



## **STUDENTS' PERCEPTION TOWARD ONLINE SEMINAR PROPOSAL DURING PANDEMIC COVID-19**

(A Case Study of Students Who Have Done Presenting Research Proposal at the English Teaching Department of UIN Mahmud Yunus Batusangkar Registered in 2021/2022 Academic Year)

### **THESIS**

*Submitted to English Teaching Department  
Tarbiyah and Teacher Training Faculty of  
UIN Mahmud Yunus Batusangkar  
As a Requirement for Obtain Bachelor Degree  
In English Teaching*

**REZSKA AURIANZA**  
**Reg No. 1730104065**

**ENGLISH TEACHING DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY (UIN) MAHMUD YUNUS  
BATUSANGKAR  
2022**

### SURAT PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini :

Nama : Rezska Aurianza  
NIM : 1730104065  
Tempat/ Tanggal Lahir : Batusangkar/5 Desember 1997  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul **“Students’ Perception Toward Online Seminar Proposal During Pandemic Covid-19 (A Case Study of Students Who Have Done Presenting Research Proposal at the English Education Department of UIN Mahmud Yunus Batusangkar Registered in 2021/2022 Academic Year)”** adalah benar karya saya sendiri bukan plagiat kecuali yang dicantumkan sumbernya.

Apabila dikemudian hari terbukti bahwa skripsi ini plagiat, maka saya bersedia menerima sanksi sesuai dengan ketentuan perundang-undangan yang berlaku. Dengan demikian pernyataan ini saya buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Batusangkar, Juli 2022

Saya yang menyatakan,



**Rezska Aurianza**  
NIM. 1730104065

#### THESIS ADVISOR'S APPROVAL

Thesis advisor of **REZSKA AURIANZA, Reg.No 17 301 040 65**, entitled: "**Students' Perception Toward Online Seminar Proposal During Pandemic Covid-19 (A Case Study of Students Who Have Done Presenting Research Proposal at the English Education Department of IAIN Batusangkar Registered in 2021/2022 Academic Year**" approved that be mentioned thesis has fulfilled the requirements to proceed to thesis examination.

This approval is granted and used appropriately.

Batusangkar, July 2022

Advisor

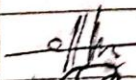
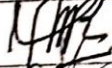



**Elfi, S.Pd.I., M.Pd**


NIP. 197707042007012023

### THESIS EXAMINER'S APPROVAL

Thesis written by **Rezska Aurianza**, Reg No. 1730104065 entitled **"STUDENTS' PERCEPTION TOWARD ONLINE SEMINAR PROPOSAL DURING PANDEMIC COVID-19". ( A Case Study of Students Who Have Done Presenting Research Proposal at the English Education Department of UIN Mahmud Yunus Batusangkar Registered in 2021/2022 Academic Year)**, has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of State Islamic University (UIN) Batusangkar on Friday 29 July 2022 and approved to be accepted as the requirement for obtaining Bachelor Degree in English Teaching.

No.	Names	Position	Signature	Date
1.	Elfi, S.Pd.I., M.Pd NIP.197707042007012023	Advisor		19/08/2022
2.	Dr. Sirajul Munir, M.Pd NIP.197407251999031003	Examiner		18/08/22
3.	Irwan, M.Pd NIP.197404242005011015	Co-Examiner		12/08/22

Batusangkar, July 2022  
Approved by,  
Dean of Tarbiyah and  
Teacher Training Faculty  
State Islamic University Mahmud Yunus  
(UIN-MY) Batusangkar

  
**Dr. Adripen, M.Pd**  
NIP. 196505041993031003

## ABSTRAK

**REZSKA AURIANZA, NIM.1730104065**, Judul Skripsi: **"STUDENTS' PERCEPTION TOWARD ONLINE SEMINAR PROPOSAL DURING PANDEMIC COVID-19"** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini adalah belum diketahuinya ragam persepsi mahasiswa setelah mempresentasikan kegiatan *online proposal seminar* oleh mahasiswa Jurusan Tadris Bahasa Inggris di UIN Mahmud Yunus Batusangkar tahun akademik 2021/2022. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi mahasiswa berdasarkan pengalaman mereka tentang kegiatan *online proposal seminar* oleh Jurusan Tadris Bahasa Inggris di UIN Mahmud Yunus Batusangkar tahun akademik 2021/2022.

