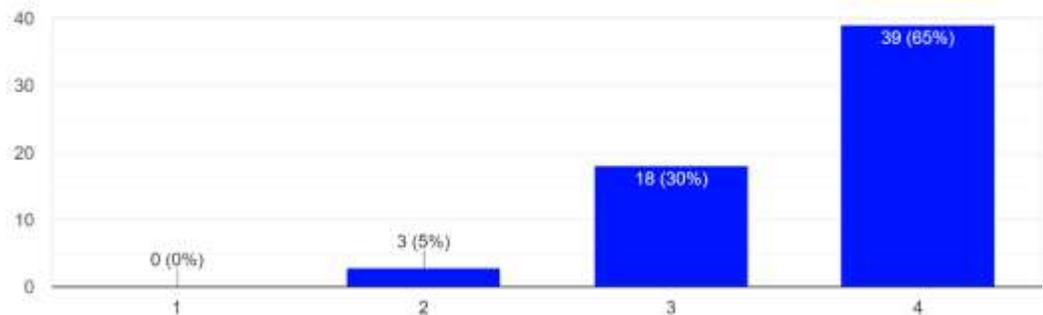
Saya menjadi lebih kritis terhadap fenomena karena E-journal selalu membahas berita yang sedang hangat diperbincangkan (up to date)
60 jawaban
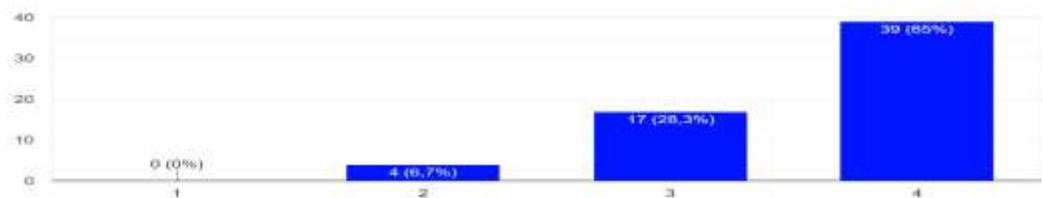
3. Materi yang ada pada E-journal mudah ditemui dari pada di sumber cetak lain di masa pandemi karena E-journal bisa tersedia terlebih dahulu sebelum versi cetak terpublikasi
60 jawaban
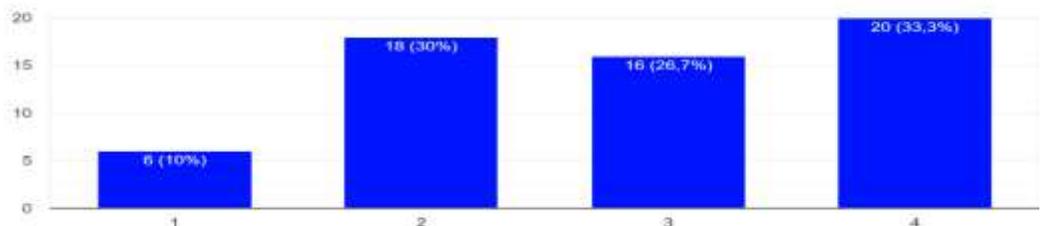
4. Saya dapat mengakses E-journal kapanpun 24/7 disaat saya membutuhkan untuk menjadi sumber belajar saat pandemi maupun sebelum pandemi

60 jawaban
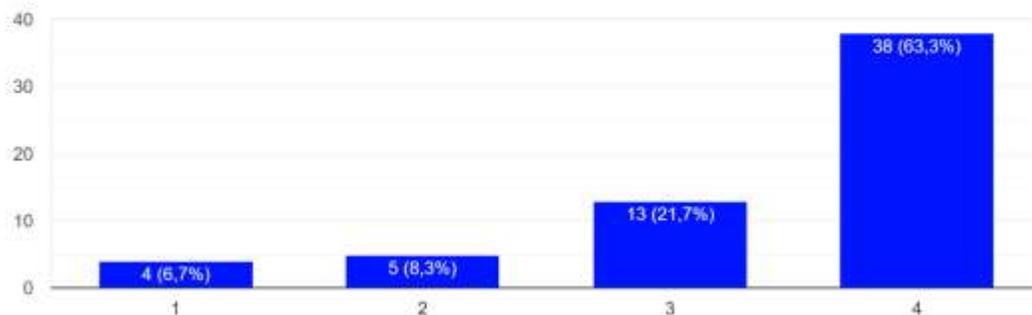
5. Saya hanya dapat mengakses E-journal pada tempat-tempat tertentu (ruang publik yang hanya terdapat jaringan internet dan wi-fi)

60 jawaban
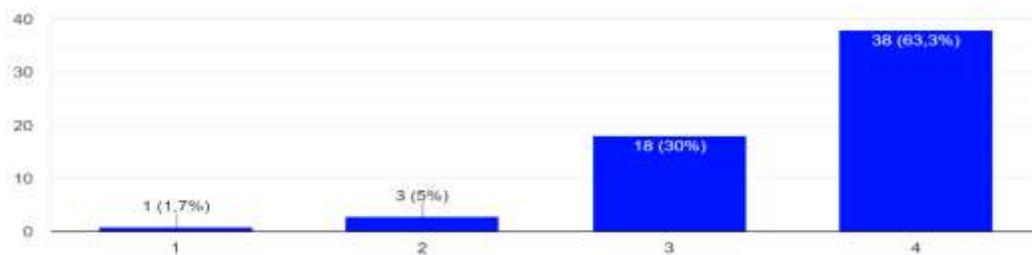
6. Saya lebih sering mengakses E-journal yang gratis seperti yang ditemui pada website eric.ed.gov, lipi.go.id, scolar.google.com, PortalGaruda.org

