STUDENTS' PERCEPTIONS ON THE USE OF VIDEO CONFERENCING SOFTWARE FOR ENGLISH LEARNING
(A Survey Study of English Department Students' Experiences During The COVID-19 Pandemic at UIN Fatmawati Sukarno Bengkulu)

THESIS
Submitted as a Partial Requirements for Degree of *Sarjana Pendidikan* (S.Pd)
In English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu

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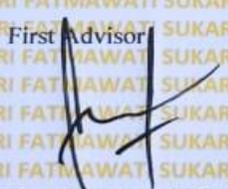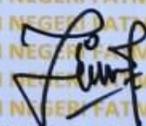
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MOTTOS

" Allah is Sufficient to be our helper and Allah is the best of protectors "
(QS. Ali Imran : 173)
" And whoever fears Allah, Allah will make it easy for him in his affairs "
(QS. At-Talaq : 4)

" Always do good to everyone even though we are considered bad "
(Yunia Revita Pamulatri)

DEDICATIONS

With gratitude and all my love, this thesis is dedicated to:

- ➢ Allah SWT is the only of my God, and I would like to say Alhamdulillah and thank you so much to Allah SWT, who has given me blessings and favors, health, fortitude, patience and strength in completing this thesis.

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Students' Perceptions on The Use of Video Conferencing Software for English Learning (A Survey Study of English Department Students' Experiences During The COVID-19 Pandemic at UIN Fatmawati Sukarno 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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Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents her sincere appreciation to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   January 2022

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ABSTRACT

Yunia Revita Pamulatri, 2022. Students' Perceptions on The Use of Video Conferencing Software for English Learning. Thesis. English Education Study Program, Department of Tadris, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

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This study aims to find out students' perceptions on the use of video conferencing software in English learning during the COVID-19 pandemic and to find out whether the use of video conferencing software in learning English during the COVID-19 pandemic was effective and efficient or not. The method used in this study is a quantitative approach with a survey method. The sample consisted of students of the 3rd, 5th and 7th semesters of English Education Study Program at UIN Fatmawati Sukarno Bengkulu. The sampling technique used in this study was random sampling as many as 78 TBI students. The data collection technique used a platform, namely Google Forms to distribute questionnaires. The results of this study indicate that in general students have positive perceptions about the use of video conferencing software for English learning during the COVID-19 pandemic because in positive statements the mean score was 70.19 with a response agreed and strongly agreed. Students are interested, like, appreciate, and enjoy learning English using video conferencing software so that the use of video conferencing software in English learning during the covid-19 pandemic at UIN Fatmawati Sukarno Bengkulu is said to be effective and efficient.

Keywords : Students' Perceptions, Video Conferencing Software, E-Learning

ABSTRAK

Yunia Revita Pamulatri, 2022. Persepsi Mahasiswa Terhadap Penggunaan Perangkat Lunak Konferensi Video Untuk Pembelajaran Bahasa Inggris. Tesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah Dan Tadris, UIN Fatmawati Sukarno Bengkulu.

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Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa dalam penggunaan perangkat lunak konferensi video dalam pembelajaran bahasa Inggris selama pandemi COVID-19 dan untuk mengetahui apakah penggunaan perangkat lunak konferensi video dalam pembelajaran bahasa Inggris di masa pandemi COVID-19 sudah efektif dan efisien atau belum. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan metode survei. Sampel terdiri dari mahasiswa program studi pendidikan bahasa Inggris semester 3, 5 dan 7 UIN Fatmawati Sukarno Bengkulu. Teknik pengambilan sampel dalam penelitian ini adalah dengan teknik *random sampling* sebanyak 78 mahasiswa TBI. Teknik pengumpulan data adalah menggunakan platform yaitu google form untuk menyebarkan angket. Hasil penelitian ini menunjukan bahwa secara umum mahasiswa memiliki persepsi positif tentang penggunaan perangkat lunak konferensi video dalam pembelajaran bahasa Inggris selama pandemi COVID-19, karena pada pernyataan positif skor rata- rata sebesar 70,19 mahasiswa menjawab dengan respon setuju dan sangat setuju. Mahasiswa tertarik, menyukai, mengapresiasi, dan menikmati dalam pembelajaran bahasa Inggris menggunakan perangkat lunak konferensi video sehingga penggunaan perangkat lunak konferensi video dalam pembelajaran bahasa Inggris selama pandemi COVID-19 di UIN Fatmawati Sukarno Bengkulu dikatakan efektif dan efesien.

Kata kunci : Persepsi Mahasiswa, Perangkat Lunak Konferensi Video, E-Learning

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CHAPTER I

INTRODUCTION

This research investigates the students' perception on the use of video conferencing software for English Learning. This chapter presents seven parts: (1) background of study, (2) identification of the problems, (3) limitation of the study, (4) research problems, (5) objectives of the study, (6) the benefits of the study, and (7) definition of key terms.

A. Background of Study

At this time, Indonesia is faced with a phenomenon related to health problems, namely the coronavirus disease 2019 (COVID-19). The COVID-19 pandemic has caused schools and universities to close, so online learning is one of the solutions to prevent the spread of the COVID-19 virus. This is a challenge in itself for educational institutions. Within educational institutions, educators as an essential element in the teaching and learning process are required to make an unprecedented massive shift from face-to-face education to online or distance education.

In this situation, a distance learning system can be used in carrying out teaching and learning activities. Therefore, distance learning can cope with changes in education where previously teaching and learning activities used face-to-face systems directly in class. Distance learning is an educational

process that focuses on teaching methods and technologies with the aim to implement the teaching process on the student who is physically absent in traditional education environments such as classroom and laboratory (Nasar & Kaleka, 2020). The distance learning model describes a learning system using information technology, especially the internet on computers and cell phones so that students can study anywhere, anytime, and in any situation. One of the characteristics of the distance learning model is communication which is carried out simultaneously, by utilizing video conferencing software applications and platforms.

Therefore, video conferencing software is becoming increasingly popular in replacing face-to-face meetings due to distance learning being implemented. It usually links a lot of class material and preparation of teaching materials, with video conferencing software applications, which are new communication technologies that can provide a means to virtually direct students and educators.

Video conferencing software is one of the tools that can be used in distance learning because it can help educators and students learn virtually so that learning is easier. According to Hyder (2007, p.3), video conferencing software is a combination of video and audio in full-screen mode, as well as allowing one another to share screens and document camera sources input (face-to-face). Video conferencing software is a series of interactive telecommunications technology tools that allows two or more parties in

separate locations to communicate by transmitting two-way audio and video at the same time. Some video conference services become extensively well-known among the teachers during the pandemic, for example, Zoom Cloud Meetings, Skype, Go To Meetings, Google Meet/Hangout, Join Me, Cisco WebEx Meeting, Microsoft Teams, etc.

This software has several advantages for its users in the teaching and learning process, besides being able to optimize the direct interaction between students and educators, it is also able to display learning material on the display and can be seen by all participants so that participants not only hear explanations but they can at the same time to examine the material provided. This media is also considered effective in overcoming problems of distance, space, and time. Video conferencing software can help students and educators to adapt in doing distance learning. However, video conferencing software also has several obstacles including; not everyone can procure the tools needed. It requires expensive internet costs to support learning activities. In addition, it has limitations in terms of the duration of the conference. This media also demands a mature readiness from educators in providing material and paying attention to each student (Israel & Rowland, 2009). Another obstacle that occurred is the unstable internet connection, resulting in intermittent conferences.

Furthermore, in determining the advantages and disadvantages of video conferencing, of course, the perceptions of each educator and student

are formed. Students' perceptions are also very important to pay attention to in carrying out the learning process it aims to help educators achieve learning goals. With this perception, students can improve the quality of learning in class, especially now, where face-to-face learning has been replaced by distance learning using information and communication technology. Thus, a person's willingness to use technology is greatly influenced by perception.

Perception is a process taken by each individual in organizing and interpreting their sense impression in order to give meaning to their environment (Robbins, 2003). From this perception, it will motivate students to organize themselves in learning activities. Students need to have skills regarding learning methods, thought processes, and motivating themselves to achieve learning goals. Therefore, adjusting to this online learning strategy requires the perception of several parties, for example, parents, educators and students. Perception can be seen from two points of view, namely positive perception and negative perception (Irwanto, 2002, p.71). Perception can be defined as a response of students to reply positively or negatively towards something like for occasion an idea, object, person, and state of affairs. Each individual can see and feel the same object but will bring different perceptions.

It is known that each individual has different perceptions. In every change in phenomena that occurs in our environment, the perception of each individual is needed as well as changes in the learning system in educational

institutions that were previously from conventional face-to-face learning to distance learning. Thus, this study tries to see how students perceive English online learning through video conferencing software in their education. Furthermore, the researcher wants to know whether students are still learning well or not in an online learning method using video conferencing software in the midst of the COVID-19 pandemic. As a result, the researcher aims to learn more about students' perceptions of video conferencing software in English online classes.

Based on pre-observations of interviews with several students who had experiences using video conferencing software in learning English, on students of the English education study program at UIN Fatmawati Sukarno in Bengkulu city. The interview is based on questions that include how English learning takes place using video conferencing. There are interview results from negative perceptions and positive perceptions.

The results of the interviews obtained from a negative perspective were: first, there were some students who feel that using video conferencing software is quite effective in learning. However, there were also students who thought that learning to use video conferencing software was not effective enough because, in learning discussions, they became less active and found it difficult to interact. Second, there were some students who felt that the material presented by the lecturers was good enough and easy to understand. Meanwhile, some students felt that even though the material had been

conveyed, they had to learn independently to really understand what was conveyed during the online class. Third, there were students who feel that learning through video conferencing software can make it easier for students to understand the material because they can share material from educators to students through share screens. However, there were also students who had difficulty doing video conferencing software due to the unstable internet connection that interfered with the learning process.

Preliminary study by Duygu Candarlia and H. Gulru Yuksel in 2012 on "Students' perceptions of video conferencing in the classrooms in higher education". This study aims to find students' perceptions of the use of video conferencing in higher education. This study used a pre-session and post-session survey which included the type of short answer question and the Likert scale was used. Meanwhile, in this study, I only use a questionnaire in data collection.

The second study by Kevin S. Floyd, Neil Rigole, and Alan Stines, in 2017 entitled "Students Perception of Video Conferencing Technology." This study aims to assess students' perceptions of video conferencing software based on their academic majors about their learning experiences. This research focuses on comparing the perceptions of the two majors in higher education. The results of this study found that on average, students across all disciplines do not have strong views about video conferencing technology. Program majors at the School of Information Technology have the highest

perception of the effectiveness of video conferencing, while students majoring in Programs within the School of Business have the lowest perception of the effectiveness of video conferencing for course delivery.

The difference is that in this study, the researcher wanted to find out whether students saw video conferencing as an effective course delivery method. Because, researchers have seen in previous studies conducted by researchers at the same institution, in previous studies said that students in professional disciplines use technology more frequently and consistently than their arts and science counterparts. Meanwhile, in my research, the researcher focused on knowing the perception of English education students on the use of video conferencing software in learning during the current COVID-19 pandemic. Whether learning English using video conferencing software can work effectively and efficiently or not. Therefore, the researcher wants to know students' perceptions of it.

From the explanation above, to find evidence of this problem, the researcher intends to find out students' perceptions on the use of video conferencing software in English learning. The researcher then became involved in conducting a study titled **"Students' Perceptions on The Use of Video Conferencing Software for English Learning (A Survey Study of English Department Students' Experiences During The COVID-19 Pandemic at UIN Fatmawati Sukarno Bengkulu)".**

B. Identification of The Problems

Based on the research background above, the problems identified are as follows:

1. Students have difficulty discussing in learning English during online learning using video conferencing software.

2. Students experience internet connection problems in learning English during the learning process through video conferencing software.

3. Students need to study independently to really understand what the lecturer has said during English learning in online classes using video conferencing software.

C. Limitation of The Study

To focus on this topic, the researcher sets limits on the use of video conferencing software in online learning in this study. The researcher limits the object to two variables: Video conferencing software as an independent variable, and student' perception as the dependent variable. This study tries to determine students' perception of using video conferencing software in online learning activities for English Department students at UIN Fatmawati Sukarno Bengkulu.

D. Research Problems

In light of the study's background, the researcher would like to present and formulate problems of the study as follows:

1. What are the English Department students' perceptions at UIN Fatmawati Sukarno Bengkulu on the use of video conferencing software in English learning during the COVID-19 pandemic?

2. Does the use of video conferencing software in English learning for English Department students at UIN Fatmawati Sukarno Bengkulu during the COVID-19 pandemic run effectively and efficiently?

E. Objectives of The Study

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

1. To find out English Department students' perceptions at UIN Fatmawati Sukarno Bengkulu about the use of video conferencing software in learning English during the COVID-19 pandemic.

2. To find out whether the use of video conferencing software in learning English for the English Department at UIN Fatmawati Sukarno Bengkulu during the COVID-19 pandemic was effective and efficient or not.

F. The Benefits of The Study

1. Theoretical Benefits

   Theoretically, the results of this study are expected to provide the following benefits:

   a. Contribute to the development of science, especially in the field of

information technology in education related to student perceptions on the use of video conferencing software in learning English.

b. As a foothold and reference for further studies related to students' perceptions on the use of video conferencing software in English language learning and as material for further study.

2. Practical Benefits

Practically, the results of this study are expected to provide the following benefits:

a. For writers

Can add insights and experience about students' perceptions on the use of video conference technology in learning English.

b. For educators and prospective educators

Can increases knowledge and innovation in the experiential process of students' perceptions on the use of video conference technology.

c. For students

Students as research subjects are expected to gain knowledge and experiences in providing perceptions on the use of video conferencing software technology in learning English.

d. For the University

As a consideration in determining the appropriate learning methods and media to develop students' knowledge in the online learning process.

G. Definition of Key Terms

1. Perception

    Perception is the observation (compilation of urges in units) of knowing, through the senses (responses or understanding). Perception is a process of giving meaning to an object in the environment. Perception will move students to be able to organize and manage themselves in online lecture activities.

2. E-Learning

    E-learning is often called online learning or online courses. E-learning is all learning activities that use the help of electronic technology. Based on the description above, it can be concluded that E-learning is all learning activities that use the help of electronic learning technology that utilizes information and communication technology, especially devices in the form of electronics.

3. Video Conferencing Software

    According to Mason and Rennie (2006) application/software is computer programming or an organized set of instructions to always be designed to make electronic devices work as intended or as they function. Software products have many sections including manuals, references, tutorials, installation instructions, sample data, educational services technical support services, and so on.

Video conferencing software is a technology that may be used by users to conduct face-to-face meetings even though users are at different locations or long distances. According to Hyder (2007, p.3), video conferencing software is a combination of video and audio in full-screen mode, as well as allowing one another to share screens and document camera sources input (face-to-face). Thus, video conferencing software is a technology that may, can be used in combination video and audio to long distance meetings.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical description and previous study. The theoretical description discusses several theories related to the research, while the previous study discusses research that is similar to the research to be carried out.

A. The Concept of Perception

1. Definition of Perception

Perception is a process by which we organize and interpret sensory impressions in order to give meaning to our environment (Robbins, 2003). Perception is a person's ability to analyze an observation, these abilities include: differentiation, classification, and focusing abilities are all essential. Gibson (1986) stated that the term perception as a cognitive process that individuals use to interpret and understand the world around them and added that perception is a conscious mental process for observing, understanding, and responding to certain things, in which a person tries to translate the received signals. Therefore every individual can have different perceptions, even though the object is the same (Sarwono, 1983).

According to Walgito (2010) perception is a process of organizing, interpreting the stimulus received by the individual as an integrated

activity within the individual accompanied by a processing stage, which may be the process of a person experiencing a stimulus through the senses which are often known as a sensory process. Perception can be seen from two points of view, namely positive perception and negative perception (Irwanto, 2002, p.71).

In education, students' perceptions include students' understanding in dealing with various experiences, especially past experiences about the learning process. Specifically and physiologically, students perceive what they see, hear, and touch while in school (Sudewi, 2021). Students' perceptions can be described as opinions that develop after experiencing certain experiences that require adjustment (Agung & Surtikanti, 2020).

Kourieos and Evripidou (2013, p.1) 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 their positive responses or disagreements and dissatisfaction with teaching activities. Husnaiyaini (2016) said that students' perceptions of the target language ability (foreign language or other than mother tongue) are one of the important factors that can affect the language acquisition process.

The perception that students have good language skills can be related to good language skills. And at the same time good language skills can make students have a positive perception of their language skills.

Bada (1997, p.20) emphasizes that students are no longer free from the responsibility of contributing to their language learning; rather, they are active participants in designing and evaluating their language learning process.

Walgito's opinion on perception explains the meaning of perceptions referred to in this study. Beginning with acceptance through the senses of students who then occur an interpretation, giving meaning, response or assessment by students on the use of video conferencing software in English learning.

From the above statement, it can be concluded that students' perceptions in the English class are students' ability to analyze an object and understanding after experiencing certain experiences and response of a students to reply positively or negatively towards something, namely perceiving their experiences in the English learning process that has been carried out or experiences when they have practiced, listening, writing, reading nor speak English.

2. **The Process of Perceptions**

According to Robbins (2003) the process of perception comes from two factors, namely external factors and internal factors:

a. Selection

When paying attention to something means that the individual doesn't

pay attention to others. What is analyzed usually comes from several external and internal factors.

External factors consist of :

1) Size, something big it will be easier to attract attention

2) Contrast, a situation with a contrasting background is usually very prominent.