Metode penelitian yang digunakan adalah *descriptive qualitative*, dengan menggunakan *case study design*. Informan penelitian ini adalah mahasiswa jurusan Tadris Bahasa Inggris tahun akademik 2021/2022 yang sudah melaksanakan dan mempresentasikan *proposal seminar* secara *online* yang berjumlah sebanyak delapan orang yang diseleksi dengan menggunakan teknik *purposive sampling*. Pada penelitian ini peneliti berfungsi sebagai instrumen kunci. Instrumen yang digunakan untuk mengumpulkan wawancara adalah *interview guide*. Untuk menguji keabsahan data, peneliti melakukan *time triangulation* data dengan membandingkan wawancara pertama dan kedua. Selanjutnya untuk menganalisis data, peneliti menggunakan teori Miles dan Huberman (2011) yaitu dengan cara mereduksi data, menyajikan data, serta memverifikasi data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa persepsi mahasiswa setelah melaksanakan dan mempresentasikan pada kegiatan *online proposal seminar* menimbulkan persepsi *Positive* dan *Negative* yang dikarenakan oleh beberapa faktor dengan jumlah sepuluh persepsi yang dikelompokkan menjadi dua: pertama dikarenakan oleh persepsi positif; Mengurangi kecemasan, menghemat waktu dan menghemat uang. Kedua dikarenakan oleh persepsi negatif; Kecemasan, kurangnya latihan, kekurangan kosakata, pengucapan and kesalahan tata bahasa, penambahan kosakata dan pengucapan, masalah dalam menggunakan aplikasi Zoom, cuaca dan koneksi yang buruk dan sulit untuk mengontrol situasi di sekitar. Kegiatan seminar proposal online juga lebih disukai oleh mahasiswa dibandingkan dengan seminar proposal offline.

## **LIST OF APPENDICES**

Appendix 1	: Interview Guidelines.....	65
Appendix 2	: Field note and Transcripts of Interview.....	66
Appendix 3	: Data Reduction.....	105
Appendix 4	: List of the Data.....	119
Appendix 5	: Display of the Data.....	120
Appendix 6	: Conclusion and Verification of the Data.....	131
Appendix 7	: Attendance of Informants.....	132
Appendix 8	: Pictures of Interviewing.....	133
Appendix 9	: Surat Izin Penelitian.....	134

## TABLE OF CONTENTS

<b>COVER.....</b>	<b>i</b>
<b>PERNYATAAN KEASLIAN SKRIPSI.....</b>	<b>ii</b>
<b>THESIS ADVISORS' APPROVAL.....</b>	<b>iii</b>
<b>THESIS EXAMINERS' APPROVAL.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRAK.....</b>	<b>vi</b>
<b>LIST OF APPENDICES.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Research Focus and Question.....	8
C. Definition of the Key Terms .....	8
D. Research Question .....	9
E. Purpose of the Research.....	9
F. Significance of the Research.....	9
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>.11</b>
A. Review of Related Theories .....	11
1. Perception.....	11
2. Online Learning.....	18
3. Seminar .....	22
4. Research Proposal .....	24
B. Previous Related Studies.....	25
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>27</b>
A. Research Design .....	27
B. Research Setting .....	27
C. Research Informant .....	27
D. Technique of Data Collection .....	28
1. Research instrument .....	28

E. Checking of Data Trustworthiness.....	29
F. Technique of Data Analysis.....	30
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>32</b>
A. Research Finding.....	32
B. Discussion .....	58
<b>CHAPTER V CONCLUSION AND SUGESTION .....</b>	<b>60</b>
A. Conclusion .....	60
B. Suggestion.....	60
<b>BIBLIOGRAPHY .....</b>	<b>62</b>
<b>APPENDICES.....</b>	<b>65</b>



# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

The various universities in Indonesian, to achieve graduation for the bachelor level, must go through the thesis process, especially at UIN Mahmud Yunus Batusangkar. The thesis process has several steps, namely through a proposal seminar and then a munaqasah session. when talking about the proposal seminar as it is known Sempro or Seminar Proposal is an abbreviation of thesis proposal seminar which is usually carried out by final year students who want to compile a thesis. The proposal seminar is the earliest important stage that a prospective undergraduate must pass before heading to the stages of thesis preparation until the graduation.