60 jawaban
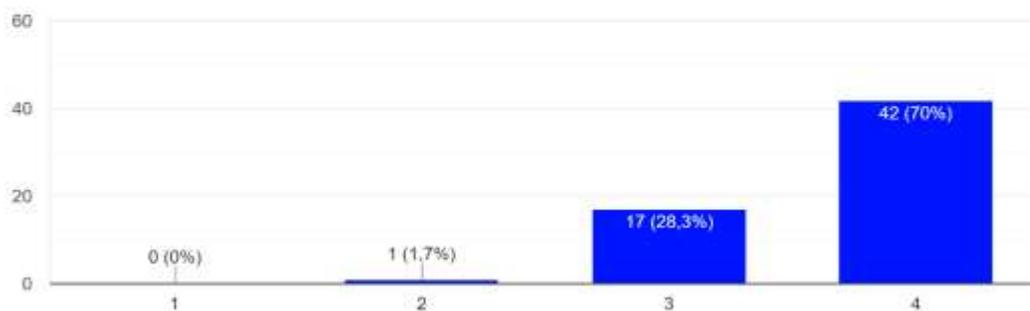
7. Saya lebih cepat mendapatkan sumber informasi dengan mendownload E-journal daripada mencari secara offline pada sumber lain
60 jawaban
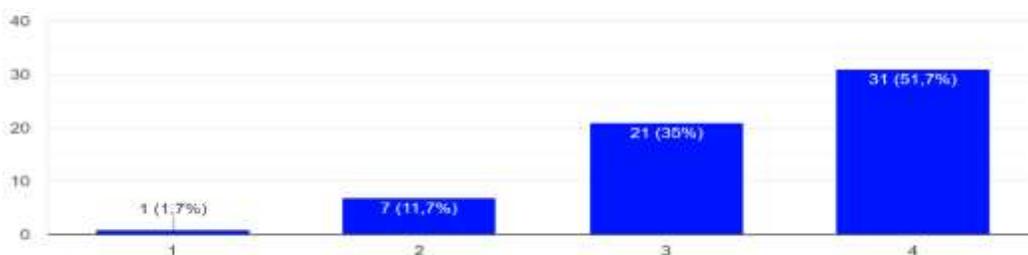
8. Saya lebih cepat mengakses menggunakan gawai atau Laptop pribadi ketika sedang membaca e-Journal di ruang publik selama pandemi
60 jawaban
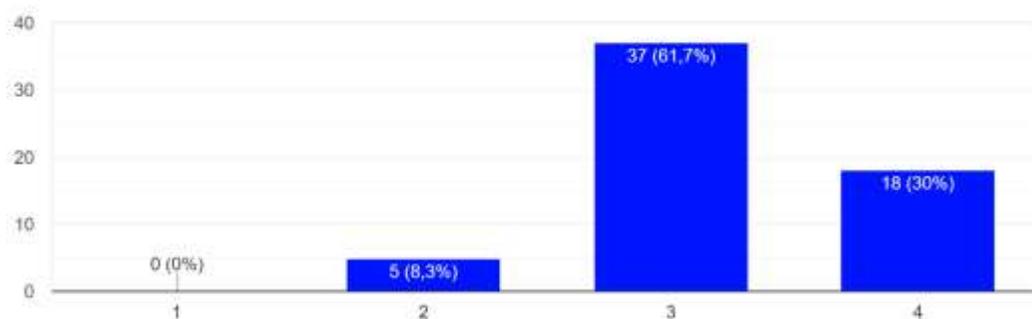
9. Saya merasa tenang danhemat setelah menggunakan E-Journal karena tidak perlu mencetak dokumen sumber belajar dalam bentuk buku
60 jawaban
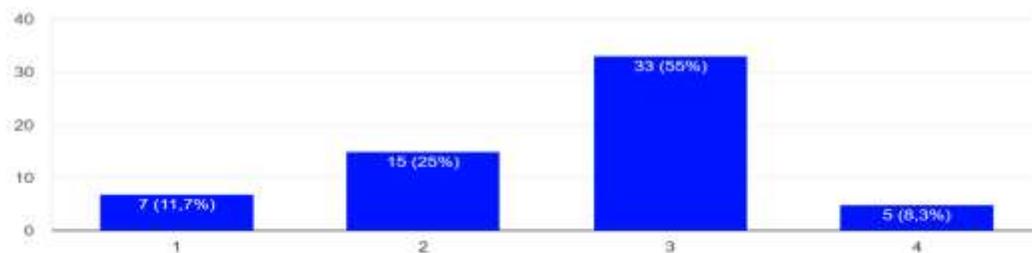
10. Saya merasa nyaman menggunakan E-Journal, karena mencegah hilangnya dokumen fisik dan merasa telindungi dari pandemi covid karena tidak perlu berkerumunan pergi ke fasilitas umum
60 jawaban
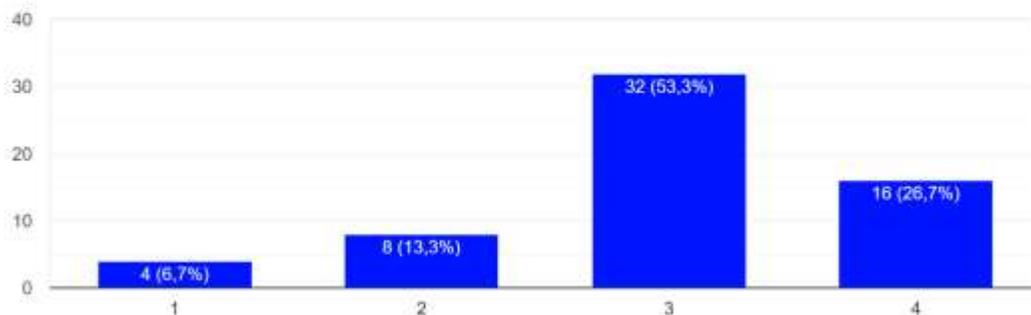
11. Saya senang menggunakan e-journal karena tidak perlu menerapkan protokol kesehatan untuk mencari E-Journal di selama masa pandemi covid-19
60 jawaban
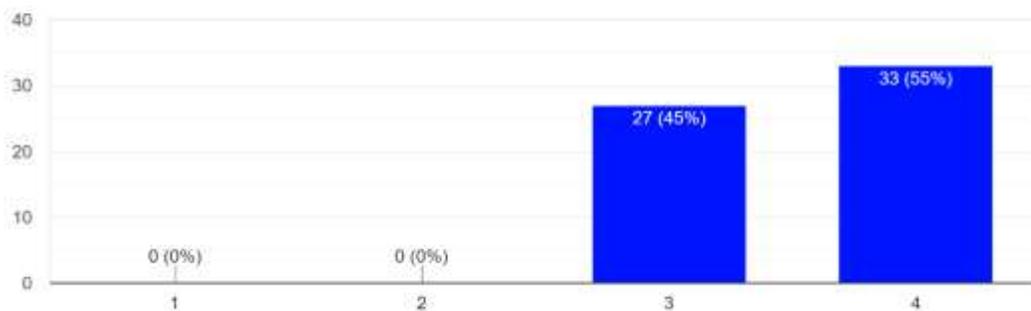
12. Saya tidak khawatir dengan virus yang akan menyerang perangkat komputer atau handphone ketika saya akan mendownload E-journal yang sudah memiliki site licensee penerbit
60 jawaban
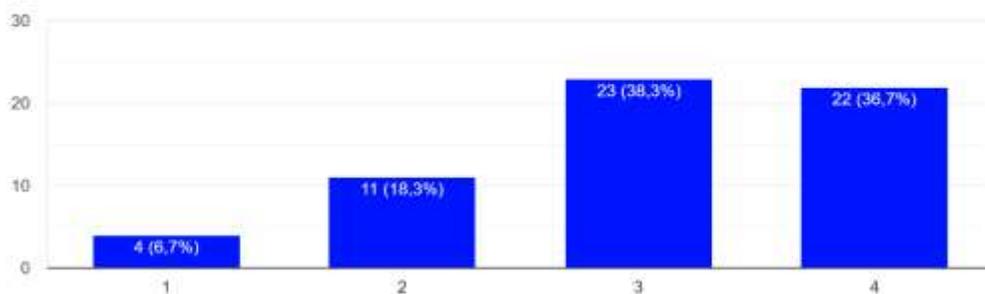
13. Saya tidak ragu mengunduh dokumen E-journal ketika saat mengakses diarahkan dengan hypertext link baru ke sumber lain yang masih berhubungan dengan E-journal yang dituju