3) The intensity of the strength of a stimulus, for example, a loud sound in a quiet room.

4) Movement, one's attention will be more attracted to moving objects to be seen than the same object but still.

5) Something new. A new object in a familiar environment will attract more attention.

While the internal factors that influence the formation of perception are as follows:

a) Physiological factors, a person who is stimulated by what happens outside himself through sensing such as eyes, skin, tongue, ears, and nose, not all have the same sensing power.

b) Psychological factors, including motivation and past learning experiences.

b. Organizing

Stimulus or information management involves a cognitive process, where individuals understand and interpret existing stimuli.

Individuals who have a good level of cognition tend to have a good perception of the object being perceived.

c. Interpretation

In individual interpretation usually sees the context of an object. In addition, the interpretation also occurs what is called the process of experiencing the environment, namely checking perceptions. Do other people also see the same as individuals see through consensus validity and comparison.

3. Types of Perception

Types of perception according to Irwanto (2002), after the individual interacts with the perceived objects, the perception results can be divided into two, namely:

a. Positive perception

Perception that describes all knowledge (know or not) and responses that are continued with efforts to use them. It will be continued with activeness or accepting and supporting the perceived object.

b. Negative perception

Perception that describes all knowledge (knowing it or not) and responses that are not in harmony with the object being perceived. It will continue with passivity or reject and oppose the perceived object.

The more positive and the better the perception of something, it can be said that the easier and more effective students are in interpreting the learning process and remembering something (Tarmiji et al., 2016). In learning, it is necessary to avoid wrong perceptions because it can give students a wrong understanding of what is being studied and in learning, it is also necessary to strive for various learning resources that can approach the real object so that students get a more accurate perception.

Thus, it can be said that both positive and negative perceptions will always affect a person's self in carrying out an action including in the teaching and learning process. And the emergence of a positive perception or a negative perception all depends on how the individual describes all his knowledge about a perceived object.

4. **Factors in Perception**

According to Walgito (2010) there are 3 factors that influence a person's perceptions:

a. Perceived Object

A stimulus that reaches or receptors can be triggered by the source or target that is observed. Stimulus may come from within and outside the individual, which hits the receiving nerve that acts as a

receptor directly. The majority of the stimulation come from outside the individual.

b. Senses organs, Nerves, and Nervous System Centers

The senses are an instrument for stimulation reception. Therefore, as a tool to transmit the stimulation received by the receptors to the central nervous system, the sensory nerves must be present namely the brain as the center of consciousness to conduct the response required by the motor nerves.

c. Attention

It takes attention to understand or develop a perception, which is the first step in planning to create a perception. The focus or concentration of all human actions directed at something or a group of an object is attention.

5. **Concepts of Students' Perception**

a. Students' perceptions of themselves influence the amount of effort they want to put in at school, their educational aspirations, and their academic achievement.

b. The concept of causal attribution states that students tend to look for the causes of their success and failure.

c. Self-regulated learners are usually described as active learners who effectively manage the cognitive, motivational, and behavioral aspects

of their learning. Academic self-regulation includes a strong sense of self-efficacy, which refers to students' resilience, their ability to bounce back or bounce back from adversity (self-efficacy).

d. Coping strategies (example; problem-solving skills, interpersonal communication skills) protect against environmental stress. Students who demonstrate that they know the specific behaviors that produce successful outcomes and that they feel capable of carrying out these behaviors achieve better grades than students without this strategy

e. Regarding family background and achievements, students from low-income and less educated families are less likely to be successful academically in secondary school. These findings are most often associated with differences between groups in their opportunities to learn, the quality of education they access, and the home environment (family background).

According to Petegem (2007) students' perceptions are an important factor for measuring learning outcomes. Students' perceptions are solutions of components and indicators in explaining classroom conditions. Students' perceptions are very important not only for estimation but also for the purpose of teaching development (Freiberg, 2005).

6. Measuring Students' Perceptions

To measure students' perceptions in this study, the author uses 3 aspects of perception. Schiffman and Kanuk (2004) in Wahyuni (2018) mentioned the CAC model; three major aspects influencing the perception. The three aspects are affective aspects, cognitive aspects, and conative aspects.

a. Aspects of Cognition

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 video conferencing software in generating views and beliefs related to how to perceive them.

b. Aspect of Affection

This aspect includes one's feelings or emotional state towards the object and involves an assessment of the good and bad of individual emotional factors regarding how the perception of video conferencing software in causing emotional aspects, where this aspect relates to pleasure which is a positive thing and displeasure is a negative thing against the object. This aspect can also be referred to as the evaluative character related to the value system.

c. Aspect Conation

In this last aspect, there are several components which include attitudes/actions, behavior, and motivation of an individual on how the perception of video conferencing software in causing certain situations. This is an aspect related to behavioral tendencies.

Based on the explanation above, it can be concluded that the perception of the use of video conferencing is the interpretation of whether video conferencing software in learning English creates understanding, knowledge, motivation, and concrete actions for students. The aspects used to determine the perception of the use of video conferencing software in learning English can produce understanding, knowledge, feelings and emotions, attitudes/actions, behavior, and motivation for students in terms of aspects of cognition, affection, and conation.

7. Indicators of Perception

Based on the 3 aspects of perception above, there are several indicators stated by Walgito (1991) namely cognitive aspects related to knowledge and understanding. The affective aspect deals with emotion, feelings, and judgments. Conation aspects relate to motivation, attitudes, and action.

B. E-Learning

1. Definition of E-Learning

The deliberate use of network information and communications technologies in teaching and learning is known as E-Learning. This style of teaching and learning is often referred to by a variety of other names such as; online learning, interactive learning, distributed learning, networked learning, and web-based learning are some of them (Naidu, 2003, p.1). E-Learning is the most effective and convenient way for students to learn. E-Learning is not only a learning medium, but also a medium for information, entertainment, and education if it is well packaged, unique, and serious (Daryanto, 2011, p.168).

According to Clark and Mayer in Simanihuruk et al., (2019, p.69) E-Learning is defined as learning that is delivered through digital devices such as smartphones, computers, or laptops and is designed to encourage independent learning. Learning with the help of electronic devices is referred to as E-Learning, especially computer devices. Because of this, E-Learning is often referred to as an "Online Course" (Kusuma, 2011, p.37).

In conclusion, E-Learning is a general concept that includes all technologically facilitated learning methods, including smartphones, audio and videotapes, teleconferencing, satellite transmission, and the more well-known web-based training or computer-assisted teaching.

2. **Benefits of E-Learning**

According Simanihuruk et al., (2019, p.18) E-learning has benefits for both teachers and students. The benefits are:

a. For students The use of e-learning in learning provides several benefits for students such as:

1) Students can communicate with other students regarding the subject matter at any time,

2) Students can access teaching materials anywhere and anytime.

b. For teachers Learning carried out using e-learning provides benefits for teachers such as:

1) Make it easier for teachers to update learning materials according to scientific developments that occur.

2) Increase knowledge/insight and develop yourself.

3) Teachers can know the time and duration, the material studied, the number of times the material is studied and control the learning activities of students.

3. **Advantages of E-Learning**

The advantages that can be enjoyed in the learning process from E-Learning include:

a. Flexibility

If traditional classroom learning allows students to attend class

at specific times (these hours often clash with routine student activities), then lessons can be accessed at any time and from any location through E-learning. Students do not need to travel to the location where the lessons are given; E-Learning can be accessed from any computer with an internet connection.

b. Independent Learning

E-Learning presents opportunities for success by allowing learners to choose when to begin when to finish, and which sections of the module they want to learn first. The learner can start from the topics or pages that interest them first, or they can just skip the parts of that are considered mastered. If they have difficulty understanding a passage, they can repeat it again until they feel they are able to understand.

c. Cost

Learning through E-Learning will save you a lot of money. There are both financial and non-financial costs involved here. Transportation costs to research and lodging costs when researching are examples of costs that can be avoided financially (especially if the places of study are located in other cities and other countries), management administration costs (for example: salaries and allowances for training, instructor fees, and personnel. administration

of training management, food during training), provision of physical facilities for learning (Elyas, 2018).

4. Disadvantages of E-Learning

Besides many benefits, E-learning also has several disadvantages, including;

a. The interaction between teachers and learners with other learners is absent or lacking.

b. There is a tendency to pay more attention to technical aspects or business / commercial aspects and to ignore educational aspects to change the academic abilities, behavior, attitudes, social, or skills of learners.

c. The learning process tends to lead to training rather than education which places more emphasis on the knowledge aspect (Wulandari, 2017).

5. Characteristics of E-Learning

Nursalam (2008, p.135) E-learning has several characteristics, namely:

a. Take advantage of electronic technologies.

b. Taking advantage of computers (digital media and computer networks).

c. Provide self-learning tools that are then save on a computer so that lecturers and students can access them at any time and from any place.

d. Make use of the machine to view the instructional schedule, curriculum, learning progress result, and school administration matters at any time.

C. Video Conferencing Software

One of the media used in the E-learning process is video conferencing software. Video conferencing is a telecommunications technology with audio and video capabilities that allows people to communicate, display, and speak from two or more locations it is assisted by file-sharing capabilities, software, and electronic workspaces (Robert, 2009, p.92). Mason and Rennie (2006) state that software is computer/ mobile phone programming or an organized set of instructions to always be designed to make electronic devices work as intended or as they function. According to Hyder et al., (2007, p.3) the notion of video conferencing software is a combination of video and audio in full-screen and document camera source input (face-to-face).

Video conferencing software is a technology that emerged 50 years ago. Video conferencing software is a multimedia technology that allows for real-time, duplex, and data communication, as well as vices and image transmission. As the name implies, this application takes the form of a direct

video and audio communication between users, and it is intended to fully replace the face-to-face feature (Bayu et al., 2019, p.237).

Based on the above opinion, it can be concluded that video conferencing software is a technology in the form of a long-distance communication tool that combines video and audio at the same time, which allows one person with two/ several people to meet face-to-face in full screen mode and share screen mode.

1. **Types of Video Conferencing**

   Video conferencing can be categorized into three kinds (Gough, 2006)

   a. Personal video conferencing, which includes two individuals communicating with each other. Personal video conferencing is a type of communication in which two people communicate through video and audio. Additional features can be added in the form of delivery text, as found in most instant messaging (IM) software, such as Windows Live Messenger and Yahoo! Messenger.

   b. Business video conferencing contains all of the features of personal video conferencing plus a few more, such as:

      1) The ability to communicate not just between two people, but also between groups of people.

      2) File sharing capabilities (file sharing)

      3) The opportunity to present details

4) Access to a whiteboard and other facilities.

Because of the facilities provided, this video conferencing business has a higher cost than personal video conferencing.

c. Web video conferencing is a video call that takes place within a web page. Web video conferencing is typically used in web-based seminars where viewers can view the videos sent by the seminar speakers. Viewers cannot send video to the sender, because web video conferencing is one-way communication.

2. The Advantages of Video Conferencing Software

There are 8 advantages of video conferencing software according to (ezTalks, 2019)

a. The advantage of using video conferencing software is that it can connect different schools to collaborate together in education.

b. Students do not need to leave their homes to receive instruction when video conferencing software is used in the teaching and learning process.

c. Video conferencing software makes it possible to repeat learning that has ended with the record or recording feature.

d. Video conferencing software makes it possible to communicate (hat) with people who are more expert in their fields.

e. By using video conferencing software, the teaching and learning process may be carried out outside of class hours.

f. Video conferencing software helps connect teachers and parents of students.

g. Can reduce education costs.

3. **Video Conferencing Software in English Learning**

In the learning process, the communication media that is often used is electronic media so it is also known as electronic learning (E-learning). Interaction in online learning, the equivalent of face-to-face discussions in physical classes, occurs in asynchronous discussion forums, via email, or chatting platforms, and in synchronous chat rooms (Delahunty et al., 2014). In e-learning, the types of learning that occur are generally divided into two categories: synchronous and asynchronous. Both strategies have their own pros and cons, and the right technique for learners depends largely on their method of absorbing the information provided.

Synchronous e-learning is direct, real-time (and usually scheduled), facilitated instruction, and interaction-oriented learning (Hyder et al., 2007). Synchronous e-learning, commonly supported by media such as video conferencing software and chat, has the potential to support e-learners in the development of learning communities.

Asynchronous e-learning introduces an interactive learning community that is not limited by time, location, or classroom constraints (Shahabadi & Uplane, 2015). Asynchronous e-learning, commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time.

In short, the above explanation shows that video conferencing software is a synchronous audio and video telecommunications technology in which people are able to see and talk to others from two or more separate locations. It can also support the sharing of files, applications, and electronic workspaces. Synchronous learning environments provide several opportunities for students and teachers to connect, share, and be able to collaborate and ask questions in real-time. Video conferencing, webcasts, immersive learning models, and telephone conferences provide examples of synchronous online technology forms (Jatnika et al., 2021)

Because video conferencing software is included in synchronous e-learning, video conferencing software is intended to assist the online learning process in learning-oriented interactions and is facilitated by direct, real-time instructions. Video conferencing software in learning English is very influential because English is a practice-based subject so it requires sufficient time for practical activities. With the implementation of

video conferencing, lecturers and students can benefit through flexible learning activities such as speaking, writing, reading, and listening practices (Anas et al., 2020). Apart from these benefits, online collaborative learning can improve students' critical thinking skills (Simpson, 2011). Studies on the impact of using video conferencing software in foreign language learning show, that the quality of audio and video greatly determines the level of participant participation (Gruson & Barnes, 2012).

In conclusion, video conferencing software is included in the real-time synchronous learning category, can facilitate the learning process, and is very influential in interactive English learning. Video conferencing software technology is best used to carry out communication tasks designed for two groups of dedicated learners with the hope that they will not only improve their language skills but also improve their understanding.

4. **Software that Provides Video Conference Service**

There are many types of software in video conferencing that can be used in the context of online teaching and learning, but the most commonly used applications are the following:

a. Zoom Cloud Meetings

Zoom Cloud Meeting is also a viable video conferencing software

choice. Zoom Cloud Meetings is an application that combines video conferencing, online meetings, chat, and mobile collaboration to serve as a remote communication medium. This app supports up to 100 concurrent participants in one meeting.

b. Skype

Skype is a solution worth trying for teams or small businesses. Skype supports video calls for up to 25 participants. You can call people without Skype, but requires a small fee.

c. Cisco Webex Meetings

Cisco Webex Meetings is an option for video conferencing. Application quite popular among business users because it has many interesting features, including joining meetings with just one tap, video layout customized, and scheduling live meetings from the app.

d. Google Hangouts Meet (Google Meet)

Google Hangouts Meet is a video conference software or online meeting version business from Google Hangouts designed for organizations or companies within various sizes. Its own use includes mobile and desktop, you can use for free and fairly simple.

In the context chosen for the object of research, the video conferencing software that is often used is the free version of the video conferencing software. For the scale of Bengkulu province as a whole after

initial observation, most English teachers/lecturers in the online teaching and learning process use the free version of Zoom Cloud Meeting. The free version of the Zoom Cloud Meeting application is limited to 40 minutes in use. The second type of application that is often used is the Skype application, Skype is also the same as Zoom Cloud Meeting but the participants selected to conduct a video conference cannot be more than 50 members.

D. Previous Study

There is previous research by Gokhan Orhan, Omer Beyhan in 2020 about "Teachers' Perceptions and Teaching Experiences on Distance Education through Synchronous Video conferencing during COVID-19 Pandemic" this research aims to investigate perceptions and teaching experiences of the teachers on the distance education during the COVID- 19 pandemic. Participants in this study were 15 teachers in Turkey, they participated in this study. This study used qualitative methods with data collection techniques using semi-structured interviews. This study focuses on evaluating the ability of some Turkish teachers in distance learning during the COVID-19 pandemic.

Another study by Aqsa Sjuhada Oki, Yuliati, Jenny Sunarian et al, entitled "Dental Students' Perception of Online Lecture Using Video Conferencing" in 2020. This study aims to explore the opinions of dentistry

students about online lectures using video conferencing as a facility used in e-learning synchronous lectures. This study used a qualitative descriptive design. The sample taken in this study consisted of 307-second semester students of the Faculty of Dentistry, Airlangga University in 2017 and 2018.

Yelis Bintang Peramatasari's latest research entitled "Male and Female Students' Perceptions toward the Implementation of Video Conference as A Distance Learning Media That Enhances Teachers' Productivities" in 2019. This study aims to identify differences in perceptions between male and female students' thoughts. On the application of video conference as a media for distance learning that increases teacher productivity. This research was conducted by Senior High School (SMA) in Tasikmalaya, West Java. Participants in this study were two sample classes class 11 (MIPA-2) which consisted of 32 students, of which there were 15 male students and 17 female students, and class 11 (IPS-1) which consisted of 24 students, of which there were 14 and 10 male students in the sample class. Overall, there were 56 students who participated in this survey. The research method used in this research is qualitative research methods, data collection techniques using questionnaires and interviews.

From the research that has been done before, it is clear that there are similarities with this research. Because all the research on perceptions of the use of video conferencing in learning. However, this study has specific differences with previous studies, namely seen from different research objects

and research methods, because most previous studies used qualitative methods while this research uses a quantitative approach with a survey method. This research will be carried out during the COVID-19 pandemic with the experiences of participants who have used video conferencing software in learning English during the current COVID-19 pandemic.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology of this research. The methodology is divided into five parts; they are research design, population and sample, instrument of the research, validity of test and reliability of test, and technique of data analysis.