During the proposal seminar the presenter asked to give a several explanation from chapter one to chapter three to examiners, advisor and all audiences who watched the presenter thesis proposal seminar. According to According to Gunawan Pribadi (2012) proposal seminar is academic activity conducted by the students who are finished researcher proposal and have compiled research proposal have been agreed by advisor before conducted the reseacher. at UIN Mahmud Yunus Batusangkar Seminar held at the institutional or departmental level for a topic or subject called a thesis known as a major seminar as a graduation requirement. usually students and teachers related seminars to guide and test the proposal seminar.

It can be said that different perspectives such as "distance education during the pandemic period" have been added to the studies conducted for distance education with COVID-19. In fact, it is seen that the number of studies for distance education applications conducted in different parts of the world is increasing day by day during the

pandemic. One of the studies on this subject is research by (Arora and Srinivasan, 2020). The study, which was conducted with 341 teachers in the Ghaziabad region of India, examined the adoption rate, benefits and challenges of distance education.

the fact that currently the whole world has been plagued by the corona virus which requires all teaching and learning activities to be carried out at home. It can be said that different perspectives such as "distance education during the pandemic period" have been added to the studies conducted for distance education with covid-19. Never time has the traditional method of education been threatened in the globe as is the present situation, due to the ongoing COVID-19 pandemic.

In this abnormal situation, namely the Covid-19 pandemic situation, digital technology and internet connections are the mainstay to help the teaching and learning process from a physical distance. So that teaching and learning activities continue to run well even without face to face, an effective solution for online learning is to use various applications or online platforms. Through virtual online, especially in the field of education, it will not stop the learning and teaching process itself but can still break the chain of the spread of COVID-19.

Online learning is the chosen path for all academic-related activities, including proposal seminars. Online learning can be interpreted as a learning system carried out by academic users through the internet network and supported by supporting applications in these activities such as WhatsApp, Zoom, Google Meet, Google Classroom and so on. According to Bilfaqih & Qomarudin (2015), online learning is learning that utilizes multimedia technology, video, virtual classes, animated online text, voice messages, email, telephone conferences, and online video streaming. Learning can be done massively with an unlimited number of participants, it can be done for free or paid.

In fact, it is seen that the number of studies for distance education applications conducted in different parts of the world is increasing day

by day during the pandemic. One of the studies on this subject is research by Arora and Srinivasan (2020). Research conducted with 341 teachers in the Ghaziabad region of India, examined the adoption rate, benefits of distance education.

Distance education has many benefits such as ensuring the sustainability of education. According to Akinbadewa & Sofowora, 2020; Bruder, 1989 et al., (Albalawi, 2018; Hannum, 2008; Hilton & Canciello, 2018) providing life long learning and reducing education costs, although the learner and the teacher are in different places but there are some limitations in terms of methods, schedule and time. In addition, many factors such as lack of infrastructure (software, hardware etc.), economic reasons and technical staff problem.

In addition, by using advanced technology and utilizing various kinds of online learning support applications such as WhatsApp, Zoom, Google Meet, and so on to support academic activities, and easy to use anytime and anywhere among users. But from to the various perceived benefits as described previously, there are still some facts and obstacles caused by this online learning system. especially in the implementation of online proposal seminars. the obstacles they face, make it difficult for students with this online proposal seminar activity.

These obstacles are especially important, namely students who will carry out the online proposal seminar must find a place that is considered safe, and also has good and fast internet signal strength to be able to carry out the online proposal seminar. This becomes an obstacle for them because they always have to pass through faraway places to find a good network and fast access. Second, unstable internet network. The power of the internet network is not evenly distributed at each location of students who conduct online proposal seminars, making them present their proposals. They have to move from place to other place to keep the seminar activities running smoothly.