60 jawaban
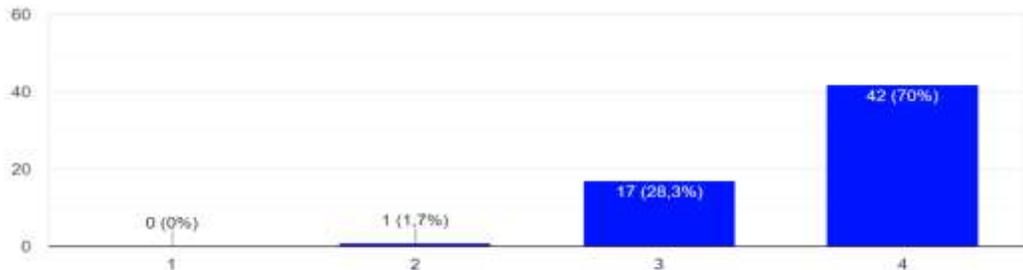
2. Level of Use E-Journals as a Source of Information for Academic Writing

14. Saya dapat mencari bahan informasi yang relavan dengan tujuan penelitian penulisan akademik saya secara efektif dengan E-journal

60 jawaban
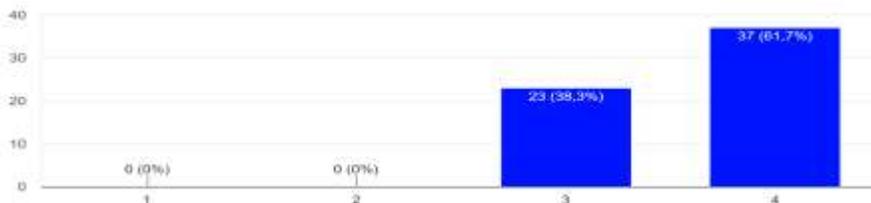
15. Saya menggunakan E-journal sebagai bahan referensi menulis ilmiah karena kecepatan dalam mengakses

60 jawaban
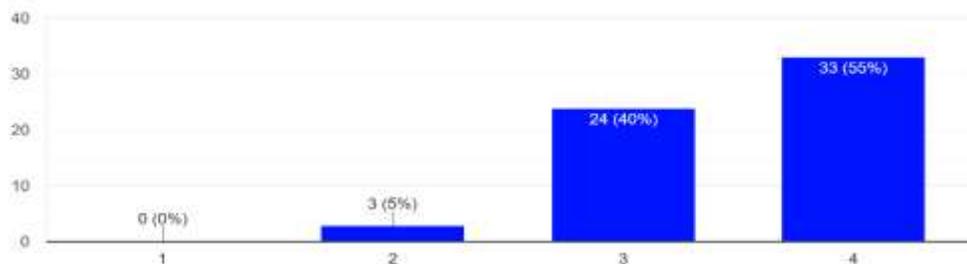
16. Saya selalu mendapat informasi yang saya butuhkan pada E-journal sehingga saya dapat menyelesaikan tugas menulis akademik
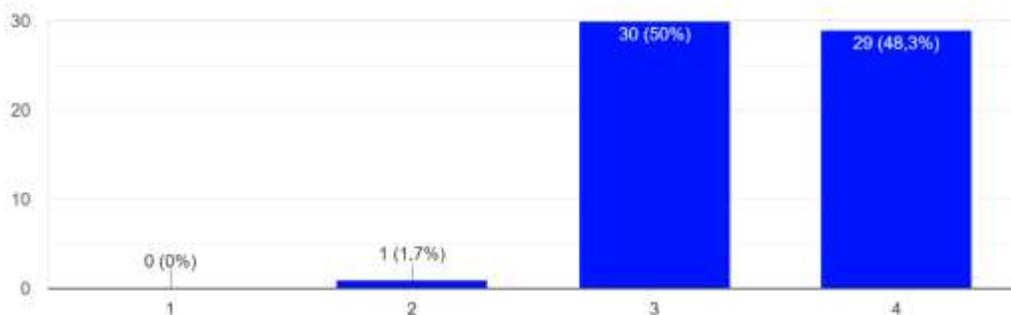
60 jawaban

17. Saya merasa terbantu dengan sarana yang disediakan kampus terhadap penyediaan e-journal sehingga saya dapat mengakses e-journal dengan efektif dan efisien