A. Research Design

This study uses a quantitative approach with a survey method. Quantitative is used to calculate the amount of data obtained and survey method is used to collect information about a variable from a group of objects (population) so that using a questionnaire to collect data from the survey. Sugiyono (2018) state that quantitative data is data in the form of numbers, or extrapolated quantitative data (assessment). Survey research is used for solving organizational behavior problems including the interests of the formulation of human resource policies. Surveys can also be conducted to determine variables such as opinions, perceptions, attitudes, achievements, and motivation (Noor, 2012, p.28).

In this study, the type of research used is descriptive research. Descriptive research was chosen to obtain data. Descriptive research was chosen to obtain quantitative data and used to analyze the data by describing

the data that has been collected as it is. According to Bungin (2005, p.44) states that quantitative research with a descriptive methodology seeks to describe, summarize, and summarize different circumstances, situations, or variables that exist in the culture that is the subject of the study based on what occurred.

B. Population and Sample

1. Population

A Population is a generalization field made up of items or subject with specific attributes and characteristics that the researcher chooses to study and draw conclusions from. The data taken from English Students Department UIN Fatmawati Sukarno Bengkulu, at Jl. Raden Fatah Pagar Dewa, Bengkulu City. The populations in this study are all of students of UIN Fatmawati Sukarno Bengkulu English Students Department for the 2018/2019-2020/2021 academic year who had experiences using video conference service provider applications.

The reason the researcher chosen this university is that there has been no research on student perceptions of using video conferencing software in learning English at this university so that it is useful for researcher, students, and lecturers to find out whether technological developments in learning English at this university are effective and efficient or not.

Table 3.1 Population Number

No	Academic Year	Students
1.	2018/2019	142
2.	2019/2020	115
3.	2020/2021	90
	Total of Population	347

(*Source : UIN Fatmawati Sukarno Bengkulu*)

2. **Sample**

The sample is a representation of the population's size and characteristics. The sample to be taken in this study amounted to 347 active students. In collecting data, the researcher uses a questionnaire method with the data collection technique using simple random sampling technique, because each element in the population has the same opportunity and is known to be selected as the subject. The number of samples is taken based on the Slovin formula:

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

NB:

n = Number of Samples

N = Total Population

e = Error Rate

Population N = 347 assuming the error rate (e) = 10%, then the number of samples that must be used in this study are: n= 77.62 rounded to 78. So from the above calculations, to find out the sample size with an error rate of 10%, there were 78 students.

$$n = \frac{N}{1+N\cdot(e)^2} = \frac{347}{1+347\cdot(0,1)^2} = 77.62 \text{ rounded to 78 students}$$

Table 3.2 Sample Number

No.	Academic Year	Students	Calculate	Sample
1.	2018/2019	142	78/347x142	32
2.	2019/2020	115	78/347x115	26
3.	2020/2021	90	78/347x90	20

C. **Instrument of The Research**

The instrument used in this study was a questionnaire. The questionnaire method in this study aims to find the required data.

1. Questionnaire

A questionnaire is a data collection technique that involves supplying or circulating a list of questions to respondents so that they can answer them (Noor, 2012). Data was obtained by gathering information obtained through questions and written statements filed with a checklist with a Likert scale. The Likert scale is often used to asses a person's or a group's behaviors, beliefs, and impressions of social phenomena (Sugiyono, 2018). The variables to be evaluated are converted into

variable indices using a Likert scale. The indicator is used as a reference point for compiling instrument objects, which can be questions or statements.

Table 3.3 Research scale for positive and negative statements

No	Category	Positive Score	Negative Score
1.	Strongly Agree (SA)	5	1
2.	Agree (A)	4	2
3.	Neutral (N)	3	3
4.	Disagree (D)	2	4
5.	Strongly Disagree (SD)	1	5

(Source: Sugiyono, 2018)

According to Arikunto (2016) when viewed from the way of answering the questionnaire is divided into two types, namely open questionnaire and closed questionnaire. An open questionnaire means that it provides an opportunity for respondents to answer in their own words, while a closed questionnaire means that the researcher has provided answer options and the respondent just has to choose the one that fits the conditions experienced. So in this research the questionnaire used is a closed questionnaire to explore primary data, primary data is data obtained directly from research respondents. This research uses a closed questionnaire because it is the main method to determine student perceptions on the use video conferencing software for English learning.

This research uses a questionnaire in primary data collection because this questionnaire is considered to have several advantages including, namely (Arikunto, 2016):

a. Does not require the presence of researchers

b. Can be given simultaneously to many respondents

c. Respondents answered according to their respective speed

d. Can be made anonymous so that respondents are free, honest and not shy in answering

e. Can be standardized so that all respondents can be asked exactly the same questions.

In addition to the several advantages obtained from the questionnaire, the other side of the questionnaire is also inseparable from shortcomings or weaknesses, following the weaknesses of the questionnaire method (Arikunto, 2016):

a. Respondents are often not careful in answering so it is feared that there will be missed and unanswered questions

b. Often it is difficult to find validity

c. The return time is not the same

d. Often do not return, especially if using a questionnaire that was sent and given instead of directly

e. Although anonymous is possible, sometimes there are respondents who give dishonest answers.

This research uses a questionnaire because it can answer the questions of the research problem. Furthermore, the questionnaire is a method that is often used in survey quantitative research and by using this method more information can be collected in a relatively short time, at a lower cost than if the researcher used interviews or other techniques.

In this research, the researcher used a questionnaire totalling 36 questions described based on aspects of the theory of students' perception (cognition, affection, and conation) and based on the theory of indicators stated by Walgito (1991), namely knowledge, understanding, emotion, feelings, judgments, motivation, attitudes, and action.

2. Documentation

Documentation is all activity data related to photos and photo storage. Documentation was collected by researchers at the time of conducting the research. Where in this study only a few screenshots of students while filling out online questionnaires. Documentation is used to support the data from the questionnaire.

D. Validity of Test and Reliability of Test

1. Validity Test

To get research results with convincing accuracy, a good data collection tool (questionnaire) is needed. Whether or not, the quality of a data collection tool (questionnaire) is determined by two main criteria,

namely validity and reliability. To determine the validity and reliability of a data collection tool, researchers need to test the data collection tool.

The purpose of this trial is to find out the weaknesses that may occur, both in statements and in alternative answers. Sugiyono (2018) affirms that "Instruments that are not tested for validity and reliability when used for research will produce data that are hard to believe."

An instrument is designed to collect the necessary data because data is a means of proving a hypothesis. Therefore, data must have a high level of truth because it can determine the quality of the research. The validity test is one of the important efforts that researchers must make to measure the validity of the instrument.

Validity is to show the extent to which a measuring instrument is able to measure what you want to measure. Akdon (2008, p. 143) asserts that "Validity is defined as being more flexible, namely measuring what you want to measure (accuracy)". Construct validity is validity related to the ability of the measuring instrument to measure the meaning of a concept it is measuring. The determination of construct validity is the widest in scope compared to other validations.

How to test construct validity, namely, the first step, calculating the correlation price for each item using the Product Moment formula as follows:

$$r_{xy} = \frac{n(\sum XY) - (\sum X).(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X)^2\}}.\sqrt{\{n(\sum Y)^2(\sum Y)^2\}}}$$

(Source : Akdon, 2008, p.145)

NB:

N = number of respondents

X = score of each item

Y = total score

$(\sum X)^2$ = squared the sum of the item scores

$\sum X^2$ = sum of squares of item score

$\sum Y^2$ = sum of squares of item score

$(\sum Y)^2$ = the sum of the total score squared

R_{xy} = correlation coefficient of x and y variables

The second step, calculating the t-test with the formula:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

NB:

T_{count} = value of t_{count}

R = correlation coefficient of r_{count}

N = number of respondents

The next step, if the t-test results have been obtained, then look for the t-table value if it is known that the significance for α = 0.05% and degrees of freedom (dk) = n - 2, with one-party test. Then make a decision by comparing t count with t table where the decision rule is:

If   t count > t table means Valid, and
        t count < t table means Invalid

2. Reliability Test

Reliability shows in one sense that an instrument can be trusted enough to be used as a data collection tool because the instrument is good (Arikunto, 2016). In this study, the reliability test was carried out using the Alpha method, namely by analyzing the reliability of the measuring instrument from one measurement. The formula used is as stated by Akdon (2008, p. 161) as follows:

$$r_{11} = [\frac{k}{k-1}] \cdot [1 - \frac{\sum s_i}{s_t}]$$

NB :

r_{11} = Reliability Value

$\sum Si$ = The amount of variance in the score of each item

S_t = Total variance

k = Number of items

E. Technique of Data Analysis

1. Descriptive statistical analysis

   Descriptive statistics provide an overview or description of data so that it makes information that is clearer and easier to understand. The descriptive statistical techniques describe the mean, mode, median, standard deviation, and frequency distribution of data. In implementing statistical data management, computer assistance with the computer help of the Statistic Package for Social Science (SPSS) for the windows application program is needed, in order to save time and simplify the research process.

   In calculating the frequency and percentage, the researcher used a formula based on the degree of perception of the Likert scale. The Likert scale is divided into five choices with two types of statements, positive and negative.

   To find out the percentage of each statement, the researcher uses the following formula (Gay, 2012, p.320) :

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

   NB:

   P = Percentage

F = Frequency

N= The total number of students

After getting the data questionnaire the researcher analyzed it by using the formula as follow:

$$\bar{X} = \frac{\sum x}{N}$$

NB:

$\bar{X}$ = Mean Score

$\sum x$ = The sum off all the score

N   = The number of students

A five-point Likert scale was used to measure the level of student perception. Such scales are used in the questionnaire to determine the level of agreement or disagreement based on the following criteria:

Table 3.5 Students' Perceptions Level

No.	Range	Category
1.	20,0-36,0	Very Negative
2.	36,1-52,0	Negative
3.	52,1-68,0	Neutral
4.	68,1-84,0	Positive
5.	84,1-100	Very Positive

(*Source: Darmaji et al., 2018*)

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the findings and discussion after the research. This study was conducted to determine students' perceptions of the use of video conferencing software for learning English and to determine whether the use of video conferencing software in English learning was effective and efficient or not. The discussion is divided into two parts. That is part 1 which explains students' perceptions and part 2 which explains whether the use of video conferencing software in English learning was effective and efficient or not.

A. **Research Result**

In this chapter, the researcher investigated how students perceive English learning using video conferencing software. To obtain data from this study, the researcher used a questionnaire as the instrument. As mentioned in the previous chapter, the researcher gave a perception questionnaire in the form of positive statements and negative statements consisting of 36 statement items which were divided into 19 items of positive statements and 17 items of negative statements and then asked them to fill out a questionnaire based on their experiences. In the discussion, researcher analyzed student perceptions based on the results of the questionnaire. Data were analyzed using SPSS version 25 software.

1. Validity Test

   In this study, the validity test was carried out with the help of SPSS version 25. 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) = 78 respondents so that the rtable is 0.223. 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	0,522	0,223	Valid
2	0,630	0,223	Valid
3	0,568	0,223	Valid
4	0,701	0,223	Valid
5	0,475	0,223	Valid
6	0,612	0,223	Valid
7	0,583	0,223	Valid
8	0,553	0,223	Valid
9	0,623	0,223	Valid
10	0,648	0,223	Valid
11	0,551	0,223	Valid
12	0,458	0,223	Valid
13	0,586	0,223	Valid
14	0,590	0,223	Valid
15	0,474	0,223	Valid
16	0,620	0,223	Valid
17	0,427	0,223	Valid
18	0,473	0,223	Valid
19	0,545	0,223	Valid

Questionnaire Items	r$_{count}$	r$_{table}$	Conclusion
20	0,476	0,223	Valid
21	0,509	0,223	Valid
22	0,638	0,223	Valid
23	0,730	0,223	Valid
24	0,488	0,223	Valid
25	0,605	0,223	Valid
26	0,626	0,223	Valid
27	0,634	0,223	Valid
28	0,533	0,223	Valid
29	0,582	0,223	Valid
30	0,739	0,223	Valid
31	0,599	0,223	Valid
32	0,684	0,223	Valid
33	0,659	0,223	Valid
34	0,655	0,223	Valid
35	0,671	0,223	Valid
36	0,682	0,223	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, then all statement items are said to be valid.

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 ($\propto$). 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. Questionnaire Result

The results of data analysis were collected using a questionnaire, namely there is a questionnaire containing positive statements and negative statements:

a. Students' perceptions on the use of video conferencing software in English Learning

1) Questionnaire Results of Students' Positive Statements

From the results of the questionnaire on positive statements, the table is in appendix 3, it shows that students' positive statements on the use of video conferencing software in learning English there

are 19 statements based on aspects of cognition with indicators of knowledge and understanding, aspects of affection with indicators of emotions, feelings, and judgments, the last aspect of conation with indicators of motivation, attitudes, and actions.

Based on the cognition aspect with indicators of knowledge and understanding, there are 7 statement items, in the statement, there are 6 statements with an agreed response and 1 statement with a neutral response. The answer with an agreed response is in statements number 1, 2, 3, 5, 6, and 7 while a neutral response is in statement number 4. Based on the affective aspect with indicators of emotions, feelings, and judgments, there are 6 statements, of which all 6 statements are answered with an agreed response. Based on the conation aspect with indicators of motivation, attitudes, and actions, there are 6 statement items with agreed responses. Therefore, it can be concluded that the positive statement of students on the use of video conferencing software in learning English is almost all of the statements responded to agree, it means that students agree to the use of video conferencing software in learning English during the COVID-19 pandemic.

2) Questionnaire Results of Students' Negative Statements

From the results of the questionnaire on negative statements, it shows that the negative statements of students on the

use of video conferencing software in learning English there are 17 statements based on aspects of cognition, affection, and conation. aspects of cognition with indicators of knowledge and understanding, aspects of affection with indicators of emotions, feelings, and judgments, the last aspect of conation with indicators of motivation, attitudes, and actions.

Based on the cognition aspect with indicators of knowledge and understanding, there are 7 statement items, in the statement, there are 5 statements with a neutral response and 2 statements with an agree response. The answer with a neutral response is in statements number 1, 2, 3, 5, and 7 while an agreed response is in statements number 4 and 6. Based on the affection aspect with indicators of emotions, feelings, and judgments, there are 5 statements, 4 statements with a neutral response, and 1 statement with an agree response. The answer with a neutral response is in statements number 8, 9, 10, 11 while an agreed response is in statement number 12. Then, based on the conation aspect with indicators of motivation, attitudes, and actions, there are 5 statement items, of which there are 2 statements with a disagreed response, 2 statements with a neutral response, and 1 statement with an agreed response. The answer with the disagreed response is in statements number 13, 14, with a neutral response is in

statements number 15, 16, and the last one the answer with an agreed response is in statement number 17. From these results, it can be concluded that most of the students answered negative statements with neutral responses.

b. Effective and efficient or not the use of video conferencing software in English Learning

      After getting the results from the questionnaire data on students' perceptions on the use of video conferencing software for English learning, then from the results of positive statements and negative statements, it is seen whether students prefer to use video conferencing software in English learning and determine whether the use of video conferencing in English learning is effective and efficient or not by determining the mean score of the questionnaire analysis of positive statements and negative statements student.

Table 4.3 Frequency data of positive statement results

| Category	Range	Frequency	Percent (%)	Mean	Median	Mode	S.D
Very Negative	20.0-36.0	1	1.3				
Negative	36.1-52.0	6	7.7				
Neutral	52.1-68.0	27	34.6				
Positive	68.1-84.0	30	38.5	70.19	70.50	67.4	13.76
Very Positive	84.1-100	14	17.9				
Total		78	100.0				
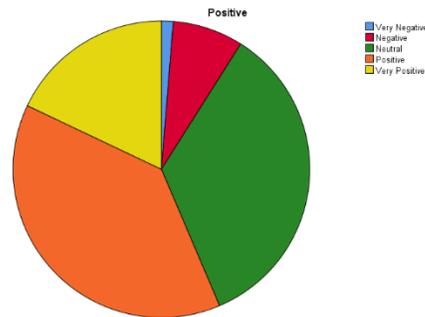
Figure 1 Positive statements result frequency data diagram

Table 4.3 show that there is a count of frequency distribution data, namely the number of respondents who answered all items of positive statements with the category of very negative 1 (1.3%), negative 6 (7.7%), neutral 27 (34.6%), positive 30 (38.5%), very positive 14 (17.9%) and with total of score Mean from the frequency data (70.19), Median (70.50), Mode is (67.4) and S.D (13.76). From these results, it can be concluded that students prefer learning English using video conferencing software during the COVID-19 pandemic because overall the results of the positive statements questionnaire data analysis with a mean score of 70.19 fall into the positive category.

Table 4.4 Frequency data of negative statements results

Category	Range	Frequency	Percent	Mean	Median	Mode	S.D
Very Negative	20.0-36.0	6	7.7				
Negative	36.1-52.0	12	15.4				
Neutral	52.1-68.0	33	42.3	58.74	57.60	57.6	16.50
Positive	68.1-84.0	21	26.9				
Very Positive	84.1-100	6	7.7				
Total		78	100.0				
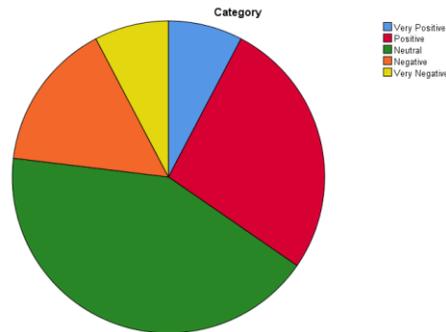
Figure 2 Negative statements result frequency data diagram

From the table 4.4, there is a count of frequency distribution data, namely the number of all respondents who answered all negative statements with the category of very negative 6 (7.7%), negative 12 (15.4%), neutral 33 (42.3%), positive 21 (26.9%), very positive 6 (7.7%) and with total of score Mean from the frequency data (58.74), Median (57.60), Mode (57.6) and S.D (16.50). As a result, it can be concluded that students are hesitant in answering negative statements, which means they cannot conclude that learning English using video conferencing software during the COVID-19 pandemic is difficult for them or not because of overall the results of the analysis of negative statements with a mean score of 58.74 fall into the neutral category.