This fact is also supported According to the research conducted by (Antonius Setyawan Sugeng Nur Agung, 2020), about Students' Perception Of Online Learning During Covid-19 Pandemic: A Case Study On The English Students Of Stkip Pamane Talino. The pandemic of COVID-19 has created a big tide of paradigm shift in Indonesia education system: from physical to internet-based classrooms. Digital classroom appears to be the perfect answer for the sake of people's health. This condition forces teachers and students to work and study from home. In reality, the shift presents a significant challenge, especially for those who are in least-developed regions. The current study concludes that most English students are not ready for this rapid shift in terms of teaching and learning style. Various reasons were identified, and they can be categorized into three factors: the first is availability and sustainability of internet connection, the second is accessibility of teaching media, and the last is compatibility of tools to access the media. The good news is, the students also report that their IT literacy is improving when doing the stressful-marathon task, though they also report that they and their gadgets are not ready for this sudden hi-tech change.

Another issue that emerges in the current study, which may be relevant for further research on e-learning during pandemic COVID-19 in Indonesia, is that it is hard to find other resources and literature with comparable focus and situation, especially regarding online learning in rural areas. Furthermore, previous literature commonly deals with classroom practice on the internet, the students' understanding of authentic materials in a CALL environment, software practices, and aid in online assessment. However, here at STKIP Pamane Talino, we are still talking about the availability and sustainability of internet connection.

On that note, WhatsApp is highly recommended media to use before Google Classroom because users (lecturers and students) are

more familiar with WhatsApp and it is easier to be accessed. Moreover, this study highlights that online learning needs a friendly platform to gain the students' participation especially if it is held in rural areas. Accessibility is the major factor of successful online learning for STKIP Pamane Talino and potentially Indonesia in general. Grande materials which are displayed in a splendid platform will be useless if the students cannot access it.

From several explanations as described above, various perceptions are shown by students. There are various views raised by students who have witnessed or carried out the online proposal seminar activity. The term perception is used to express or respond to the experience of an object or an event that is experienced. view of the object obtained and being discussed. In general perception is a point of view from someone based on the activity or performance that they looked. When they are looking some performance or activity they will make a conclusion about that. That view can be in the form of suggestions and comments, like and dislike of the activities they have witnessed and are concerned about, including this online proposal seminar.

Furthermore, perception can be interpreted as the act of interpreting, giving views, of information to provide an understanding of an environment. This activity can use sight, hearing, touch, smell, appreciation and feeling to produce a meaningful picture of something. These parts contain one's perspective on the world and its surroundings and also affect how one feels or receives an experience. Cambridge dictionary, (2017) mentions that perception is a belief or opinion, often held by many people and based how things seem. It can be know that perception is a process someone give a stimulus about some objects or some activity. When the students start to think and they can make a conclusion about the activity that we called as perception.

Perception is a person's response to an experience of an event or object that is seen, heard, passed or felt by someone through his/her five

senses. These responses result in different assessments for each individual, namely in the form of positive or negative assessments and also likes or dislikes about the object being observed. The individual's ability to respond to the responses received is called the ability to predict. With the perception of individuals can understand the state of the environment that is around and about the state of the individual concerned. Like their opinion about this online proposal seminar and how the comments from this activity came from their sight and hearing. This perception produces different arguments for each person. It is all caused by several factors such as individual differences, differences in attitudes and motivations, experiences, and also from differences in the personality of the person him/herself.

Based on the background of this problem. Usually on normal days or normal situations, free from Covid-19, proposal seminar are carried out offline or face-to-face conducted by the presentation, advisor and examiner. In terms of proposal seminars in a face-to-face manner and at this time proposal seminars are conducted online or in the virtual session. Due to the COVID-19 virus outbreak that has spread throughout the world and must be overcome. Therefore, all teaching and learning processes are carried out online or daring. Including the proposal seminar at UIN Mahmud Yunus Batusangkar in the English language education department. When the researcher looked directly at the field and interviewed several friends who conducted a proposal seminar. Researchers found various problems arising from students who have conducted the online proposal seminar.

The first problem is the unfriendly network constraints. Second, dissatisfaction in explaining the presentation. Third, not being able to properly digest the responses of the examiners or often misunderstanding, miscommunication. fourth, not being too formal like face-to-face, feels understimating it. Fifth, not being very effective, Next is their gadgets are not ready for this sudden hi-tech change.