60 jawaban
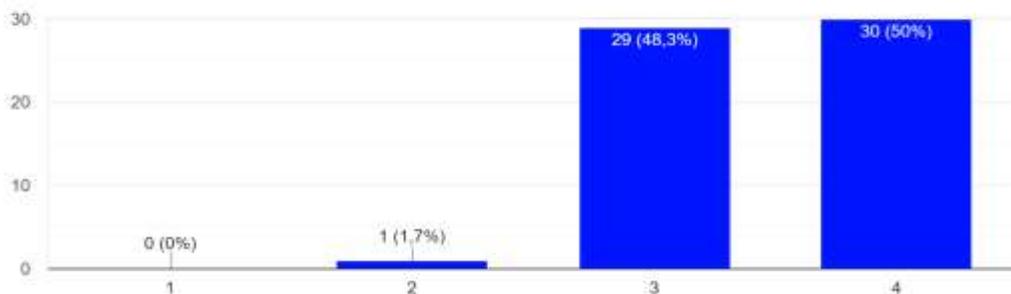
18. Saya mendapatkan arahan dan bantuan dari dosen ketika kesulitan mencari E-Journal yang kredibel dan relavan dengan kebutuhan sumber informasi penulisan ilmiah
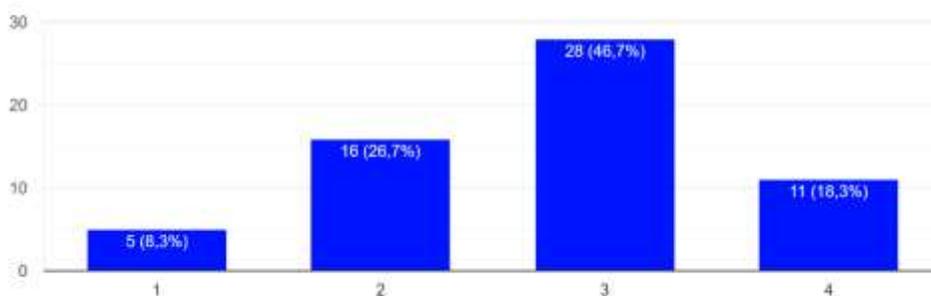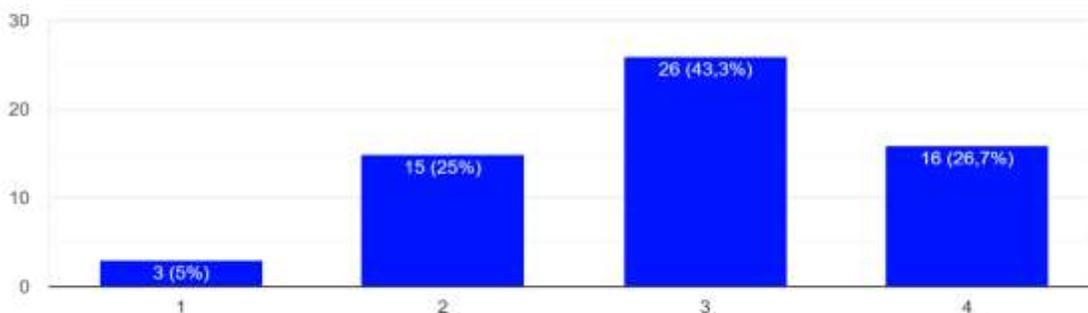
60 jawaban
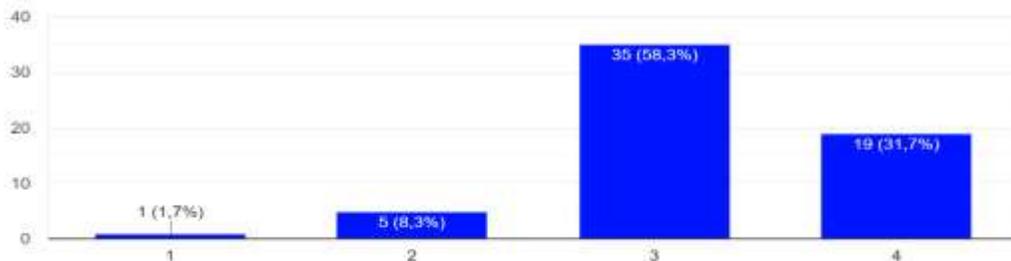
19. Saya merasa terbantu dengan staff pelayanan jurnal kampus ketika tidak dapat mengakses website E-journal yang telah disediakan kampus ...akaan mencari sumber informasi menulis akademik
60 jawaban
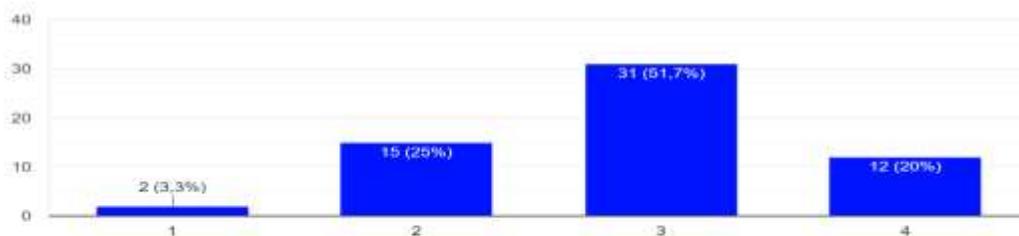
20. Saya sering menggunakan exclucive e-journal yang telah disediakan kampus di ejournal.iainbengkulu.ac.id kemudian saya evalusi...al untuk dijadikan bahan penulisan akademik saya
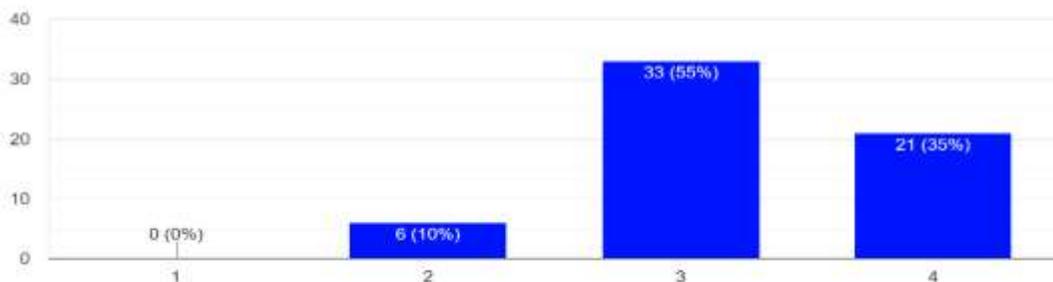60 jawaban

21. Saya jarang mengakses E-Journal ketika hari libur dan tidak ada tugas kuliah yang harus mengharuskan saya mencari sumber yang kredibel
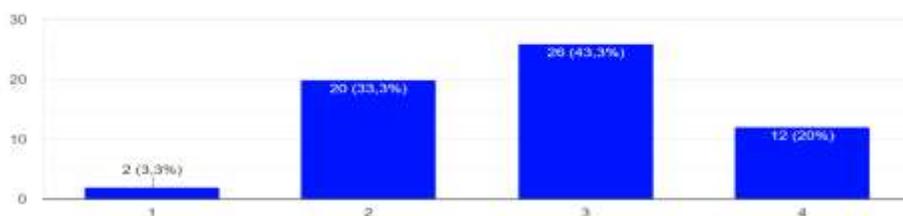60 jawaban

22. Saya dapat mengakses website E-journal lebih dari 2x seminggu untuk sumber bacaan dan menyelesaikan tugas menulis akademik
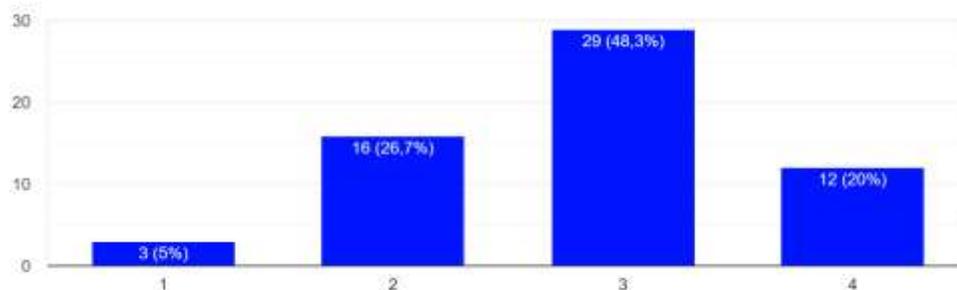
60 jawaban

23. Saya mudah menemukan sumber informasi pada E-Journal untuk bahan menulis ilmiah karena koleksi e-jurnal (pendidikan, keguruan, bah..., sosial,dll) tersedia lengkap di website E-Journal
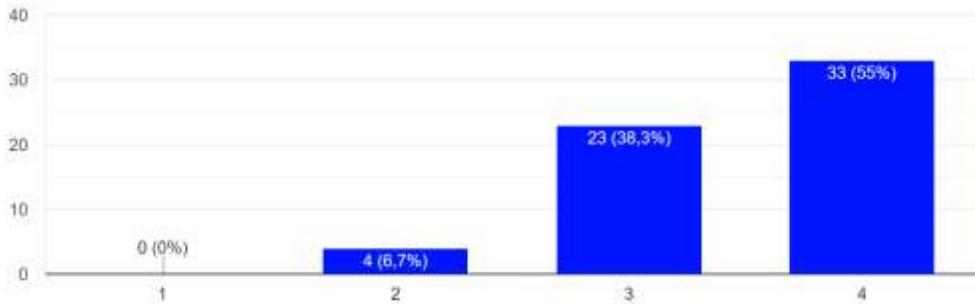
60 jawaban