B. **Discussion**

1. **Students' perceptions on the use of video conferencing software in English learning**

The results of data analysis in the form of are questionnaires. The

distribution of questionnaires was used to determine students' perceptions of the use of video conferencing software in learning English during the COVID-19 pandemic and distributed to 78 students of the English education study program at UIN Fatmawati Sukarno Bengkulu. The questionnaire instrument contains 36 statements from 3 aspects and 8 indicators is uses a 5-point Likert scale. The questionnaires were distributed online through the Google Forms platform. To test the quality of the questionnaire instrument validity and reliability tests were carried out so as to produce a valid and reliable questionnaire to use.

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. Video conferencing software is usually used in learning English during the COVID-19 pandemic for semesters 3, 5, and 7 students majoring in English education at UIN Fatmawati Sukarno Bengkulu because most of the 78 students in their perception of the use of video conferencing in learning English have an agree response in positive statements because of 19 statements of positive statements based on aspects of cognition with indicators of knowledge and understanding, affection with indicators of emotions, feelings and judgments and conation with indicators of motivation, attitudes, and actions resulted in 18

statements with an agreed response and 1 statement with a neutral response.

Therefore, it can be concluded that the positive statements of students in the use of video conferencing software in learning English are almost all of the statements responded to agree, it means that students agree to the use of video conferencing software for English learning during the COVID-19 pandemic.

From the negative statement, it produces a neutral response, because most of the statements are answered with a neutral response, namely from 17 statements based on aspects of cognition with indicators of knowledge and understanding, affection with indicators of emotions, feelings, and judgments and conation with indicators of motivation, attitudes, and actions, it produces 11 negative statements with a neutral response, 4 statements with an agreed response and 2 statements with a disagree response. Thus, it can be concluded that students tend to choose neutral answers, meaning that students do not have consistent answers about how difficult it is to learn English using video conferencing software during the COVID-19 pandemic and have not been able to determine what difficulties they experienced when learning to use video conferencing software for English learning.

Student responses to positive statements and negative statements are different. However, on positive statements, most of the students

answered strongly agree and agree. On negative statements, most of the students answered neutrally. Because in the negative statement, students tend to choose neutral answers, it means that students do not have consistent answers to how difficult it is to learn English using video conferencing software. This study proves that students are more likely to choose answers that agree on a positive statement. That means students are interested, like, appreciate, and enjoy learning English using video conferencing software. According to Mader and Ming (2015) this interactive distance learning experience using video conferencing software enriches the learning environment, allowing students to feel like a genuine part of the learning process. Such positive engagement serves to encourage engaged learners and provide creative and effective educational practices in online learning environments.

From the explanation above, it can be concluded that most students agree with the positive statement, where from 36 statements there are 19 positive statements, it turns out that 18 statements are answered with an agreed response and 1 statement is answered with a neutral response, while in the negative statement there are 17 statements, most of which are respondents answered 11 items with a neutral response. Therefore, students are said to agree that the use of video conferencing in learning English makes it easier for them to learn because they are more interested,

like, appreciate, and enjoy learning English using video conferencing software and feel the ease compared to the difficulty.

2. **Effective and efficient or not the use of video conferencing software in English Learning**

The total number of respondents was 78 students, after knowing the results of the questionnaire then the data from the questionnaire results were analyzed. In the positive statement, there are students with category very negative 1 (1.3%), negative 6 (7.7%), neutral 27 (34.6%), positive 30 (38.5%), very positive 14 (17.9%) and the total score Mean of data frequency (70.19), Median (70.50), Mode (67.4) and S.D (13.76).

Then in the negative statement, students have a response that is mostly in the neutral category with a total of 33 (42.3%) students with a very negative category 6 (7.7%), negative 12 (15.4%), positive 21 (26.9%), very positive 6 (7.7%) and with the total score Mean of data frequency (58.74), Median (57.60), Mode (57.6) and S.D (16.50).

Furthermore, from the results of data analysis on positive statements and negative statements, on positive statements the mean score is 70.19, meaning that most students have positive perceptions and agree with the use of video conferencing software in learning English during the COVID-19 pandemic. Meanwhile, in negative statements, the mean score is 58.74 which means that most students answered doubtful (neutral)

indicating that the student response to learning English using video conferencing software during the COVID-19 pandemic was hesitant in concluding whether the use of video conferencing in learning English during the COVID-19 pandemic it makes it difficult for them to learn or not.

The reason why students' responses in positive statements are categorized as positive category is because most of the statements answered agree and strongly agree such as statements that they like learning English using video conferencing software, adding experience, understanding learning when the lecturer explains the material, facilitating learning such as speaking, reading, writing and listening, they feel happy and comfortable when learning to use video conferencing software and they even agree that learning using video conferencing software can replace conventional learning (face to face) during the COVID-19 pandemic. The use of video conferencing software can help lecturers and students interact, communicate, and discuss online without being limited by space and time so that this activity will provide many opportunities to increase student learning participation through the use and utilization of technology and also with the implementation of video conferencing, lecturers and students can benefit through flexible learning activities such as speaking, writing, reading, and listening practices (Anas et al., 2020).

The reason why students' responses in negative statements were categorized as responses in the neutral category was because most of the statements were answered in doubt (neutral) with the possibility that they did not have an opinion on the negative statements. Shaw and Wright (1967) in Widhiarso (2010) suggested three possibilities for respondents to choose a neutral category, namely 1) they do not have an attitude or opinion, 2) they want to give a balanced assessment, 3) they have not given a clear attitude or opinion. From the statement items such as they have difficulty receiving English material using video conferencing software, video conferencing software is not effective because they have difficulty interacting with lecturers, they do not like learning using video conferencing software and several other statements they answer neutrally.

From the explanation above, it can be concluded that video conferencing software can be used properly for students majoring in English education at UIN Fatmawati Sukarno Bengkulu. The use of video conferencing software in learning English is effective and efficient. That's because students can take advantage on the use of video conferencing software in learning as well as that they like learning English using video conferencing software, facilitating learning such as speaking, The use of video conferencing software in learning English, especially in speaking, plays a very important role in increasing student learning interactions

where they actively participate in online learning activities (Guinan, 2017).

Not only speaking learning but also writing, listening, reading, but when viewed based on writing learning materials using video conferencing software, it can be said to be limited because writing learning can be said to be more suitable for asynchronous e-learning such as Google classroom, WhatsApp, Email and others, but in Reading learning can be used in conversation sessions, students automatically read what is written in the dialogue and they even agree that learning using video conferencing software can replace conventional learning (face to face) during the COVID-19 pandemic. Therefore, this study resulted in a positive perception on the use of video conferencing software for English learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the final discussion of the research. In this chapter, two main sections are presented. First, it presents the conclusions drawn from the research results. The second is to present the researcher suggestions to lecturers, students and further researchers.

A. Conclusion

After conducting research and research analysis on students perceptions on the use of video conferencing software in English learning for students majoring in English in semesters 3, 5, and 7 of UIN Fatmawati Sukarno Bengkulu during the COVID-19 Pandemic.

Based on the results and discussion, the findings show that students have positive perceptions about the use of video conferencing software in learning English during the COVID-19 pandemic because the mean score of positive statements were 70.19 students answered the statement positively and agreed and strongly agreed. That means showing that the shift from face-to-face learning to online learning using video conferencing software, especially for English classes, is also an effective and efficient way to do it during the COVID-19 pandemic based on the results of an analysis of the perceptions of students majoring in English education at UIN Fatmawati Sukarno Bengkulu.

Based on the results of the analysis of negative statements indicate that students have not been able to determine the difficulties and obstacles experienced when in English class using video conferencing software, this is because students' responses to negative statements in learning English using video conferencing software during the COVID-19 pandemic are still are still hesitant in concluding whether the use of video conferencing in learning English during the COVID-19 pandemic makes it difficult for them to learn or not.

The results of student perceptions indicate that this study resulted in a positive perception of the use of video conferencing software for learning English and is an effective and efficient way to do it during the COVID-19 pandemic for English education students at UIN Fatmawati Sukarno Bengkulu. Thus, it can be said that online learning platforms using video conferencing software such as Zoom Cloud Meeting, Skype, Google Hangout Meet and others can be used properly in learning English to English education students at UIN Fatmawati Sukarno Bengkulu.

B. Suggestion

Based on the conclusions of the study, the researcher would like to give some suggestions as follows:

1. For students

By using video conferencing software in learning English, students

are expected to be more independent and not lazy in understanding what is conveyed or explained by the lecturer even though it is only in textual form. Students are expected to be more consistent in giving their opinions in the use of video conferencing in learning English so that it can be used as consideration in determining methods and media for further online learning. Students are expected to make more use of their study time and dig deeper into the benefits of using video conferencing so that it becomes a more insightful value.

2. For Lecturers

Lecturers should learn more about the efficient use of video conferencing software for online learning and should know how to select suitable applications for students and apply them to students. As a result, their abilities and skills improve as well as their professional development. Thus, they will maximize the benefits provided by video conferencing software when they use it in their language learning.

3. For the next researchers

For the next researchers who wish to conduct similar research, this research can be used as a research reference. Further researchers can also develop various topics related to the use of video conferencing software in learning English such as; the factors that affect the perception of using video conferencing software in language learning and many more.

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APPENDICES

Appendix 1. The Outline of Questionnaire Students' Perceptions

Aspects	Indicators	Sub-Indicators	Items Number	
			Positive Statement	**Negative Statement**
Cognition	1. Knowledge	Have knowledge related to learning English through video conferencing	1,2,3	20, 21, 22
	2. Understanding	Have an understanding of learning English through video conferencing	4,5,6,7	23,24,25,26
Affection	1. Emotions	Absorption of situations carried out in learning	8	27,28
	2. Feelings	Feelings of liking or disliking learning English using video conferencing	9,10,11	29,30
	3. Judgments	Assessment of what is seen and done in the teaching and learning process	12,13	31
Conation	1. Motivation	Motivation in doing learning using video conferencing and after using	14,15	32,33
	2. Attitudes	Attitude towards what is seen and done in the teaching and learning process	16	34
	3. Action	Actions taken in the process of learning English through video conferencing or after using	17,18,19	35,36

Appendix 2. Questionnaire

ANGKET

A. Biodata Responden

1. Nama Lengkap   :
2. Kelas   :
3. Nim   :

B. Petunjuk Pengisian

1. Tulis identitas diri anda pada halaman yang telah disediakan
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:

a. **Pernyataan Positif**

Jawaban 5 berarti "Sangat setuju"

Jawaban 4 berarti "Setuju"

Jawaban 3 berarti "Ragu-Ragu"

Jawaban 2 berarti "Tidak setuju"

Jawaban 1 berarti "Sangat tidak setuju"

b. **Pernyataan Negatif**

Jawaban 1 berarti "Sangat setuju"

Jawaban 2 berarti "Setuju"

Jawaban 3 berarti "Ragu-Ragu"

Jawaban 4 berarti "Tidak setuju"

Jawaban 5 berarti "Sangat tidak setuju"

4. Tidak ada jawaban salah, jadi jangan takut untuk menjawab.
5. Usahakan semua pernyataan diisi sesuai pendapat pribadi tidak ikut jawaban teman.

Pilihlah salah satu jawaban yang paling sesuai dengan anda, beri tanda centang (√)

Pernyataan Positif

No	Pernyataan	SS 5	ST 4	R 3	TS 2	STS 1
	Cognition Aspects					
1	Belajar menggunakan perangkat lunak video conferencing sangat memudahkan saya dalam menerima materi Bahasa Inggris					
2	Pengetahuan saya dalam belajar bahasa Inggris menggunakan perangkat lunak video conferencing sangat baik					
3	Perangkat lunak video conferencing memudahkan pembelajaran seperti (speaking, writing, listening dan reading)					
4	Saya memahami pembelajaran Bahasa Inggris menggunakan perangkat lunak video conferencing					
5	Nilai yang saya dapatkan sesuai dengan pemahaman saya ketika belajar materi Bahasa Inggris menggunakan perangkat lunak video conferencing					
6	Saya dapat memahami pembelajaran Bahasa Inggris dengan baik karena efek visual dalam perangkat lunak Video Conference sangat bagus.					
7	Saya memahami penjelasan dari teman ketika presentasi menggunakan perangkat lunak video conferencing					

	Affection Aspects					
8	Menurut saya pembelajaran Bahasa Inggris menggunakan perangkat lunak video conferencing sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka) di masa pandemic Covid-19					
9	Saya menyukai pembelajaran dengan perangkat lunak video conferencing karena membuat saya lebih semangat dalam pembelajaran					
10	Saya merasa senang belajar bahasa Inggris dengan perangkat lunak video conferencing di kelas.					
11	Saya merasa nyaman mengajukan pertanyaan dalam Bahasa Inggris menggunakan perangkat lunak video conferencing.					
12	Presentasi menggunakan perangkat lunak video conferencing lebih mudah dari pada tidak menggunakan Video conferencing					
13	Saya mendapatkan lebih banyak pengalaman saat belajar bahasa Inggris dengan menggunakan perangkat lunak video conferencing					
	Conation Aspects					
14	Saya lebih termotivasi untuk belajar					

No	Pernyataan	SS 1	ST 2	R 3	TS 4	STS 5
	Bahasa Inggris saat menggunakan perangkat lunak video conferencing.					
15	Penggunaan perangkat lunak video conferencing dalam kegiatan belajar Bahasa Inggris mendorong saya untuk belajar secara mandiri					
16	Saya merasa bahwa dosen menggunakan media yang sesuai dengan perangkat lunak video conferencing untuk meningkatkan pembelajaran Bahasa Inggris					
17	Dosen selalu menerima dan menjelaskan pertanyaan yang diajukan oleh mahasiswa ketika belajar menggunakan perangkat lunak video conferencing					
18	Dosen selalu membimbing saya dan teman belajar Bahasa Inggris menggunakan perangkat lunak video conferencing sehingga saya dan teman paham terhadap materi yang diberikan dosen					
19	Pembelajaran bahasa inggris menggunakan perangkat lunak video conferencing membuat saya lebih aktif ketika presentasi online.					

Pernyataan Negatif

No	Pernyataan	SS 1	ST 2	R 3	TS 4	STS 5
	Cognition Aspects					

1	Belajar menggunakan perangkat lunak video conferencing menyulitkan saya dalam menerima materi Bahasa Inggris					
2	Saya tidak pernah menerima arahan dan tujuan pembelajaran yang jelas sebelum pembelajaran Bahasa Inggris dimulai					
3	Perangkat lunak video conferencing membuat pembelajaran tidak efektif karena kekurangan interaksi antara mahasiswa dan dosen.					
4	Saya sulit memahami pembelajaran Bahasa Inggris menggunakan perangkat lunak video conferencing.					
5	Saya merasa sulit memahami karena dosen tidak menggunakan media yang sesuai dengan perangkat lunak video conferencing untuk meningkatkan pembelajaran Bahasa Inggris					
6	Saya sulit memahami penjelasan dari teman ketika presentasi menggunakan perangkat lunak video conferencing					
7	Nilai yang saya dapatkan tidak sesuai dengan pemahaman saya ketika belajar materi Bahasa Inggris menggunakan perangkat lunak Video conferencing					
	Affection Aspects					
8	Saya tidak tertarik untuk mengikuti mata kuliah menggunakan perangkat lunak video conferencing dalam pembelajaran					

	bahasa Inggris					
9	Perangkat lunak video conferencing membuat waktu belajar di kelas lebih sempit.					
10	Saya tidak merasa nyaman mengajukan pertanyaan dalam Bahasa Inggris menggunakan perangkat lunak Video conferencing.					
11	Saya tidak menyukai pembelajaran dengan perangkat lunak video conferencing karena membuat saya tidak semangat dalam pembelajaran					
12	Saya mendapatkan sedikit pengalaman saat belajar bahasa inggris dengan menggunakan perangkat lunak video conferencing.					
	Conation Aspects					
13	Saya tidak termotivasi untuk belajar Bahasa Inggris saat menggunakan perangkat lunak video conferencing.					
14	Penggunaan perangkat lunak Video conferencing dalam kegiatan belajar Bahasa Inggris membuat saya malas untuk belajar secara mandiri.					
15	Presentasi bahasa Inggris menggunakan perangkat lunak video vonferencing lebih sulit dari pada tidak menggunakan video					

	conference					
16	Saya tidak aktif bertanya ketika mengikuti pembelajaran bahasa Inggris menggunakan perangkat lunak video conferencing.					
17	Pembelajaran dengan perangkat lunak video conferencing membuat saya tidak suka mencatat dan mengulas kembali materi bahasa Inggris di rumah.					