Afterward, if it's face-to-face it's usually easier for the audience, like it's easier to be guided like that. The last one is not challenging. When internet access is down or weak, sound and video are a bit unclear and interrupted, so that communication is a little choked up or interrupted. Internet access constraints are weakened or decreased due to several factors such as unfavorable and there is a technical error. Weather, areas that are still far from the reach of the internet signal itself and can also be due to busy network access.

However, students can still take advantage of this method, due to the first few advantages of reducing anxiety. Secondly, saving in terms of time. Thirdly saving in terms of cost. Next is, if we are at home, we can control ourselves to condition the situation. Lastly, not needing a lot of preparation and so on. so that submitting online proposal seminars can still be carried out. The current condition, of course, there are ways that can be taken so that the academic process runs well, especially online proposal seminars. Although there are still pro and contra about this online activity, as explained above. However, it is hoped that during this pandemic period it can be finished soon and teaching and learning activities and other academic activities can be carried out normally again. From the results found in the Field by researchers. Make researchers interested in bringing up the title of this emerging problem.

Therefore, the researcher decides to conduct a research about **“Students’ Perception Toward Online Seminar Proposal During Pandemic Covid-19” (A Case Study of Students Who Have Done Presenting Research proposal at the English Education Department of UIN Mahmud Yunus Batusangkar Registered in 2021/2022 Academic Year)**

## **B. Research Focus and Question**

Based on the background of problem above, the researcher focuses to her research on “Students’ Perception toward Online Seminar Proposal during Pandemic Covid-19 (A Case Study of Students Who Have Done Presenting Research Proposal at the English Education Department of UIN Mahmud Yunus Batusangkar Registered in 2021/2022 Academic Year)”

Based on the research focus above, the research question of this research is as follow: “What are Students’ Perception Toward Online Seminar Proposal During Pandemic Covid-19”

## **C. Definition of the Key Terms**

In order to avoid misunderstanding of certain key term, the researcher needs to define important concepts used in this research:

### **1. Students’ Perception**

Students’ perception is our perception of an event is a personal interpretation of information. From out own perspective. The influence of schools on students’ academic performance is derived from a student’s individual perception rather that the “objective” reality of the activities and interpersonal relations in the educational environment.

### **2. Online Learning**

Online learning is an option for learners who wish to learn in their own environment using technology and or the internet. It is a form of learning conducted via computer network, using the internet and the World Wide Web, a local area network (LAN), or an internet. Online learning can comprise of any learning experience or environment that relies upon the internet or WWW as the primary delivery mode of communication and presentation.

In the other side, online learning defined is a term that refers to the process of gaining informing through web-based, internet based



sources. The term is also referred to as e-learning, virtual learning, net-based learning; a wide variety of technology is encompassed by the term is used for whole course internet delivery.

### 3. Seminar Proposal

Sempro or Seminar Proposal is an abbreviation of thesis proposal seminar which is usually carried out by final year students who want to compile a thesis. The proposal seminar is the earliest important stage that a prospective undergraduate must pass before heading to the stages of thesis preparation until the graduation. During the proposal seminar the presenter asked to provide a several explanation from chapter one to chapter three to all the examiners of the presenter thesis proposal.

#### **D. Purpose of the Research**

Based on the research question above, the purpose of this research as follow: To find out “Students’ Perception Toward Online Seminar Proposal During Pandemic Covid-19”

#### **E. Significance of the Research**

The result of this research is hoped can give beneficial things for several participants:

1. Seminar proposal Subject of English Teaching Department at UIN Mahmud Yunus Batusangkar.

This research is expected to be useful for the students’ seminar proposal of English Teaching Department at UIN Mahmud Yunus Batusangkar, it is hoped that they can find out the students’ perception with seminar proposal during pandemic and they can solve it.

2. Lecturers

This research is expected to be useful for the English teachers; it is hope that they can get information about the

students perceptions and seminar proposal. So, then they will find out how the students' perception online seminar proposal during pandemic COVID-19.

### 3. Researcher

For the researcher, this research can enlarge her knowledge about students perception in online seminar proposal, to make her can solve scientific problems and for sure this research as the requirement in getting undergraduate degree (S1) at UIN Mahmud Yunus Batusangkar.