24. Saya lebih sering menemukan E-journal yang relavan dengan kebutuhan studi saya di E-journal yang telah disediakan di website jurnal kampus daripada menggunakan E-journal di website luar
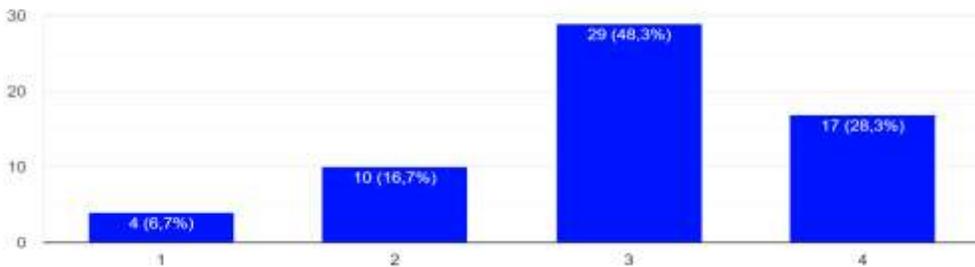
60 jawaban

25. Saya memilih mengakses E-journal yang gratis seperti yang tersedia di Google Scholar, Eric , Portal Garuda, dan website e-journal kampus seb...r untuk mendapatkan informasi dan pengetahuan

60 jawaban

26. Saya lebih memilih menggunakan teori dari jurnal dosen yang telah terpublikasi di fasilitas web e-journal kampus untuk sumber penulisan ilmiah seperti esai, makalah, dan skripsi

60 jawaban

Appendix 4. Individual Responses from Respondents

Research Questionnaire: The Perception of the Use E-journal by English Department in Fulfilling the Needs for Academic Writing During Pandemic

Contains some statements that describe the perceptions of 8th semester English Department Students at UIN-FAS Bengkulu, regarding the Use of E-journals to fulfiling the needs for Academic Writing During a Pandemic

* Wajib

Respondent's Bio

Your identity will be kept confidential.

Nama Lengkap *

Muhammad Febliyansyah

Jenis Kelamin *

◉ Laki-laki

○ Perempuan

NIM *

1811230053

Kelas *

○ 8A

◉ 8B

○ 8C

○ 8D

○ 8E

Nomor WhatsApp *

089628985085

Student's Perceptions of the Use E-Journals During Pandemic

Choose the answer that best suits you, put a check mark (√). Then try to fill in all the statements according to your personal opinion, don't follow your friend's answer because there are no wrong answers, so don't be afraid to answer.

Keterangan :
Jawaban 4 berarti "Sangat setuju"
Jawaban 3 berarti "Setuju"
Jawaban 2 berarti "Kurang setuju"
Jawaban 1 berarti "Tidak setuju"

Research Questionnaire: The Perception of th

1. Saya selalu menggunakan E-journal untuk
kebutuhan belajar dan sumber informasi selama
pandemi Covid-19   *

            1   2   3   4

Tidak setuju   ○ ○ ○ ◉   Sangat Setuju

Saya menjadi lebih kritis terhadap fenomena   *
karena E-journal selalu membahas berita yang
sedang hangat diperbincangkan (up to date)

            1   2   3   4

Tidak setuju   ○ ○ ◉ ○   Sangat Setuju

3. Materi yang ada pada E-journal mudah ditemui *
dari pada di sumber cetak lain di masa pandemi
karena E-journal bisa tersedia terlebih dahulu
sebelum versi cetak terpublikasi

            1   2   3   4

Tidak setuju   ○ ◉ ○ ○   Sangat Setuju

4. Saya dapat mengakses E-journal kapanpun   *
24/7 disaat saya membutuhkan untuk menjadi
sumber belajar saat pandemi maupun sebelum
pandemi

            1   2   3   4

            ○ ○ ○ ◉

Research Questionnaire: The Perception of th

5. Saya hanya dapat mengakses E-journal pada   *
tempat-tempat tertentu (ruang publik yang hanya
terdapat jaringan internet dan wi-fi)

            1   2   3   4

Tidak setuju   ○ ○ ○ ◉   Sangat Setuju

6. Saya lebih sering mengakses E-journal yang   *
gratis seperti yang ditemui pada website
eric.ed.gov, lipi.go.id, scolar.google.com,
PortalGaruda.org

            1   2   3   4

Tidak setuju   ○ ○ ○ ◉   Sangat Setuju

7. Saya lebih cepat mendapatkan sumber   *
informasi dengan mendownload E-journal
daripada mencari secara offline pada sumber
lain

            1   2   3   4

Tidak setuju   ○ ○ ○ ◉   Sangat Setuju

8. Saya lebih cepat mengakses menggunakan *
gawai atau Laptop pribadi ketika sedang
membaca e-Journal di ruang publik selama
pandemi

1 2 3 4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

9. Saya merasa tenang danhemat setelah *
menggunakan E-Journal karena tidak perlu
mencetak dokumen sumber belajar dalam
bentuk buku

1 2 3 4

Tidak setuju ○ ○ ◉ ○ Sangat Setuju

10. Saya merasa nyaman menggunakan E- *
Journal, karena mencegah hilangnya dokumen
fisik dan merasa telindungi dari pandemi covid
karena tidak perlu berkerumunan pergi ke
fasilitas umum

1 2 3 4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

11. Saya senang menggunakan e-journal karena *
tidak perlu menerapkan protokol kesehatan untuk
mencari E-Journal di selama masa pandemi
covid-19

1 2 3 4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

12. Saya tidak khawatir dengan virus yang akan *
menyerang perangkat komputer atau handphone
ketika saya akan mendownload E-journal yang
sudah memiliki site licensee penerbit

1 2 3 4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

13. Saya tidak ragu mengunduh dokumen E- *
journal ketika saat mengakses diarahkan dengan
hypertext link baru ke sumber lain yang masih
berhubungan dengan E-journal yang dituju

1 2 3 4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

Research Questionnaire: The Perception of th

Pertanyaan   Jawaban 😊   Setelan

Level of Use E-Journals as a Source of
Information for Academic Writing

Choose the answer that best suits you, put a check mark
(√). Then try to fill in all the statements according to your
personal opinion, don't follow your friend's answer
because there are no wrong answers, so don't be afraid
to answer.