Appendix 3. Table of Questionnaire Results

Questionnaire Results of Students' Positive Statements

No	Statements	Indicators	SA 5	A 4	N 3	D 2	SD 1
	Cognition Aspects						
1	Learning to use video conferencing software makes it very easy for me to receive English material	Knowledge	13 (16.7%)	32 (41.0%)	20 (25.6%)	11 (14.1%)	2 (2.6%)
2	My knowledge in learning English using video conferencing software is very good		10 (12.8%)	35 (44.9%)	20 (25.6%)	12 (15.4%)	1 (1.3%)
3	Video conferencing software makes it easy in learning such as (Speaking, Writing, Listening and Reading)		13 (16.7%)	33 (42.3%)	17 (21.8%)	14 (17.9%)	1 (1.3%)
4	I understand learning English when learning to use Video conferencing software	Understanding	11 (14.1%)	26 (33.3%)	32 (41.0%)	8 (10.3%)	1 (1.3%)
5	The grades I get is in accordance with my understanding when learning English material using video conferencing software		9 (11.5%)	47 (60.3%)	12 (15.4%)	7 (9.0%)	3 (3.8%)
6	I can understand learning English well because the visual effects in video conferencing software is very good.		12 (15.4%)	34 (43.6%)	19 (24.4%)	11 (14.1%)	2 (2.6%)
7	I understand the		6 (7.7%)	33 (42.3%)	19 (24.4%)	16 (20.5%)	4 (5.1%)

	explanation from a friend when presenting using video conferencing software						
	Affection Aspects						
8	I think learning English using video conferencing software is very helpful in replacing conventional learning (face to face) during the COVID-19 pandemic	Emotions	21 (26.9%)	30 (38,5%)	20 (25.6%)	5 (6.4%)	2 (2.6%)
9	I like learning with video conferencing software because it makes me more enthusiastic about learning	Feelings	7 (9.0%)	27 (34.6%)	21 (26.9%)	20 (25.6%)	3 (3.8%)
10	I enjoy learning English with video conferencing software in class.		10 (12.8%)	27 (34.6%)	23 (29.5%)	13 (16.7%)	5 (6.4%)
11	I feel comfortable asking questions in English using video conferencing software		13 (16.7%)	30 (38,5%)	21 (26.9%)	10 (12.8%)	4 (5.1%)
12	Presentation using video conferencing software is easier than not using Video conferencing	Judgments	15 (19.2%)	33 (42.3%)	16 (20.5%)	12 (15.4%)	2 (2.6%)
13	I gain more experience while learning English by using video conferencing software		10 (12.8%)	33 (42.3%)	22 (28.2%)	12 (15.4%)	1 (1.3%)
	Conation Aspects						

No	Statement	Category					
14	I am more motivated to learn English when using Video conferencing software	Motivations	11 (14.1%)	27 (34.6%)	23 (29.5%)	14 (17.9%)	3 (3.8%)
15	The use of video conferencing software in English learning activities encourages me to study independently		19 (24.4%)	32 (41.0)	20 (25.6%)	7 (9.0%)	0
16	I feel that lecturers use appropriate media with video conferencing software to improve English learning	Attitudes	12 (15.4%)	31 (39.7%)	20 (25.6%)	13 (16.7%)	2 (2.6%)
17	Lecturers always accept and explain questions asked by students when learning to use video conferencing software	Actions	12 (15.4%)	40 (51.3%)	17 (21.8%)	9 (11.5%)	0
18	The lecturer always guides me and my friends to learn English using video conferencing software so that my friends and I understand the material given by the lecturer		11 (14.1%)	30 (38.5%)	22 (28.2%)	13 (16.7%)	2 (2.6%)
19	Learning English using video conferencing software makes me more active when presenting online.		9 (11.5%)	30 (38.5%)	24 (30.8%)	10 (12.8%)	5 (6.4%)

Questionnaire Results of Students' Negative Statement

No	Statements	Indicators	SA 1	A 2	N 3	D 4	SD 5
	Cognition Aspects						
1	Learning to use video conferencing software makes it difficult for me to receive English material	Knowledge	8 (10.3%)	18 (23.1%)	29 (37.2%)	19 (24.4%)	4 (5.1%)
2	I never received clear directions and learning objectives before learning English started		3 (3.8%)	13 (16.7%)	27 (34.6%)	26 (33.3%)	9 (11.5%)
3	Video conferencing software makes learning ineffective due to lack of interaction between students and lecturers		13 (16.7%)	20 (25.6%)	27 (34.6%)	14 (17.9%)	4 (5.1%)
4	I find it difficult to understand learning English using video conferencing software	Understanding	7 (9.0%)	26 (33.3%)	25 (32.1%)	14 (17.9%)	6 (7.7%)
5	I find it difficult to understand because the lecturer does not use appropriate media with video conferencing software to improve English learning		6 (7.7%)	21 (26.9%)	33 (42.3%)	13 (16.7%)	5 (6.4%)
6	I find it difficult to understand the		9 (11.5%)	27 (34.6%)	24 (30.8%)	15 (19.2%)	3 (3.8%)

	explanation from a friend when presenting using video conferencing software						
7	The grades I get are not in accordance with my understanding when learning English material using video conferencing software		6 (6.6%)	21 (26.9%)	25 (32.1%)	22 (28.2%)	4 (5.1%)
Affection Aspects							
8	I am not interested in taking courses using video conferencing software in learning English	Emotions	13 (16.7%)	8 (10.3%)	27 (34.6%)	24 (30.8%)	6 (7.7%)
9	Video conferencing software makes class time more narrow		7 (9.0%)	21 (26.9%)	28 (35.9%)	16 (20.5%)	6 (7.7%)
10	I don't feel comfortable asking questions in English using video conferencing software	Feelings	8 (10.3%)	21 (26.9%)	22 (28.2%)	18 (23.1%)	9 (11.5%)
11	I don't like learning with video conferencing software because it makes me not enthusiastic in learning		10 (12.8%)	18 (23.1%)	25 (32.1%)	18 (23.1%)	7 (9.0%)
12	I got a little experience while learning English by using video conferencing software	Judgments	12 (15.4%)	25 (32.1%)	23 (29.5%)	14 (17.9%)	4 (5.1%)
Conation Aspects							
13	I am not motivated to learn English while using video conferencing software	Motivation	9 (11.5%)	13 (16.7%)	20 (25.6%)	26 (33.3%)	10 (12.8%)

14	The use of Video conferencing software in English learning makes me lazy to study independently		6 (7.7%)	19 (24.4%)	18 (23.1%)	25 (32.1%)	10 (12.8%)
15	English presentation using video conferencing software is more difficult than not using video conferencing	Attitudes	10 (12.8%)	15 (19.2%)	26 (33.3%)	19 (24.4%)	8 (10.3%)
16	I don't actively ask questions when taking English lessons using video conferencing software	Actions	6 (7.7%)	23 (29.5%)	24 (30.8%)	16 (20.5%)	9 (11.5%)
17	Learning with video conferencing software makes me dislike taking notes and reviewing English material at home.		15 (19.2%)	20 (25.6%)	18 (23.1%)	15 (19.2%)	10 (12,8%)

Appendix 4. Summary of Responses from Respondents

1. Positive Statements

Belajar menggunakan perangkat lunak Video Conferencing sangat memudahkan saya dalam menerima materi Bahasa Inggris
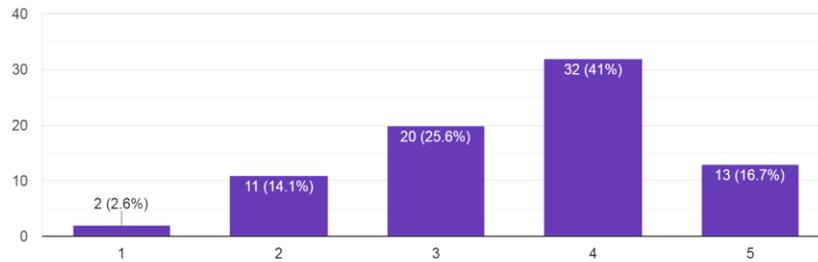
78 responses

Pengetahuan saya dalam belajar bahasa Inggris menggunakan perangkat lunak Video Conferencing sangat baik

78 responses
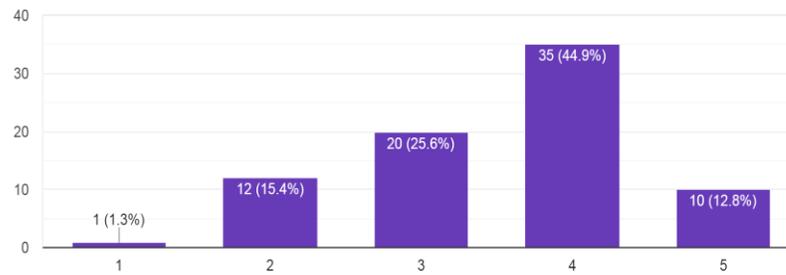
Perangkat lunak Video Conferencing memudahkan pembelajaran seperti (Speaking, Writing, Listening dan Reading)

78 responses
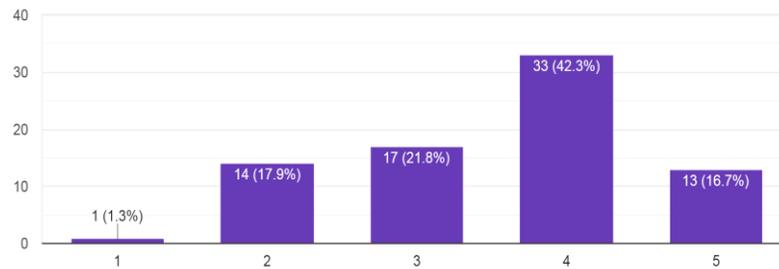
Saya memahami pembelajaran Bahasa Inggris ketika belajar menggunakan perangkat lunak Video Conferencing
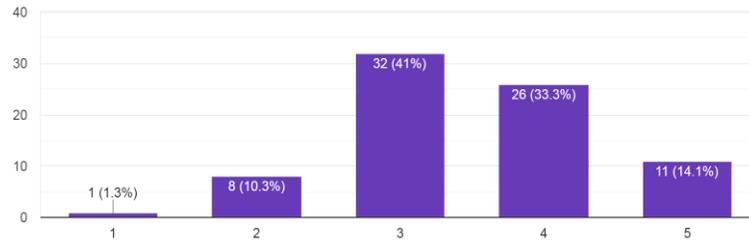
78 responses

Nilai yang saya dapatkan sesuai dengan pemahaman saya ketika belajar materi Bahasa Inggris menggunakan perangkat lunak Video Conferencing
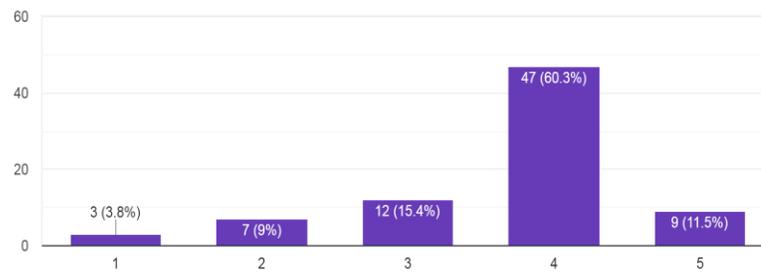
78 responses

Saya dapat memahami pembelajaran Bahasa Inggris dengan baik karena efek visual dalam perangkat lunak Video Conferencing sangat bagus

78 responses
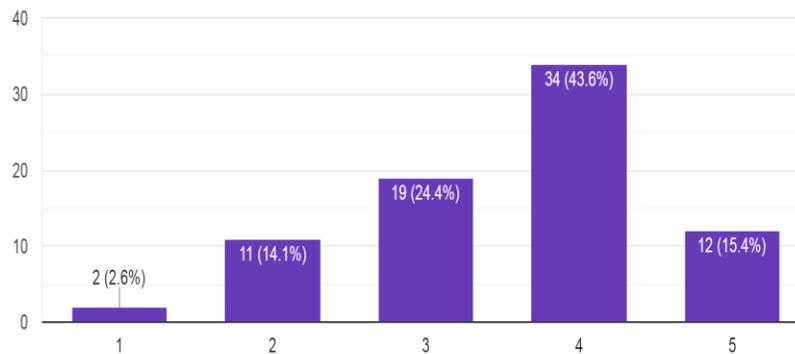
Saya memahami penjelasan dari teman ketika presentasi menggunakan perangkat lunak Video Conferencing
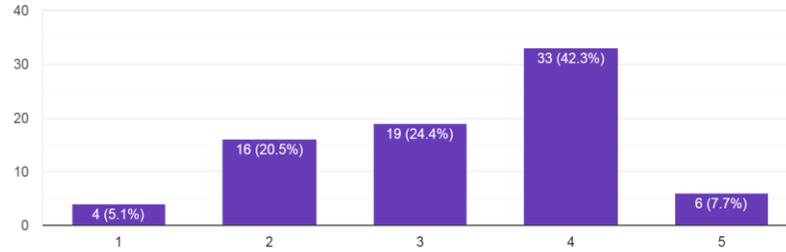
78 responses

Menurut saya pembelajaran Bahasa Inggris menggunakan Video Conferencing sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka) di masa pandemi Covid-19 ini

78 responses
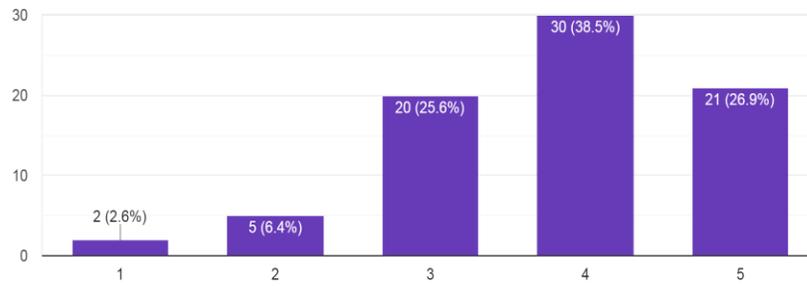
Saya menyukai pembelajaran bahasa Inggris dengan Video Conferencing karena membuat saya lebih semangat dalam pembelajaran
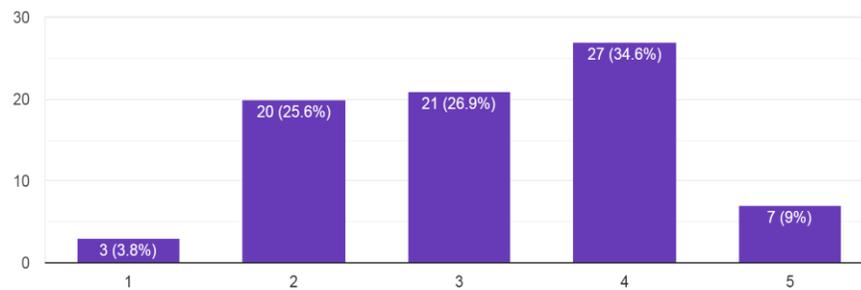
78 responses

Saya merasa senang belajar bahasa Inggris dengan perangkat lunak Video Conferencing di kelas

78 responses
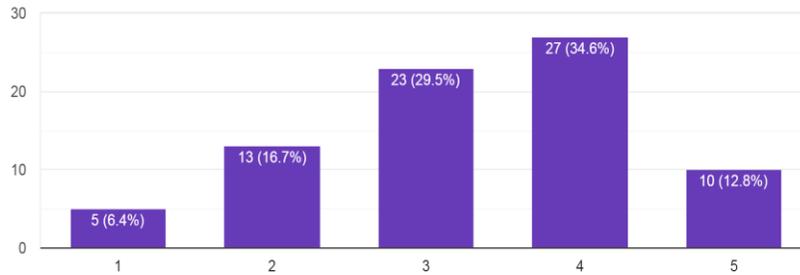
Saya merasa nyaman mengajukan pertanyaan dalam Bahasa Inggris menggunakan perangkat lunak Video Conferencing
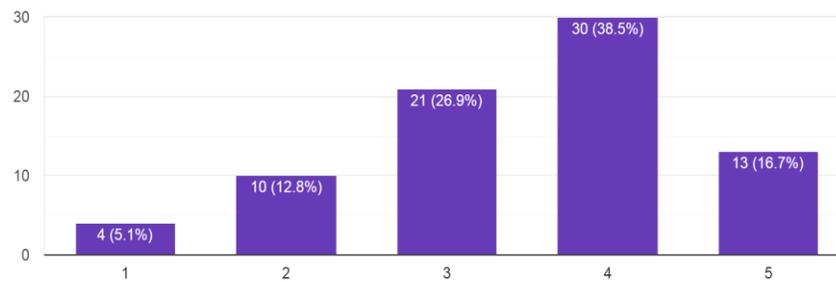
78 responses

Presentasi menggunakan perangkat lunak Video Conferencing lebih mudah dari pada tidak menggunakan Video Conferencing
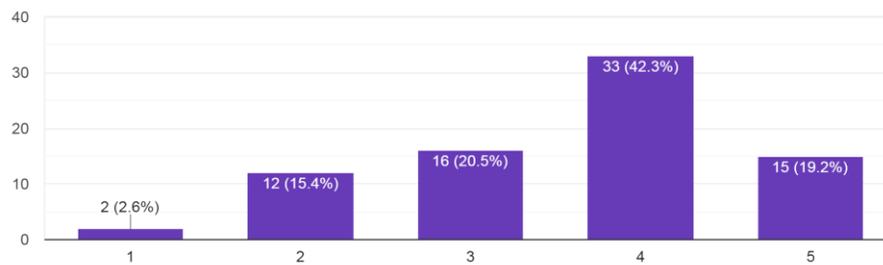
78 responses