### 4. Other Researchers

This research can stimulate other reseacher to conduct further investigation related to online seminar proposal activity, in the pandemic covid-19 situation.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Related Theories**

##### **1. Perception**

###### **a. Definition of Perception**

According to (Qiong, 2017) in philosophy, psychology, and cognitive science, perception is the process of training awareness or understanding of sensory information. The word “perception” comes from the Latin words *perceptio*, *percipio* and means “receiving, collecting, action of taking possession and apprehension with the mind or senses. Following it, (Michotte, 2019) improves that perception as a point of the over-all procedure of act which agrees someone to correct their events to the world and they living in. Here, the students’ perception can be defined as the settled judgment afterward taking a definite knowledge that requests adjustment.

Furthermore, Perception means a practice by which persons interpretation to a condition that is creature motivations, formerly they will understand it importantly based on their earlier experience. The process of taken sensory input and interpret it importantly likewise acknowledged as view (Muna, 2019)

According to (Normadewi, 2020) said that the nation of perception is an activity that involves a cognitive process for understanding the environment that includes object and symbols or signs. Perception can be described as someone’s expectation of an object, such as people, institutions, agencies, and others. (Oktalia, 2014) stated that perception refers to the process by which someone interprets and organizes sensation to produce a meaningful experience of the world.

Perception is an inside procedure which is likely to choose, to establish, and to understand the inspiration from round and that procedure will effect the behavior. Over perception will power produce an judgment. (Titik, 2014) confirms that perception is the simple of outlook and a procedure of giving sense that take source from some aspects, including:

- a) Ethnic background, behaviors and societies that included by individual community.
- b) Older knowledge a individual group creature a basis or an judgment or interpretation.
- c) The principles had (moral, ethical, and spiritual views or standards which are practical in the public)
- d) The Newscast raised and contributes an effect on a individual's opinion.

(Jati, 2018) Claim, in their educational journal elegant the ideas of perception by pleasing several specialists' description. First, they take the concepts as assumed by Allport (1966) who describes perception as the method of publics critic or estimate others. The second, Eggen theories (2001) realize perception from the perceptive dimension as the procedure by which individuals attribute connotation to understandings. It funds that the perception emanates afterward persons join to definite motivations in their sensual memories. But, perception will stimulus the info that arrives working memory.

Based on the theories we can concluded that perception is opinion by someone about some object or experience that them do and this perception will created jugde or evaluated for this. Opinion can support something, oppose something, or even neutral with the object or experience.

## **b. Definition of Student's Perception**

Perception is what a person believes about whatever they're studying in order to quantify how they approach using something, whether they decide before or after the procedure or about something they're studying (Hong, 2003). It implies that pupils have their own opinions on something that emerges as a result of the teaching learning process and how they impact it.

(Sidhu, 2003) Argues Students' impressions are their points of view on something that happened in an education method class and were expressed in the form of recommendations or comments for an educator or a classmate to help them advance their education practice.

However, (Michotte, 2017) increases perception as a part of the whole act method that allows someone to adjust their behaviors in relation to the world in which they live. The students' perspective can be defined as the established judgment made after having a specific experience that needs to be changed.

Based on the theories above, it can be concluded that students perceptions is some of view by student after a certain experience, from teaching learning process and produced support, oppose, or even neutral with teacher or classmate to improve their learning process.

## **c. Principles of Perception**

Complexity, proximity, unity, and closure are the principles of perception. According (Handayani, 2015), There is no relationship between messages that enter our mind and other messages in complexity. Messages that are physically similar to each other should be sent in close proximity. People develop perceptions about whatever they observe while they are in a group. In closure, people perceive a partially completed picture as a fully completed picture.

According to Elsara (Elsara W, 2013). There are five key elements of perception that the educator must know and grasp, The following are the guiding principles:

- 1) Perception is relative not complete. It is learned that if the instructor has some expertise, the teacher can detect the students' perceptions regarding something. If the teacher has a different experience or item, he or she can change his or her perspective on something.
- 2) Perception is a very selective process. It suggests that a person's perception can determine what they should and should not share their opinion on. They can choose to provide the impression ahead of time.
- 3) Perception is influenced by circumstance. This viewpoint expresses the belief that when teaching a theme, a teacher must provide the material in a methodical manner.
- 4) Perception influence by expectation and readiness. In this item expectation or readiness from somebody will guidance his/her perception.
- 5) Perception differs from one person to the next, both individually and in groups. Every individual has a unique perspective on anything or an object. They are remarkable in that they have the same viewpoint on anything.