Keterangan :
Jawaban 4 berarti "Sangat setuju"
Jawaban 3 berarti "Setuju"
Jawaban 2 berarti "Kurang setuju"
Jawaban 1 berarti "Tidak setuju"

14. Saya dapat mencari bahan informasi yang   *
relavan dengan tujuan penelitian penulisan
akademik saya secara efektif dengan E-journal

1   2   3   4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

15. Saya menggunakan E-journal sebagai bahan   *
referensi menulis ilmiah karena kecepatan dalam
mengakses

1   2   3   4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

16. Saya selalu mendapat informasi yang saya   *
butuhkan pada E-journal sehingga saya dapat
menyelesaikan tugas menulis akademik

1   2   3   4

Tidak setuju ○ ○ ◉ ○ Sangat Setuju

17. Saya merasa terbantu dengan sarana yang   *
disediakan kampus terhadap penyediaan e-
journal sehingga saya dapat mengakses e-journal
dengan efektif dan efisien

1   2   3   4

Tidak setuju ○ ○ ◉ ○ Sangat Setuju

18. Saya mendapatkan arahan dan bantuan dari *
dosen ketika kesulltan mencari E-Journal yang
kredibel dan relavan dengan kebutuhan sumber
informasi penulisan ilmiah

1   2   3   4

Tidak setuju ○ ○ ○ ◉ Sangat Setuju

19. Saya merasa terbantu dengan staff pelayanan jurnal kampus ketika tidak dapat mengakses website E-journal yang telah disediakan kampus sehingga tidak perlu lagi ke perpustakaan mencari sumber informasi menulis akademik   *

1   2   3   4

Tidak setuju   ◯   ◉   ◯   ◯   Sangat Setuju

20. Saya sering menggunakan exclucive e-journal yang telah disediakan kampus di ejournal.iainbengkulu.ac.id kemudian saya evaluasi setiap jurnal untuk dijadikan bahan penulisan akademik saya   *

1   2   3   4

Tidak setuju   ◯   ◯   ◉   ◯   Sangat Setuju

21. Saya jarang mengakses E-Journal ketika hari libur dan tidak ada tugas kuliah yang harus mengharuskan saya mencari sumber yang kredibel   *

1   2   3   4

Tidak setuju   ◯   ◉   ◯   ◯   Sangat Setuju

22. Saya dapat mengakses website E-journal lebih dari 2x seminggu untuk sumber bacaan dan menyelesaikan tugas menulis akademik   *

1   2   3   4

Tidak setuju   ◯   ◯   ◉   ◯   Sangat Setuju

23. Saya mudah menemukan sumber informasi pada E-Journal untuk bahan menulis ilmiah karena koleksi e-jurnal (pendidikan, keguruan, bahasa, sosial,dll) tersedia lengkap di website E-Journal   *

1   2   3   4

Tidak setuju   ◯   ◉   ◯   ◯   Sangat Setuju

24.Saya lebih sering menemukan E-journal yang relavan dengan kebutuhan studi saya di E-journal yang telah disediakan di website jurnal kampus daripada menggunakan E-journal di website luar   *

1   2   3   4

Tidak setuju   ◯   ◯   ◯   ◉   Sangat Setuju

Research Questionnaire: The Perception of th

25. Saya memilih mengakses E-journal yang *
gratis seperti yang tersedia di Google Scholar,
Eric , Portal Garuda, dan website e-journal
kampus sebagai sumber bacaan dan belajar
 untuk mendapatkan informasi dan pengetahuan

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

26. Saya lebih memilih menggunakan teori dari *
 jurnal dosen yang telah terpublikasi di fasilitas
web e-journal kampus untuk sumber penulisan
ilmiah seperti esai, makalah, dan skripsi

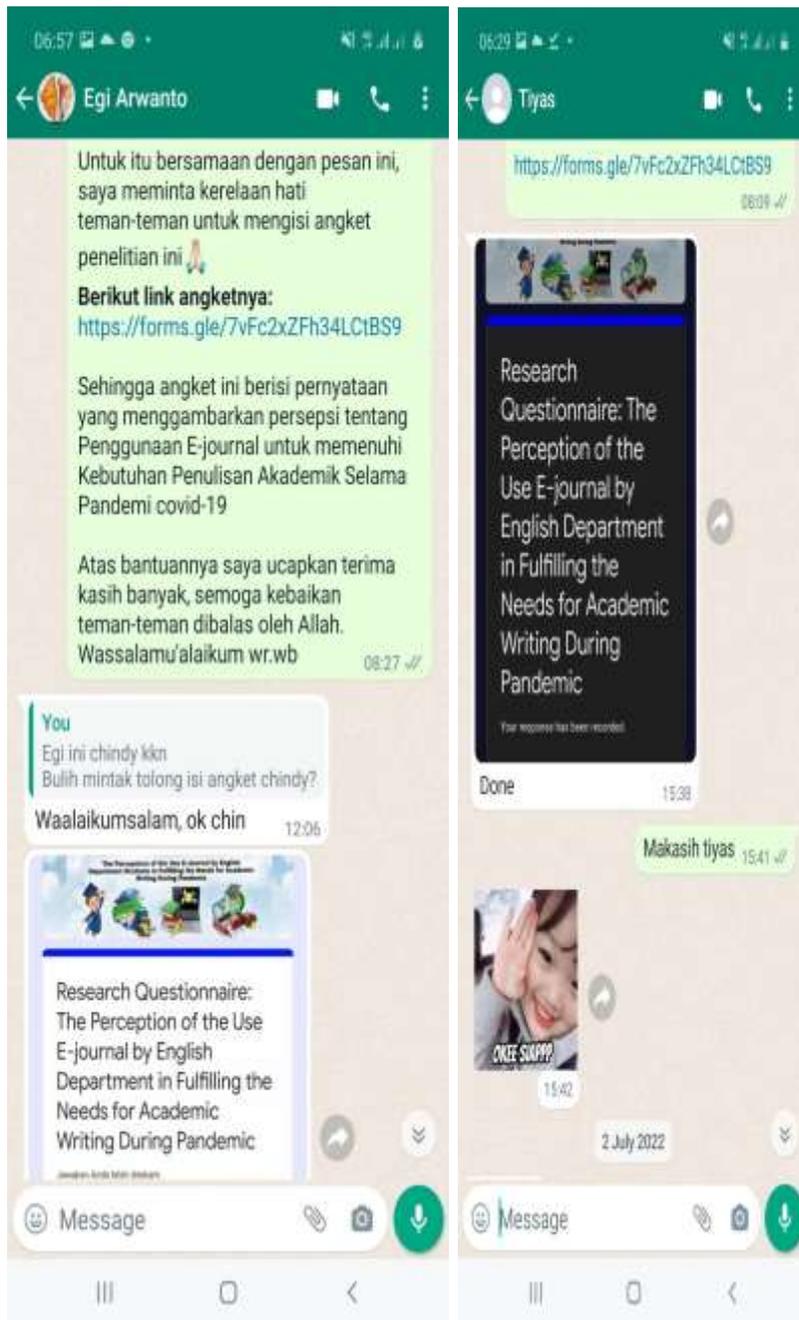|	1	2	3	4	
Tidak setuju	○	◉	○	○	Sangat Setuju

22/06/22 08.36 dikirimkan

Appendix 6. Documentations

1. Researcher Explain About This Research

2. The Researcher shares the Google form link

Left screenshot — chat with Egi Arwanto:

Untuk itu bersamaan dengan pesan ini, saya meminta kerelaan hati teman-teman untuk mengisi angket penelitian ini 🙏

Berikut link angketnya:
https://forms.gle/7vFc2xZFh34LCtBS9

Sehingga angket ini berisi pernyataan yang menggambarkan persepsi tentang Penggunaan E-journal untuk memenuhi Kebutuhan Penulisan Akademik Selama Pandemi covid-19

Atas bantuannya saya ucapkan terima kasih banyak, semoga kebaikan teman-teman dibalas oleh Allah. Wassalamu'alaikum wr.wb   08:27

You
Egi ini chindy kkn
Bulih mintak tolong isi angket chindy?