Saya mendapatkan lebih banyak pengalaman saat belajar Bahasa Inggris dengan menggunakan perangkat lunak Video Conferencing
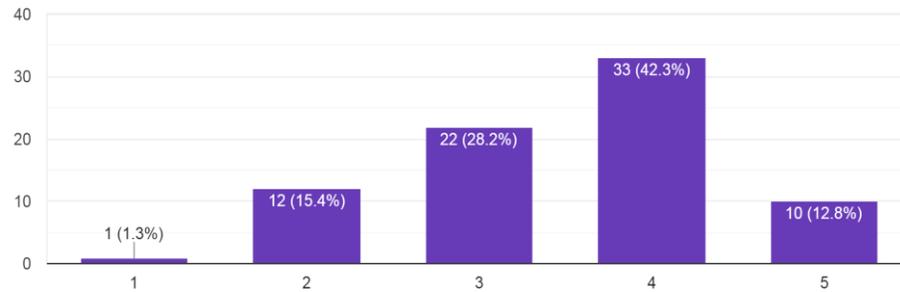
78 responses

Saya lebih termotivasi untuk belajar Bahasa Inggris saat menggunakan perangkat lunak Video Conferencing
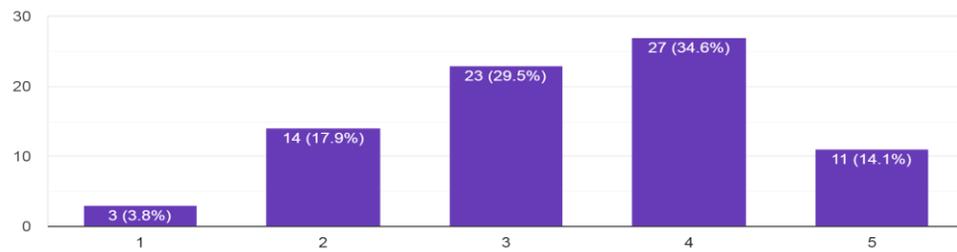
78 responses

Penggunaan perangkat lunak Video Conferencing dalam kegiatan belajar Bahasa Inggris mendorong saya untuk belajar secara mandiri
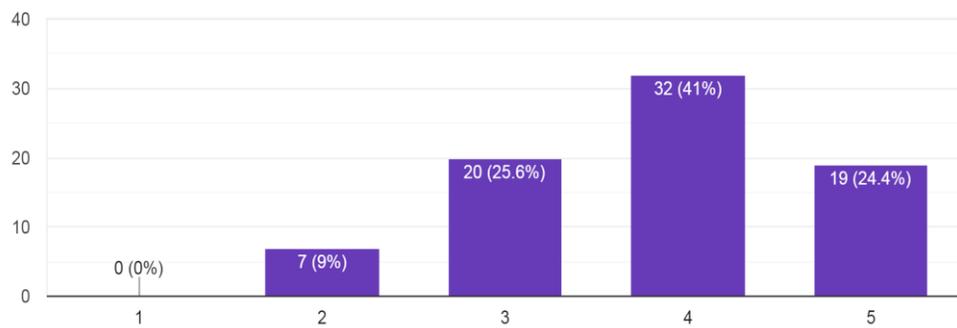
78 responses

Saya merasa bahwa dosen menggunakan media yang sesuai dengan perangkat lunak Video Conferencing untuk meningkatkan pembelajaran Bahasa Inggris
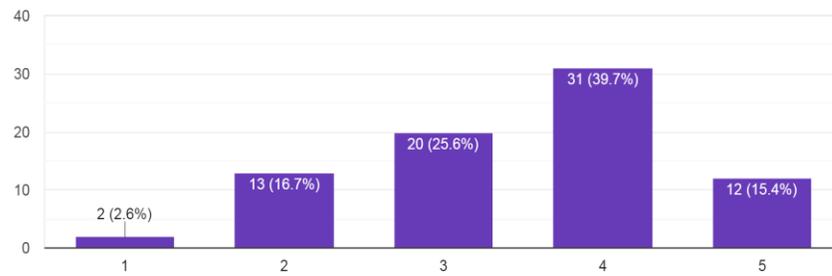
78 responses

Dosen selalu menerima dan menjelaskan pertanyaan yang diajukan oleh mahasiswa ketika belajar menggunakan perangkat lunak Video Conferencing
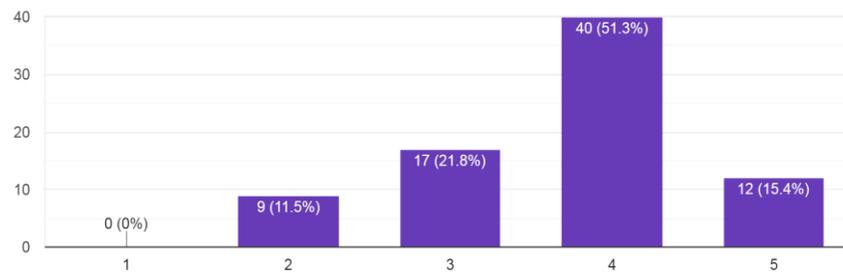
78 responses

Dosen selalu membimbing saya dan teman belajar Bahasa Inggris menggunakan perangkat lunak Video Conferencing sehingga saya dan teman-tem...aya paham terhadap materi yang diberikan dosen

78 responses
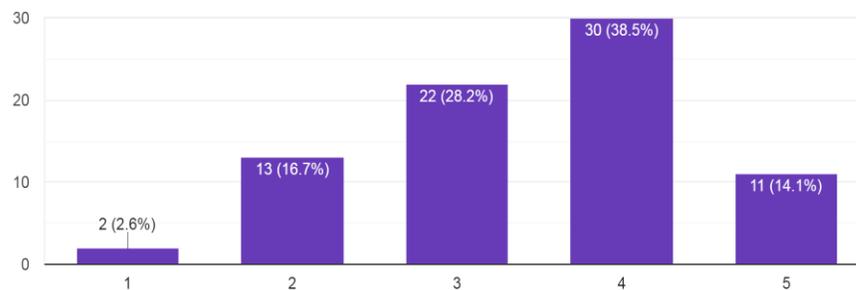
Pembelajaran Bahasa Inggris menggunakan Video Conferencing membuat saya lebih aktif ketika presentasi online

78 responses
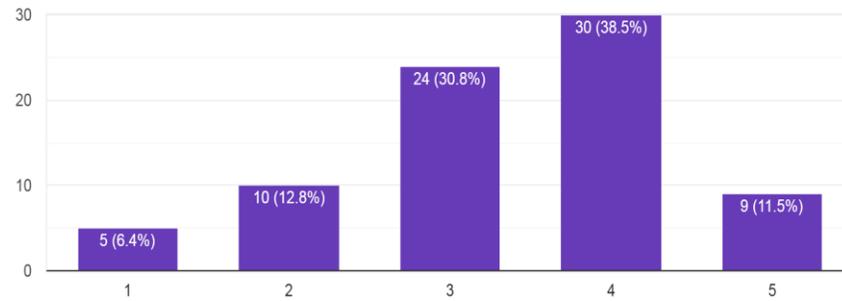
2. Negative Statements

Belajar menggunakan perangkat lunak Video Conferencing menyulitkan saya dalam menerima materi Bahasa Inggris
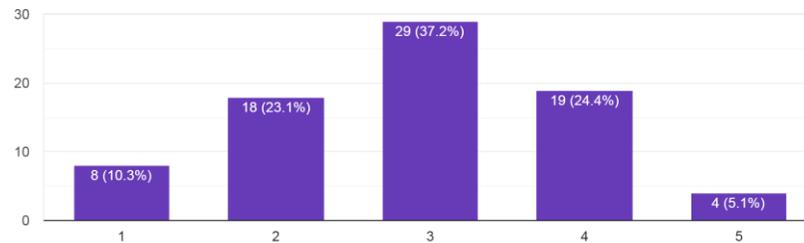
78 responses

Saya tidak pernah menerima arahan dan tujuan pembelajaran yang jelas sebelum pembelajaran Bahasa Inggris dimulai

78 responses
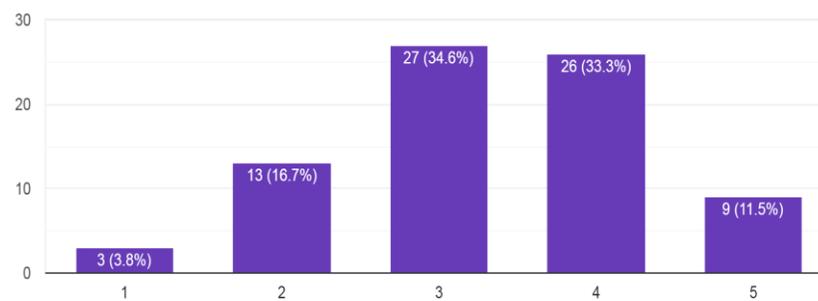
Perangkat lunak Video Conferencing membuat pembelajaran tidak efektif karena kekurangan interaksi antara mahasiswa dan dosen

78 responses
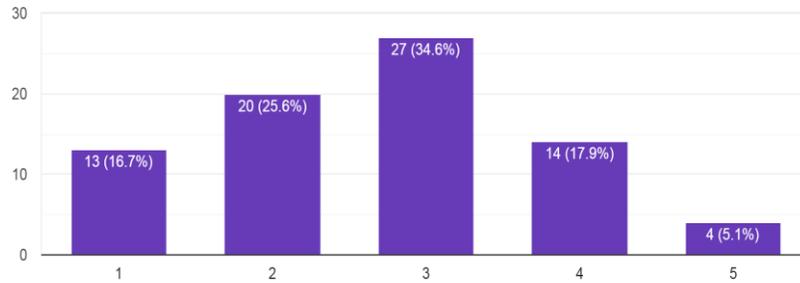
Saya sulit memahami pembelajaran Bahasa Inggris menggunakan perangkat lunak Video Conferencing

78 responses

Saya merasa sulit memahami karena dosen tidak menggunakan media yang sesuai dengan Video Conferencing untuk meningkatkan pembelajaran Bahasa Inggris
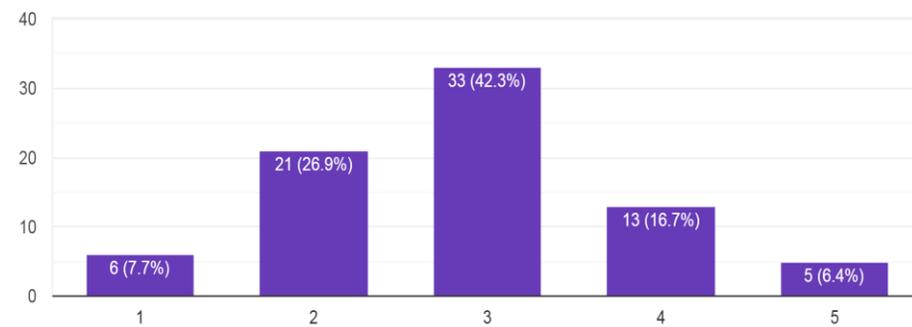
78 responses

Saya sulit memahami penjelasan dari teman ketika presentasi menggunakan perangkat lunak Video Conferencing
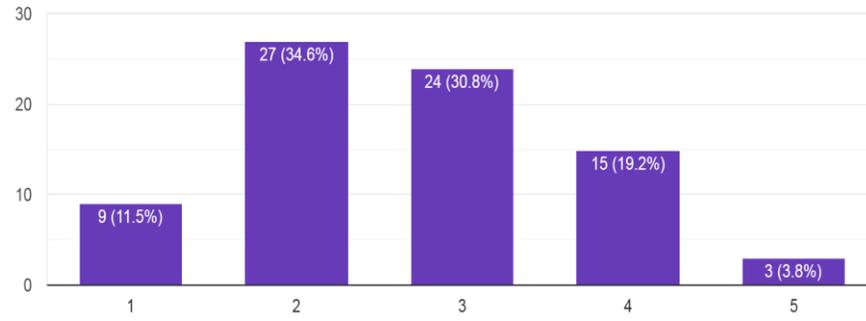
78 responses

Nilai yang saya dapatkan tidak sesuai dengan pemahaman saya ketika belajar materi Bahasa Inggris menggunakan perangkat lunak Video Conferencing

78 responses

Saya tidak tertarik untuk mengikuti mata kuliah menggunakan perangkat lunak Video Conferencing dalam pembelajaran bahasa Inggris
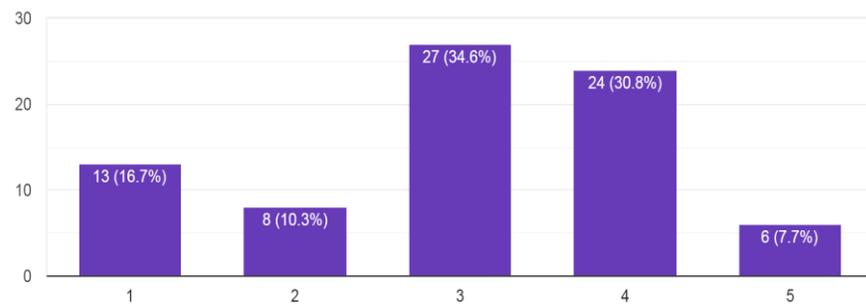
78 responses

Perangkat lunak Video Conferencing membuat waktu belajar di kelas lebih sempit

78 responses
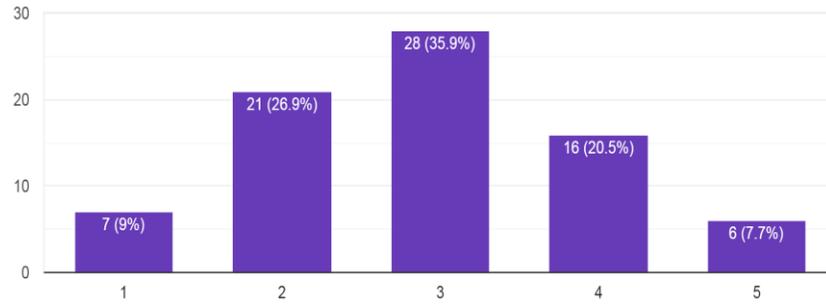
Saya tidak merasa nyaman ketika mengajukan pertanyaan dalam Bahasa Inggris menggunakan perangkat lunak Video Conferencing
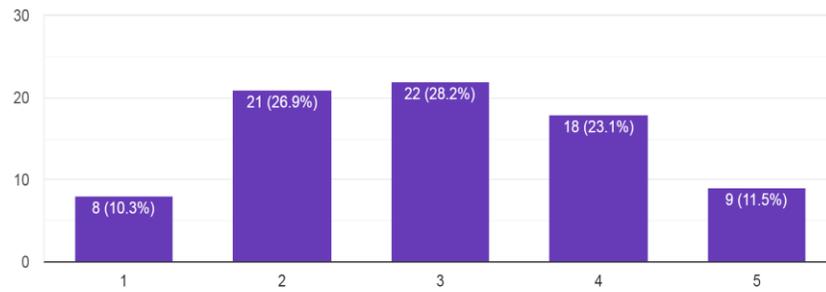
78 responses

Saya tidak menyukai pembelajaran dengan perangkat lunak Video Conferencing karena membuat saya tidak semangat dalam pembelajaran
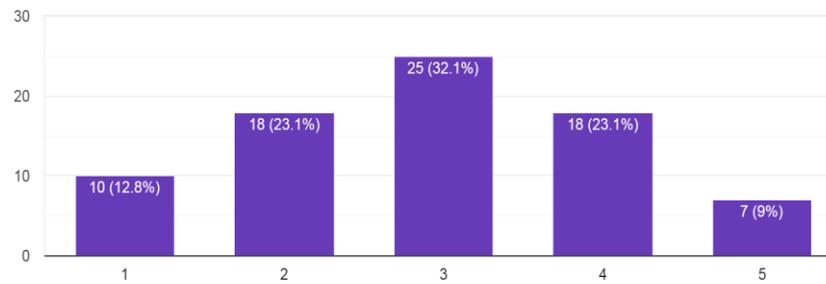
78 responses

Saya mendapatkan sedikit pengalaman saat belajar bahasa Inggris dengan menggunakan perangkat lunak Video Conferencing
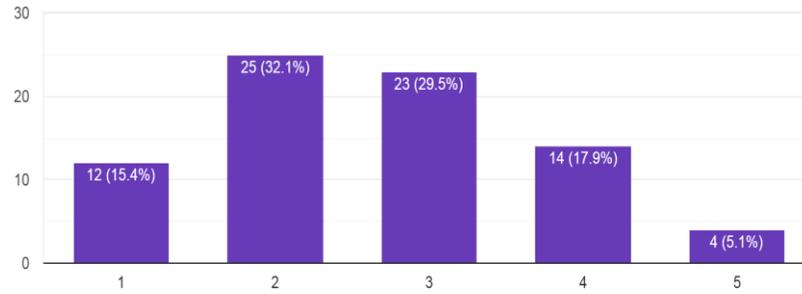
78 responses

Saya tidak termotivasi dan tidak semangat untuk belajar Bahasa Inggris saat menggunakan perangkat lunak Video Conferencing.
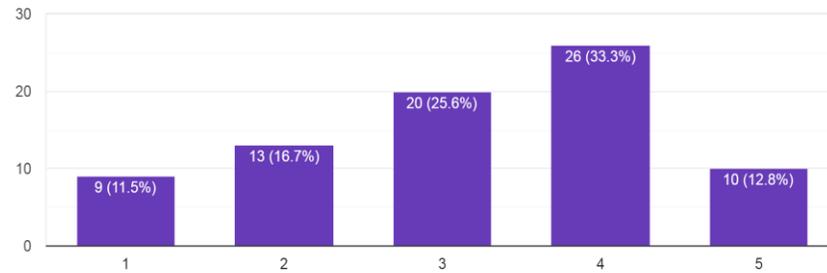
78 responses