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

#### **d. Types of Perceptions**

Positive perception is a individual sentence about certain object positively or as estimated about the certain item. Meanwhile, a negative perception is private conclusion about

certain item negatively, not as likely about the object. According to, (Amalia, 2018) That positive perception originates from she/he source opinion, personal information, and personal knowledge of the thing in question. Otherwise, negative perception stems from a single disappointment with a specific item that becomes her/his source perception, from individual ignorance, and from a lack of comprehension of the assumed object.

In classifying the students perception, there were varieties of kinds perception shared into two, there are; positive and negative perceptions. Own-perception has to action by all individual items, reason, and do about their own, their competencies and their bodies. It is similarly opinionated by the response of others to them. This perception, in shot stimuli the behaviors each individual find and selections each social life produces all the method through life.

- 1) Positive perception is a valued present that prepares the self sureness and power to catch on the world, to endure emergencies, and to emphasis external oneself. It rises the construction of connection and giving to others.
- 2) Negative perception is disposed to emphasis on their own requests, trying to get and showed their self-worth.

Based on the explanation above, we can summarize that two types of perceptions. First, positive perception comes from the individual satisfaction about certain object becomes they sources perception, the individual knowledge, experience of the object perceived. Secondly negative perception comes from the individual dissatisfaction about certain object becomes they sources perception, the individual ignorant, and the lack of experience of the object perceived too.

### **e. Students' Perception of Online Learning for Public Speaking**

According to (Wibowo, 2020) students' learning of public speaking is influenced by both internal and external factors. The first factor was an internal one. It alluded to the fact that the information came from the students themselves. It took into account physiological factors as well as the learner's language proficiency (ability). This was disguised by feelings of shyness, worry, fear of speaking, and fear of making mistakes. Second, there's the external component, which includes things like performanc and learning environment.

#### 1) Internal Factor in Speaking

##### a) Psychology

According to Burns and Joyce psychological aspects such as nervousness or shyness, lack of confidence, lack of interaction, lack of motivation, and fear of making mistakes are the most common factors that prevent students from speaking as cited (Holida, 2021). Furthermore, (Brown, 2002) also believe that no successful cognitive or affective activity can becarried out without a certain level of self-esteem, self-confidence, knowledge of yourself, and belief in one's own capabilities for that activity.

##### b) Language Competence

According to (Chomsky, 1965) competence is the perfect language system for producing and understanding in their language an endless number of phrases, grammatical phrases amd ungramatical phrases. In this study, language factor in speaking performance refer to ability of speaker to master the aspects of language while communicating. These aspects included: fluency, intonation, vocabulary, pronunciation, and grammar.



c) Topic knowledge

Topical knowledge is defined as long-term memory knowledge structure as cited (Holida, 2021). In other words, topical knowledge refers to the speakers' understanding of pertinent topical information. The information provided by topical knowledge enables learners to use language in context with the world in which they live.

2) External Factor

a) Performance Condition

Students complete a speaking task under a range of situations, According to Nation & Newton, as cited (Holida, 2021), and they believe that performance conditions can affect speaking performance. They propose four categories of performance conditions: time constraint, planning, performance standard, and level of assistance Nation & Newton, 2009 as cited (Holida, 2021)

b) Learning Environment

Another external element that influences students' oral English acquisition is the lack of an appropriate language learning environment (Holida, 2021) Because English is a communication language, a positive language environment can help students learn more effectively.

Based on the explanation above, we can summarize that students' perception of online learning for public speaking is influenced by both internal and external factors. The first factor was an internal one. It alluded to the fact that the information came from the students themselves such as psychological aspects, language competence and topic knowledge. Second one is external factors such as performance condition and learning environment.

## **2. Online Learning**

### **a. Definition of Online Learning**

According to (Lawless, 2018), simplifies the definition of e-learning as learning through digital resources. The term e-learning is described as learning online, it is also called internet learning, computerized learning, web-based learning, virtual learning, and so forth as it is conducted between the teachers and the students using high technological devices.