Waalaikumsalam, ok chin   12:06

Research Questionnaire: The Perception of the Use E-journal by English Department in Fulfilling the Needs for Academic Writing During Pandemic

Right screenshot — chat with Tiyas:

https://forms.gle/7vFc2xZFh34LCtBS9   08:09

Research Questionnaire: The Perception of the Use E-journal by English Department in Fulfilling the Needs for Academic Writing During Pandemic

Your response has been recorded

Done   15:38

Makasih tiyas   15:41

OKEE SIAPPP   15:42

2 July 2022

3. **Students provide proof that they have filled out the googleform**

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 533 /In.11/F.II/PP.009/ 12/2020

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, S.Ag, M.Hum, M.Pd 197509252001121004	P I	Chindy Yulia Permatasari 1811230051	TBI	Student Perceptions in Using the IAIN Bengkulu E-Journal Website in Academic Writing Class to Fulfill the Need for Scientific Writing During a Pandemic (Quantitative Study on 5th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 15 Desember 2020

Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Chindy Yulia Permatasari

NIM : 1811230051

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **Student Perceptions in Using the IAIN Bengkulu E-Journal Website in Academic Writing Class to Fulfill the Need for Scientific Writing During a Pandemic (Quantitative Study on 5th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)**

Menjadi : **The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 7th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

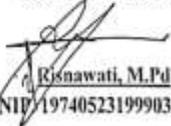Bengkulu, 13 April 2022

Disetujui oleh,

Pembimbing I

Pembimbing II

Dr. H. Ali Akbarjono, M.Pd
NIP.197509252001121004

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,

Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP.197405231999032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksmili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Chindy Yulia Permatasari

NIM : 1811230051

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 7th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)**

Menjadi : **The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 02 Juni 2022

Disetujui oleh,

Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP.197509252001121004

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Chindy Yulia Permatasari, NIM : 1811230051 yang berjudul **"The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 7th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 20 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 31 Mei 2022

Penyeminar I   Penyeminar II

Dr. Syamsul Rizal M.Pd   **Anita, M.Hum**
NIP . 196901291999031001   NIP. 199008142019032011

Nomor   : 2597 / Un.23/F.II/TL.00/06/2022   6 Juni 2022
Lampiran : I (satu) Exp Proposal

Perihal   : **Mohon izin penelitian**

Kepada Yth,
Koordinator Prodi Tadris Bahasa Inggris
Di –

   Fakultas Tarbiyah dan Tadris UINFAS Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"THE PERCEPTIONS OF THE USE E-JOURNAL BY ENGLISH DEPARTMENT STUDENTS IN FULFILLING THE NEEDS FOR ACADEMIC WRITING DURING PANDEMIC (A Descriptive Quantitative Study On 8* Semester English Department Students At Fatmawati Sukarno State Islamic University Bengkulu)".*

Nama   : Chindy Yulia Permatasari
NIM   : 1811230051
Prodi   : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : Prodi Tadris Bahasa Inggris FTT UINFAS Bengkulu
Waktu Penelitian   : 6 Juni s/d 18 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,
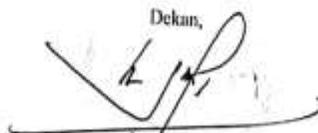
Mus Mulyadi

SURAT KETERANGAN

Bengkulu, 19 Juli 2022

Nomor : -

Lampiran : 1 (satu) Bukti Penelitian

Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd

NIP : 198703242015032002

Pangkat Golongan : Lektor (III/c)

Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Chindy Yulia Permatasari

NIM : 1811230051

Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 06 Juni s/d 18 Juli 2022 dengan judul *"The Perceptions of The Use E-Journal By English Department Students In Fulfilling The Needs For Academic Writing During Pandemic (A Descriptive Quantitative Study On 8th Semester English Department Students At Fatmawati Sukarno State Islamic University Bengkulu)"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

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Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1706 /Un.23/F.II/PP.00.9/03/2022
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Cindy Yulia Permata
NIM : 1811230051
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Eva Dewi, M.Ag	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Feny Martina, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Ixsir Eliya, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi

Tembusan :
Yth, Wakil Rektor 1

KEMETERIAN AGAMA REPUBLIK INDONESIA
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(UINFAS) BENGKULU
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Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa :Chindy Yulia Permatasari
NIM : 1811230051
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II: Feny Martina, M.Pd
Judul Skripsi : The Perceptions of the use E-turi By English Department Students in Fulfilling The needs for Academic Writing Duties Academic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Senin, Januari 2022	Judul dan Bab 1	Perbaikan judul dan menambahkan to what extent di formulation of research	
2.	Rabu, 9 Februari 2022	Bab 2	Tambahkan teori preception (cognition, affection, conation)	
3.	Jum'at, 14 Februari 2022	Bab 3	Skala likert, klasifikasikan kisi-kisi angket dengan teori persepsi	
4.	Jum'at, 18 Februari 2022	Bab 2	Penambahan indikator Penilaian writing academic	
5	Senin, 21 Februari 2022	Bab 3	Penambahan butir soal kisi-kisi angket	
6.	Jum'at 25 Februari 2022	Acc Sempro	Acc Sempro	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, 25 Februari 2022.
Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002

Nama Mahasiswa	: Chindy Yulia Permatasari	Pembimbing I : Dr. H. Ali AkbarJono, M.Pd
NIM	: 1811230051	Judul Skripsi : The Perceptions of the Use E-Journal
Jurusan	: Bahasa	by English Department students in
Program Studi	: Tadris Bahasa Inggris	Fulfilling the Needs For Academic Writing During Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Selasa, 8-3-2022	Bab 1 dan Bab 2	-Penambahan variabel x_2 -Penambahan teori sesuai urutan variabel y, x_1, y_2	
2.	Senin, 14-3-2022	Bab 2	Indicator dari English during Pandemic ditambah regulation	
3.	Senin, 21-3-2022	Bab 2	Point-Point sumber dan indikator x_2 lebih diperaktifkan, dan ditambah regulasi	
4.	Kamis, 24-3-2022	Bab 1 dan Bab 2	-Identification Problem sesuaikan dengan indikator -Background harus sesuai dengan empirical data.	
5.	Selasa, 5-4-2022	Bab 2	Gunakan bahasa yang kompleks di sintesa	
6.	Senin, 11-4-2022	Bab 3	Perice dure oryen - rumah gui- am of hmun - cergio Quluarus	

Bengkulu, 12 April 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. H. Ali AkbarJono, M.Pd
NIP. 197509252001121004

ama Mahasiswa	: Chindy Yulia Permatasari	Pembimbing I : Dr. H. Ali AkbarJono, M.Pd
IM	: 1811230051	Judul Skripsi : The Perceptions Of the Use E - Journal
urusan	: Bahasa	by English Department students in
ogram Studi	: Tadris Bahasa Inggris	Fulfilling the Needs For Academic
		Writing During Pandemic.