Penggunaan perangkat lunak Video Conferencing dalam kegiatan belajar Bahasa Inggris membuat saya malas untuk belajar secara mandiri
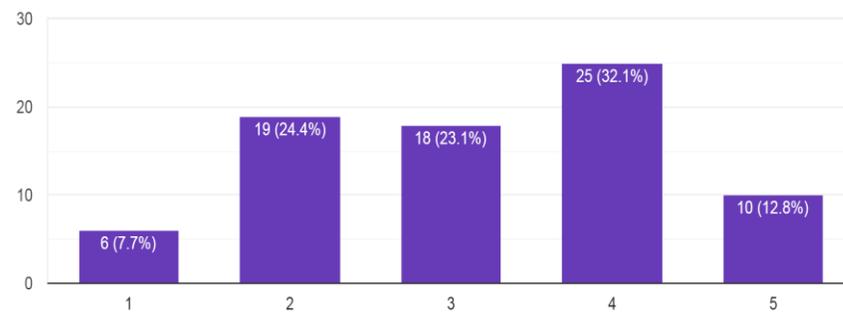
78 responses

Presentasi bahasa Inggris menggunakan perangkat lunak Video Conferencing lebih sulit dari pada tidak menggunakan Video Conferencing
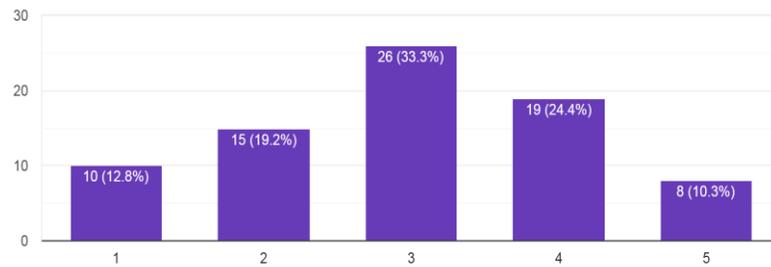
78 responses

Saya tidak aktif bertanya ketika mengikuti pembelajaran bahasa Inggris menggunakan perangkat lunak Video Conferencing
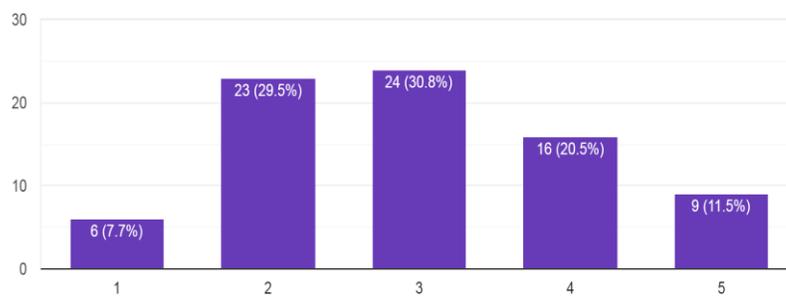
78 responses

Pembelajaran dengan perangkat lunak Video Conferencing membuat saya tidak suka mencatat dan mengulas kembali materi bahasa Inggris di rumah

78 responses
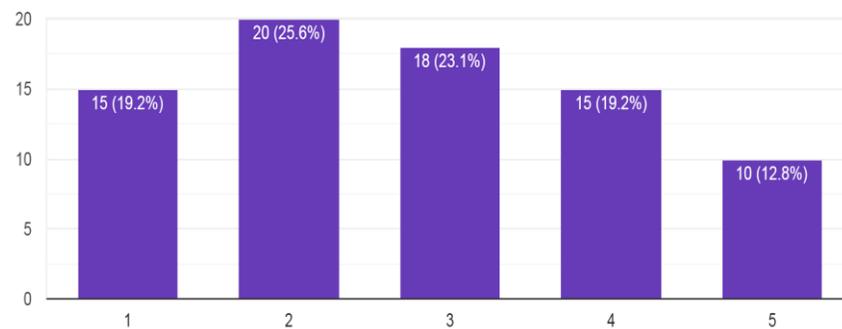
Appendix 5. Individual Responses from Respondents

QUESTIONNAIRE

Keterangan :
Persepsi Positif

Sangat Setuju (SS)	:	Skor 5
Setuju (S)	:	Skor 4
Ragu - Ragu (RR)	:	Skor 3
Tidak Setuju (TS)	:	Skor 2
Sangat Tidak Setuju (STS)	:	Skor 1

Nama Lengkap *

Devi Indah Permata Sari

Kelas *

6A

Nomor Induk Mahasiswa (NIM) *

1811230019

Perangkat lunak Video Conferencing jenis apa yang sering anda gunakan dalam pembelajaran Bahasa Inggris? *

- [x] Zoom Cloud Meeting
- [ ] Skype
- [ ] Google Hangout Meet (Google Meet)
- [ ] Microsoft Teams
- [ ] Cisco Webex Meetings
- [ ] Join.Me
- [ ] Other:

Belajar menggunakan perangkat lunak Video Conferencing sangat memudahkan saya dalam menerima materi Bahasa Inggris *

1 2 3 4 5

Sangat Tidak Setuju ○○○◉○ Sangat Setuju

Pengetahuan saya dalam belajar bahasa Inggris menggunakan perangkat lunak Video Conferencing sangat baik *

1 2 3 4 5

Sangat Tidak Setuju ○○○◉○ Sangat Setuju

Perangkat lunak Video Conferencing memudahkan pembelajaran seperti (Speaking, Writing, Listening dan Reading) *

1 2 3 4 5

Sangat Tidak Setuju ○○○◉○ Sangat Setuju

Saya memahami pembelajaran Bahasa Inggris ketika belajar menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○○○◉○ Sangat Setuju

Saya menyukai pembelajaran bahasa Inggris dengan Video Conferencing karena membuat saya lebih semangat dalam pembelajaran *

1 2 3 4 5

Sangat Tidak Setuju ○◉○○○ Sangat Setuju

Saya merasa senang belajar bahasa Inggris dengan perangkat lunak Video Conferencing di kelas *

1 2 3 4 5

Sangat Tidak Setuju ○◉○○○ Sangat Setuju

Saya merasa nyaman mengajukan pertanyaan dalam Bahasa Inggris menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○○◉○○ Sangat Setuju

Presentasi menggunakan perangkat lunak Video Conferencing lebih mudah dari pada tidak menggunakan Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○◉○○○ Sangat Setuju

Saya mendapatkan lebih banyak pengalaman saat belajar Bahasa Inggris dengan menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○◉○○○ Sangat Setuju

Saya lebih termotivasi untuk belajar Bahasa Inggris saat menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ◉○○○○ Sangat Setuju

Penggunaan perangkat lunak Video Conferencing dalam kegiatan belajar Bahasa Inggris mendorong saya untuk belajar secara mandiri *

1 2 3 4 5

Sangat TIdak Setuju ○◉○○○ Sanggt Setuju

Saya merasa bahwa dosen menggunakan media yang sesuai dengan perangkat lunak Video Conferencing untuk meningkatkan pembelajaran Bahasa Inggris *

1 2 3 4 5

Sangat Tidak Setuju ○○◉○○ Sangat Setuju

Nilai yang saya dapatkan sesuai dengan pemahaman saya ketika belajar materi Bahasa Inggris menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○ ○ ○ ◉ ○ Sangat Setuju

Saya dapat memahami pembelajaran Bahasa Inggris dengan baik karena efek visual dalam perangkat lunak Video Conferencing sangat bagus *

1 2 3 4 5

Sangat Tidak Setuju ○ ○ ○ ◉ ○ Sangat Setuju

Saya memahami penjelasan dari teman ketika presentasi menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○ ◉ ○ ○ ○ Sangat Setuju

Menurut saya pembelajaran Bahasa Inggris menggunakan Video Conferencing sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka) di masa pandemi Covid-19 ini *

1 2 3 4 5

Sangat Tidak Setuju ○ ○ ◉ ○ ○ Sangat Setuju

Dosen selalu menerima dan menjelaskan pertanyaan yang diajukan oleh mahasiswa ketika belajar menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Tidak Setuju ○ ○ ◉ ○ ○ Sangat Setuju

Dosen selalu membimbing saya dan teman belajar Bahasa Inggris menggunakan perangkat lunak Video Conferencing sehingga saya dan teman-teman saya paham terhadap materi yang diberikan dosen *

1 2 3 4 5

Sangat Tidak Setuju ○ ○ ◉ ○ ○ Sangat Setuju

Pembelajaran Bahasa Inggris menggunakan Video Conferencing membuat saya lebih aktif ketika presentasi online *

1 2 3 4 5

Sangat Tidak Setuju ◉ ○ ○ ○ ○ Sangat Setuju

Keterangan :
Persepsi Negatif

Sangat Setuju (SS)   :   Skor 1
Setuju (S)   :   Skor 2
Ragu - Ragu (RR)   :   Skor 3
Tidak Setuju (TS)   :   Skor 4
Sangat Tidak Setuju (STS) :   Skor 5

Keterangan :

Persepsi Negatif

Sangat Setuju (SS)	:	Skor 1
Setuju (S)	:	Skor 2
Ragu - Ragu (RR)	:	Skor 3
Tidak Setuju (TS)	:	Skor 4
Sangat Tidak Setuju (STS)	:	Skor 5

Belajar menggunakan perangkat lunak Video Conferencing menyulitkan saya dalam menerima materi Bahasa Inggris *

1 2 3 4 5

Sangat Setuju ◯◯◯◉◯ Sangat Tidak Setuju

Saya tidak pernah menerima arahan dan tujuan pembelajaran yang jelas sebelum pembelajaran Bahasa Inggris dimulai *

1 2 3 4 5

Sangat Setuju ◯◯◯◯◉ Sangat Tidak Setuju

Perangkat lunak Video Conferencing membuat pembelajaran tidak efektif karena kekurangan interaksi antara mahasiswa dan dosen *

1 2 3 4 5

Sangat Setuju ◯◯◯◉◯ Sangat Tidak Setuju

Saya sulit memahami pembelajaran Bahasa Inggris menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Setuju ◯◯◯◉◯ Sangat Tidak Setuju

Saya merasa sulit memahami karena dosen tidak menggunakan media yang sesuai dengan Video Conferencing untuk meningkatkan pembelajaran Bahasa Inggris *

1 2 3 4 5

Sangat Setuju ◯◯◉◯◯ Sangat Tidak Setuju

Saya sulit memahami penjelasan dari teman ketika presentasi menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Setuju ◯◉◯◯◯ Sangat Tidak Setuju

Nilai yang saya dapatkan tidak sesuai dengan pemahaman saya ketika belajar materi Bahasa Inggris menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Setuju ◯◯◉◯◯ Sangat Tidak Setuju

Saya tidak tertarik untuk mengikuti mata kuliah menggunakan perangkat lunak Video Conferencing dalam pembelajaran bahasa Inggris *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ● Sangat Tidak Setuju

Saya mendapatkan sedikit pengalaman saat belajar bahasa Inggris dengan menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Setuju ○ ○ ● ○ ○ Sangat Tidak Setuju

Perangkat lunak Video Conferencing membuat waktu belajar di kelas lebih sempit *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ● ○ Sangat Tidak Setuju

Saya tidak termotivasi dan tidak semangat untuk belajar Bahasa Inggris saat menggunakan perangkat lunak Video Conferencing. *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ● ○ Sangat Tidak Setuju

Saya tidak merasa nyaman ketika mengajukan pertanyaan dalam Bahasa Inggris menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ● Sangat Tidak Setuju

Penggunaan perangkat lunak Video Conferencing dalam kegiatan belajar Bahasa Inggris membuat saya malas untuk belajar secara mandiri *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ● ○ Sangat Tidak Setuju

Saya tidak menyukai pembelajaran dengan perangkat lunak Video Conferencing karena membuat saya tidak semangat dalam pembelajaran *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ● ○ Sangat Tidak Setuju

Presentasi bahasa Inggris menggunakan perangkat lunak Video Conferencing lebih sulit dari pada tidak menggunakan Video Conferencing *

1 2 3 4 5

Sangat Setuju ○ ○ ○ ● ○ Sangat Tidak Setuju

1 2 3 4 5

Sangat Setuju ○○○◉○ Sangat Tidak Setuju

Saya tidak aktif bertanya ketika mengikuti pembelajaran bahasa Inggris menggunakan perangkat lunak Video Conferencing *

1 2 3 4 5

Sangat Setuju ○○○◉○ Sangat Tidak Setuju

Pembelajaran dengan perangkat lunak Video Conferencing membuat saya tidak suka mencatat dan mengulas kembali materi bahasa Inggris di rumah *

1 2 3 4 5

Sangat Setuju ○○○○◉ Sangat Tidak Setuju

Appendix 6. Documentations

1. Researcher Explain About This Research

Left screen:

Okee terima kasih responnya yaa🙏🙏
14.19 ✓

~Noni Purnama Sari
ok kk
14.19

Sebelumnya kalian udah pada tau kan apa itu Video Conferencing?
14.20 ✓

Apa ada yang belum tau? 14.21 ✓

blm mbak, tolong jelasin dulu mbak
14.22

~Noni Purnama Sari
ad sbgian yg tau ad jg yg blm tau mngkin ka
14.22

~Nevy
Alat komunikasi yang berbentuk video yang bisa berupa zoom Mungkin. Maaf kalo salah
14.23

~Nevy
Alat komunikasi yang berbentuk video yang bisa berupa zoom Mungkin. Maaf kalo salah

Iyaa itu udah bener 14.23 ✓

Right screen:

Maaf kalo salah 14.23

~Nevy
Alat komunikasi yang berbentuk video yang bisa berupa zoom Mungkin. Maaf kalo salah

Iyaa itu udah bener 14.23 ✓

Kalo ada yang belum tau mbak jelasin dulu yaa!!
14.24 ✓

Konferensi video (video conferencing) adalah seperangkat teknologi telekomunikasi interaktif yang memungkinkankan dua pihak atau lebih di lokasi berbeda dapat berinteraksi melalui pengiriman dua arah audio dan video secara bersamaan. Contoh aplikasi video conference ini seperti Zoom Cloud Meeting, Google Meet, Lifesize, Skype, Microsoft Teams, BlueJeans, Cisco Webex Meeting, Join.me, CyberLink U Meeting, dsb.
14.24 ✓

Jadi nanti kuesioner mbak berisi tentang pertanyaan seputar pembelajaran bahasa inggris menggunakan semua aplikasi i... dan nanti kalian boleh isi sesuai denga... pengalaman kalian yaa🙏
14.26 ✓

+62 895-3606-58221   ~Diana Anaraini

2. The Researcher shares the Google form link
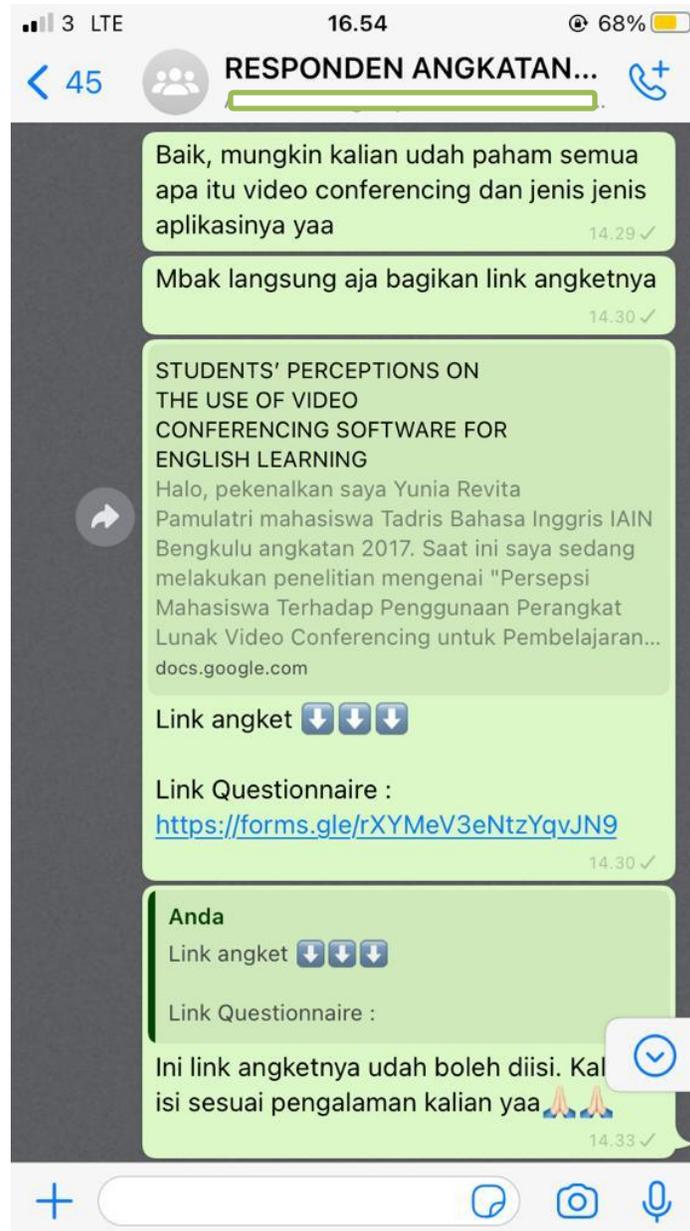
3. Students provide proof that they have filled out the google form
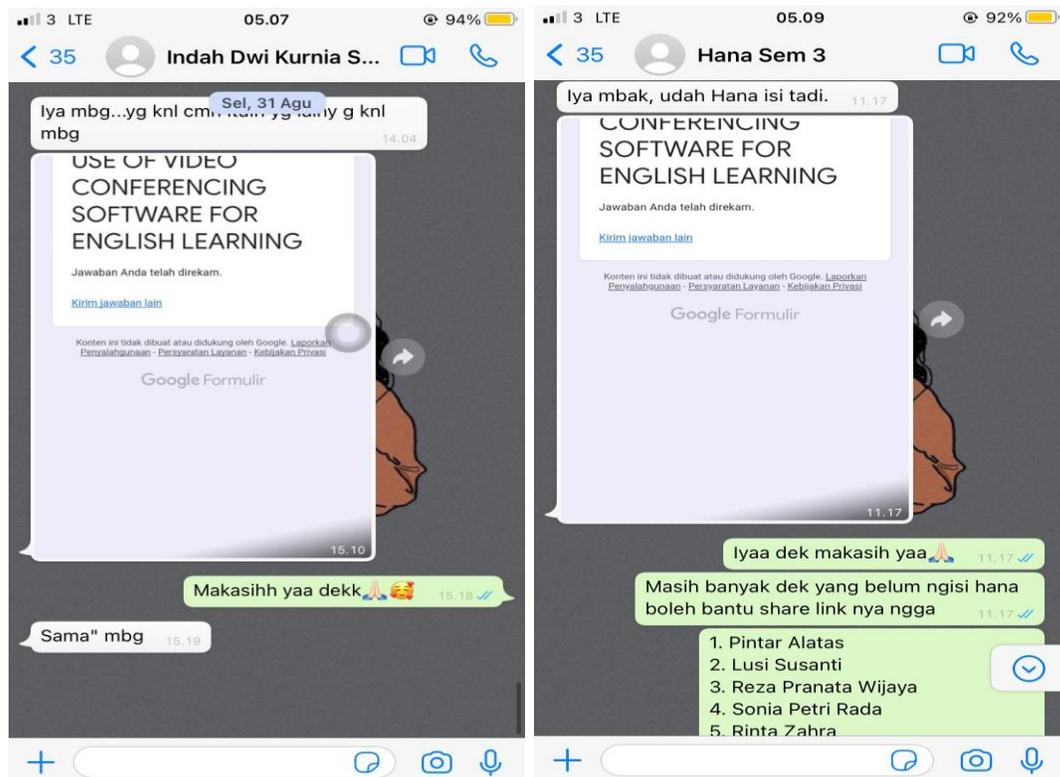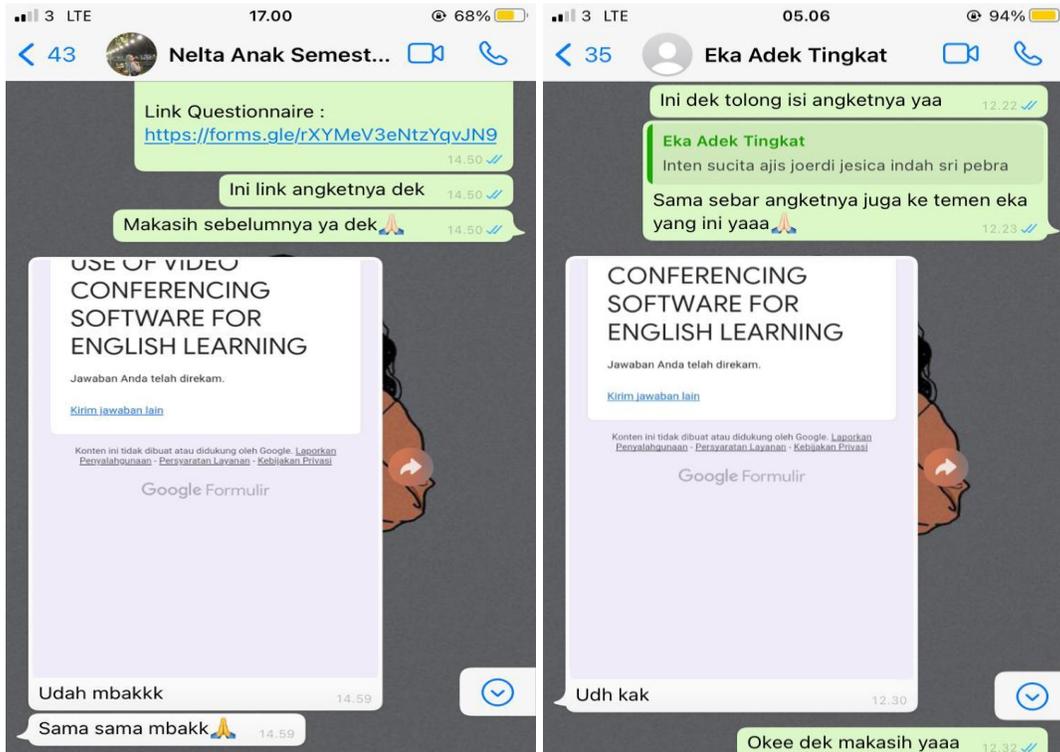
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 112 /In.11/F.II/PP.009/ 02/2021

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

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Feny Martina, M.Pd. 198703242015032002	P I	Yunia Revita Pamulatri	TBI	Students' Perceptions on the Use of Video Conferencing Software for English Learning (A Case Study of TBI Students' Experiences During the Covid-19 Pandemic)
2	Zelvia Liska Afriani, M.Pd. 199404202018012003	P II	1711230065		

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 : 22 Februari 2021

Dekan,

ZUBAEDI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI

BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172

Website: www.iainbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Prodi
  Tadris Bahasa Inggris
  IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama   : Yunia Revita Pamulatri

NIM   : 1711230065

Jurusan/Prodi : Tadris/Bahasa Inggris

Fakultas   : Tarbiyah dan Tadris

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

Adapun judul saya sebelumnya adalah: **"Students' Perceptions on The Use of Video Conferencing Software for English Learning (A Case Study of PBI Students Experiences During The Covid-19 Pandemic)"** Menjadi : **"Students' Perceptions on The Use of Video Conferencing Software for English Learning (A Survey Study of English Department Students' Experiences During The Covid-19 Pandemic at IAIN Bengkulu)"**

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

Bengkulu, 01 Juni 2021

Dibuat oleh,

Yunia Revita Pamulatri
NIM.1711230065

Disetujui oleh,

Pembimbing 1,

Feny Martina, M.Pd
NIP. 198703242015032002
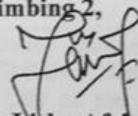
Pembimbing 2,

Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003
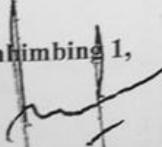
Diketahui oleh,
Ketua Prodi TBI
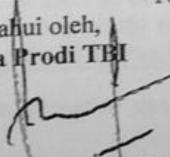
Feny Martina, M.Pd
NIP. 198703242015032002

Nomor : 2608 /In.11/F.II/PP.009/ 06/2021   Bengkulu, 30 Juni 2021
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Reko Serasi, M.A. (Penyeminar I)
2. Andri Saputra, M.Sc. (Penyeminar II)
   di –
   Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,   ·

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi
Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

    Hari/Tanggal   : Kamis, 01 Juli 2021
    Waktu   : 08.00 sampai selesai
    Tempat   : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Yona Winda Vella 1711230081	The Strategies Used by EFL Teachers in Teaching Reading at SMPN 26 Seluma in Academic Year 2020/2021
2.	Reidha Pebriyanti 1711230057	Investigating First Language Interference towards EFL Learners' Communicative Competence (An Analysis of Students' Written Communication in Whatsapp Learning Group at the Fourth Semester Students of TBI IAIN Bengkulu in Academic Year 2020/2021)
3.	Rabil Juliawan 1711230043	Investigating Code Mixing Used by EFL Students in Virtual Psycholinguistics Class (A Descriptive Qualitative Conducted at the Fourth Semester of English Department at State Institute for Islamic Studies (IAIN) Bengkulu)
4	Sefta Lestariani 1711230085	An Analysis of Classroom Interaction between English Teacher and Students in English for Tourism Class at SMKN 7 Bengkulu City (A Study Conducted at SMKN 7 Bengkulu City of the Second Grade Students in the Academic Year 2020/2021
5	Yunia Revita Pamulatri 1711230065	Students' Perceptions on the Use of Video Conferencing Software for English Learning (A Survey Study of English Department Students' Experiences during the Covid-19 Pandemic at IAIN Bengkulu)

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

                                                    Wassalamu'alaikum Wr. Wb.
                                                    Dekan,

                                                    ZUBAEDI

                                                                                        1

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Yunia Revita Pamulatri, NIM : 1711230065 yang berjudul **"Students' Perceptions on The Use of Video Conferencing Software for English Learning** *(A Survey Study of English Department Students' Experiences During The Covid-19 Pandemic at IAIN Bengkulu)"*. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 01 Juli , 2021

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, 06 Juli 2021

Penyeminar I   Penyeminar II

Reko Serasi, M.A   **Andri Saputra, M.Sc**
NIP. 198711092018011002   **NIP. 199106262019031014**

Nomor : 3152 / In.11/F.II/TL.00/08/2021   24 Agustus 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Ketua Prodi TBI IAIN Bengkulu

Di –
      Kota 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 *"Students' Perceptions On The Use Of Video Conferencing Software For English Learning"*

Nama	:	Yunia Revita Pramulatri
NIM	:	1711230065
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	IAIN Bengkulu
Waktu Penelitian	:	24 Agustus s/d 05 Oktober 2021

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

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Zubaedi

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU
Nomor : 937 /In. 11/F.II/PP.009/04/2021
Tentang
Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Yunia Revita Pamulatri
NIM   : 1711230065
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	M. Taufiqurrahman, M.Pd.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Zelvia Liska Afriani, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Ixsir Eliya, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 20 April 2021
Dekan,

ZUBAEDI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT KETERANGAN

Bengkulu, 18 Oktober 2021

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   : Ketua Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama   : Yunia Revita Pamulatri
NIM   : 1711230065
Asal Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Bengkulu

Jurusan   : Tarbiyah
Fakultas   : Tarbiyah Tadris Bahasa Inggris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris pada semester III, V, dan VII mulai 24 Agustus s/d 05 Oktober 2021 dengan judul *"Students' Perceptions On The Use Of Video Conferencing Software For English Learning."* Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Ketua Prodi TBI
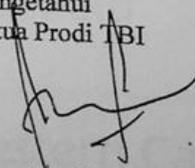
Feny Martina, M.Pd.
NIP. 198703242015032002

Cek turnitiin Yunia_TBI

19/ 2021
11
Hanura febriani

ORIGINALITY REPORT

15%	**10**%	**6**%	**7**%
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Nomor : 0061 /Un.23/F.II/PP.00.9/01/2022

Bengkulu, 07 Januari 2022

Lamp. : -

Hal : Ujian Skripsi

Kepada Yth.
1. Dr. Eva Dewi, M.Ag. (Ketua)
2. Hengki Satrisno, M.Pd.I. (Sekretaris)
3. Feny Martina, M.Pd. (Penguji Utama)
4. Reko Serasi, M.A. (Penguji II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat.

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

Hari/Tanggal : Jumat, 07 Januari 2022
Waktu : 08.00 sampai selesai
Tempat : C.4.1

Nama/Nim	Judul
Dwi Rachmat Fikri 1611230107	An Analysis of Speaking Tasks in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga
Koko Susanto 1611230041	English Teachers' Strategies in Teaching Speaking in the New Normal: A Descriptive Study at SMAN 4 Seluma in the Academic Year 2020/2021
Siti Rahmah Tiur Hasibuan 1711230035	The Effectiveness of Flipped Classroom Model towards Students' Writing Ability of Narrative Text (A Quasi Experimental Study at SMAN 11 Bengkulu City)
Selly Meisyah Amanda 1611230014	The Correlation between Emotional Intelligence and Speaking Ability (A Study at Eighth Grade Students of SMPN Muara Batang Empu in the Academic Year 2020/2021)
Yunia Revita Pamulatri 1711230065	Students' Perceptions on the Use of Video Converencing Software for English Learning (A Survey Study of English Department Students' Experiences during the Covid-19 Pandemic at IAIN Bengkulu)

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

Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan,

Zubaedi

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Mahasiswa : Yunia Revita Pamulatri

: 1717230065

: Tadris

m Studi : Tadris Bahasa Inggris

Pembimbing I/II : Feny Martina , M.Pd.

Judul Skripsi : Students' Perceptions on the use Of Video Conferencing Software for English learning (A survey study of English Department students' Experiences During the Covid-19 Pandemic at IAIN Bengkulu).

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1/10 2021	Bab IV & V	- Perbaiki Grammar - Perbaiki Referensi	
Jumat, 15/10 2021	Bab IV	- Perkuat teori - Tambahkan Penelitian terdahulu	
Selasa, 19/10 2021	Bab V	- Detailkan Kesimpulan	
Senin, 25/10 2021	Bab V	- Berikan Suggestion yang lebih spesifik	
Jumat, 29/10 2021	Journal	- Membuat Jurnal	
Jum'at, 05/11 2021	Journal	- perbaiki tabel dan rapikan fontnya	
Sabtu, 10/11 2021	Acc Munaqasyah	Acc Munaqasyah	

Bengkulu, 10 - 11 - 2021

Pembimbing I/II

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NIP. 1987 032920150322002

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Mahasiswa : Yunia Renita Pamulatri

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: Tadris

m Studi : Tadris bahasa Inggris

Pembimbing I/II : Zelvia Liska Afriani, MPd

Judul Skripsi : Students' perceptions on the use of Video conferencing software for English Learning (A survey study of English Department Students' experience During the covid-19 pandemic at IAIN Bengkulu).

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
/10 2021	Chapter IV & V	- Perbaiki tabel dan hasil diskusi. kaitkan dengan - teori sebelumnya - Ubah Chapter III dalam bentuk Past tense	
5/10 2021	chapter IV	- Perbaiki lagi cara menulis hasil dan diskusi - Harus runtut dalam menjawab Research question 1 & 2	
22/10 2021	Chapter 1-5	- Perbaiki penulisan tabel - Tambahkan penjelasan Chapter 5 - Tenses diubah di chapter III	

Bengkulu, 10 - 11 - 2021

Pembimbing

Zelvia Liska Afriani, M.Pd
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a Studi : Tadris Bahasa Inggris

Pembimbing I/II : Zelvia Liska Afriani, M. Pd

Judul Skripsi : Students' Perceptions on the use of video conferencing software for English learning (A survey study of English Department Student Experiences During the covid-19 Pandemic at IAIN Bengkulu).

ari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
29/10 2021	Chapter I–V	- Recheck data di bagian diskusi - Perbaiki referensi - Write a journal article	甩
10/11 2021	Acc to munagoses		甩

Bengkulu, 10-11-2021

Pembimbing I/II

Zelvia Liska Afriani, M.Pd
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KARTU BIMBINGAN SKRIPSI

Nama : Yunia Relita Pamulatri

Pembimbing I/II : Feny Martina. M.Pd

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Judul Skripsi : Students' Perceptions on the use of Video Conferencing software for English E Learning

Jurusan : Tadris

Prodi : Tadris bahasa inggris

(A Case Study of PBI Students' Experience During the Cou (g Pandemic).

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	Senin / 05/04/2021	Bab 1 Pengubahan Judul Bab 2 - Memasukkan hub antara vid conferencing dalam pembelajaran bahasa inggris. - E-learning dalam berkomunikasi - teori synchoronous - Measuring perception.	y	✓
2	Rabu, 19-05-2021	Bab II Bab III	- Menyimpulkan beberapa denis video conferencing - Mengubah previous study - Mengubah research problem - Instrumen penelitian	✓
3	Jum'at, 21-05-2021	Bab III	- Instrumen Penelitian - kisi - kisi dan teori	✓

Bengkulu, 03 Juni 2021
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usan : Tadris

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Judul Skripsi : Students' Perception on the
of video conferencing software for English li
(A survey study of English Department students
experience during the covid-19 pandemic at IAIN B

	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Senin, 24-05-2021		Revise as suggested	
	Kamis, 27-05-2021		Revised as suggested	
	Jum'at, 28-05-2021		Instrumen	
	Kamis, 03-06-2021	Acc Sempro	Acc Sempro	

Bengkulu, 03 Juni 2021

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Pembimbing I/II : Zelvia liska Afriani, M.Pd

Judul Skripsi : Students' Perceptions on the use Of Video Conferencing Software For English learn (A case study of PBI students' Experience During the Covid-19 Pandemic.).

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
03/2021 03	Konsultasi topik	Baca artikel jurnal terkait topik	🖊
17/2021 03	Chapter 1	Revise as suggested	🖊
26/2021 03	Chapter 1-2	Revise as suggested	🖊
31/2021 03	chapter 1-3	Revise as suggested	🖊
09/2021 04	Chapter 2-3	-Grand theory -Chapter III, → survey Suvey	🖊

Bengkulu, Senin, 31 - 05 - 2021
Pembimbing I/II

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Dekan

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Pembimbing I/II : Zelvia Liska Afriani, M.Pd
Judul Skripsi : Students' Perceptions on the use of Video Conferencing Sofware for English Learning (A case Study of PBI Students' Experience During the Covid-19 Pandemic.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6.	23/04 2021	Chapter 3	Perbaiki instrument & test validity	
		Chapter 3.	Test Try Out	
		Acc to proposal Semivar		

Bengkulu, Senin, 31 Mei 2021
Pembimbing I/II

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