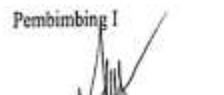| No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
7.	Senasa, 12/04 2022	Proposal	check again, some errors for it the moment	ƒ
			Revise as ongoing	dk
			Complete while themanos need	↓
			Acc to proposal for Dujon	ƒ

Bengkulu, 12 April 2022

Mengetahui,
Dekan

Mas Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. H. Ali AkbarJono, M.Pd
NIP. 197509252001121004

Nomor : B.3 /A /Un.23/V.III/PP.00.9/05/2022
Lamp. :
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr.Syamsul Rizal, M.Pd Penyeminar I)

2. Anita,M.Hum (Penyeminar II)

As-alaamu'alaikum Wr. Wb.

De gan Hormat.

Be sama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal   : Jum'at 20 Mei 2022

Tempat   : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1	Tri Melti (1111230114)	08.00-08.50 WIB	The Effect of Project Based Learning on Students' Writing Ability at MAS PP Hidayatul Qomariyah Bengkulu (A Quasi experimental at the eleventh grade of MAS PP Hidayatul Qomariyah Bengkulu in academic year 2022)
2	Chindy Yulia Permatasari (1111230051)	08.50-09.40 WIB	The Perception of The Use E-Journal By English Department Students In Fulfilling The Needs For Academic Writing During Pandemic (A Descriptive Quantitative Study on 7th Semester English Department Students At Fatmawati Sukarno State Islamic University Bengkulu)
3	Mila Huljanah (1111230145)	09.40-10.30 WIB	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research At Eleventh Grade Of SMAN 4 Bengkulu In Academic Year 2021/2022)
4	Yerzie Amelia (1111230038)	10.30-11.20 WIB	The Effect of Word Walls Media on Students' Vocabulary Mastery (An Experimental Study At The Eight Grades of SMPN 03 South Bengkulu In Academic Year 2021/2022)
5	Frika Agustin (1111230020)	11.20-12.00 WIB	Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 04 Bengkulu)

De nikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 16 Mei 2022
Dekan,

Mus Mulyadi

Nama Mahasiswa : Chindy Yulin Permatasari Pembimbing II: Feny Martina, M.Pd
NIM : 1811230051
Jurusan : Bahasa Judul Skripsi :The Perceptions of the use E-Journal
Program Studi : Tadris Bahasa Inggris   by English Department students in
Fulfilling the Needs for Academic
Writing During Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Jum'at, 15/7 2022	Bab IV	Penbajian data berupa tabulasi Frekuean	
2.	Senin, 18/7 2022	Bab IV	Tombahkan	
3.	Selasa, 19/7 2022	Bab V	Klatkan bagi argumen mengenai saran yang terkait dengan Problem	
4.	Rabu, 20/7 2022	Journal	Rfecusfcan abstak Pada jurnal	
5.	Kamis, 21/7 2022	Journal	Ronaisan references menggunakan APA style	
6.	Kamis, 21/7 2022	Acc Muncayah	Acc Muncayah	

Bengkulu, 21 Juli 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002

Nama Mahasiswa : Chindy Yulia Permatasari Pembimbing I : Dr. H. Ali AkbarJono, M.Pd
NIM   : 1811230051   Judul Skripsi : The Perceptions of the use
Jurusan   : Bahasa   E-journal by English Department
Program Studi : Tadris Bahasa Inggris   Students in Fulfilling the needs
                                                   For Academ Writing During Pandem

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Senin 18/7 2022	Bab IV	Tambahkan duta di Discussion	
2.	Selasa 19/7 2022	Bab IV	Tambahkan argumen yang sesuai dengan teori yang relevan	
3.	Rabu, 20/7 2022	Chapt 1-V	Check grams some sort of word etry	
4.	Kamis, 21/7 2022	Chapter 1-V	- proof as you - conclusion area don ada new - Acc to nego morger	

Bengkulu, 21 Juli 2022

Mengetahui,
Dekan

Dr. Mus.. ..vadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. H. Ali AkbarJono, M.Pd
NIP. 197509252001121004

Bengkulu, 22 Juli 2022

Nomor : 3128 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Kasmantoni, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Zelvia Liska Afriani, M.Pd (Penguji II)

di –

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Senin, 25 Juli 2022
Waktu : 08.00 s/d selesai
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Denti Zentia Putri 1811230001	08.00-08.45 WIB	The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills (Experimental Research at English Department of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023)
2	Delpa Yunita 1811230153	08.45-09.30 WIB	The Effect of Synectic Model as Audiovisual Language Teaching AID on Students' Writing Skills (QuasiExperimental Research of Students' Skill (Quasi-Experimental Research of Students's Eight Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/20230
3	Veniri Lestari 1811230164	09.30-10.15 WIB	The Effect of Using Google Docs as Media for Collaboration Writing Activity on Students' Writing Skills. (Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu).
4.	Chindy Yulia Permatasari 1811230051	10.15-11.00 WIB	The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)
5	Beta Rostika 1711230007	11.00-11.45 WIB	An Analysis of Students' In Mastering Writing Essay During Online Learning (A Descriptive Qualitative In English Department Sixth Semester of UINFAS Bengkulu)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Myss Mulyadi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

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Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : CINNDY YULIA PERMATASARI
NOMOR INDUK MAHASISWA : 1811230051
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumut 07 Mai 2021	08:00	Ilham Ramrat	1711230017	An Analysis of Google Form Used By English Teachers To Evaluate Students' Learning Achievment at SMA Bengkulu Tengah.	(ttd)
2			Shanti Wulandari	1711230053	The Effect of Applying Project Based Learning toward Students Speaking Ability At Second Semester English Education Study Program (A Study At Second Semester English Education Study Program)	(ttd)
3			Muhammad Yusin	1611230099	An Analysis of God making on EFL Remote Classroom Aged By Bassiswa.	(ttd)
4			Ori Ardita	1711230027	The interference of EFL Student's Native language Pronunciation (A case Study on Kourtrese and Pettotnese Student at Kasus in Education Program)	(ttd)
5			Koko Suparto	1611230041	English Teacher's Strategies in Teaching Speaking in the New normal (A Descriptive Study At SMAN 4 Seluma in the Academic Year 2020/2021.	(ttd)
6						(ttd)

(signatures)
Muhammad I.
Syamil Riad

ek turnitiin Chindy_TBI

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Syed Sarwar Hussain. "Strategies for Teaching Academic Writing to Saudi L2 Learners", English Language Teaching, 2019 Publication	<1%