However, a study conducted by (L. Y. Li & Tsai, 2017), Taiwan argues, Students tend to obtain learning material in the procedure of lectures, shared assignments, and forum communications, Learners with various goals, inspirations, and preferences can exhibit various behaviors depending on when they view this material. These behavioral characteristics may have an impact on their ability to learn.

Online learning is a type of remote learning, often known as online education, that has long been a component of the American educational system and has recently grown to be the largest section of distance learning (Omami, 2020)

For the purpose of this literature review, both hybrid or blended learning and purely online learning are considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Purely online courses are courses delivered entirely over the internet, and hybrid or blended learning combines traditional face-to-face classes, learning over the internet, and learning supported by other technologies (Mulyani, 2021)

Lister is a fictional character who appears in the (2014) According to the statement, "Online learning" is anticipated to provide more gratifying services to students. Others agreed that "online learning" comprises selecting components that help students advance their education and allow them to engage with the content.

Based on the theories we can concluded that Online learning is a form of distance learning or virtual environment, supported by technologies and internet network. The practice of education that deals with instruction between teacher and srudents are separated by distance and or time. However teacher and students must be online in the same time.

#### **b. Principle of Online Learning**

According to various research ((Alabbasi, Archhambault et al., Huang et al., Powel et al., Watson & Gemin, & Wick, 2020), online content and instructions can be divided into two categories: Firstly, the content of an online course has a significant impact on the learners' learning outcomes. It is necessary to engage pupils remotely through the internet using a variety of communication content such as audio, video, animation, and imitation. The content can be tailored to the needs of the students in order to demonstrate their capacity to comprehend the information and prepare them to go on to the next.

Second, the instructions are delivered via the internet, allowing students to directly comment on their assignments. Instructions can be altered to pedagogical guidelines, interaction rules, and gadgets' based on educational hosting instruction's policy, similar to how content can be adaptable and tailored. The professors deliver instructions via interaction in the same time-

space communication, such as video conferencing using Zoom or Google Meet, and through separate time-space communication, such as e-mail or texting chat apps. These modes of communication must be accessible from a variety of locations.

Based on explanations above, it may concluded that principle of online learning into two main ideas. Firstly, the content of online course really give effects to the learners' result learning. Engaged learners remotely based on technology internet with various content from audio, video, animation, and simulation.

Secondly, The instructions are delivered by teachers through as communication. Using Zoom or Google Meet, and through separate time-space communication like email or chat texting applications.

### **c. Benefits of Online Learning**

The use of online learning in the classroom, particularly in higher education, has several advantages; online learning is regarded as one of the most effective educational methods. Benefits and advantages from the adoption of online learning technology to schools have been reported by some research and writers. (Klien and Ware, et al., Benefits of Online Learning , 2008). The benefits of implementing online learning in education, as determined (Gardner, 2006) based on a study of literature, include the following :

- 1) Flexible when subjects of time and place are engaged into attentional. All of student has the indulgence of choosing the place and time that suit for he/she. The implementation of online learning delivers the institutions as well as their learners

- or students much of flexibility Soft time and place of conveyance or receiving of according to learning information.
- 2) E-learning or online learning increases the efficiency of knowledge and experiences via ease of access to a vast amount of information.
  - 3) It is able to opens for relationships between students by the practice of discussion forums. In this ways, online learning helped remove the obstacles rather have the potential of kind contribution including the distress of speaking to other students.
  - 4) Online learning encourages students to communicate with one another, exchange ideas, and respect diverse points of view. Online learning makes it easier to communicate and develops relationships so that people are more willing to learn. According to Wagner et al. (2008), provides additional in online learning, perspectives for interactivity between learners and lecturers in material delivery.
  - 5) Online learning is low butget due to the fact that students or learners do not need to travel. This is also cost effective because it allows for the education of a large number of students without the requirement for a large number of buildings. Individual learners' variations are taken into account in E-learning some pupils, for example, opt to focus on specific areas while others are ready to analyze the whole.

From the explanation above, it can be concluded that online learning, especially for higher education institutions has some benefits such as: flexible of time and place, easy to access for get the information, able for relations between learners by the used of discussion forums, Online learning motivates students to interact with other like a exchange and respect different opinion. Online

learning is cost effective in the meaning that don't need to the travel for the user.

### **3. Seminar**

#### **a. Definition of seminar**

There are numerous definitions for seminar. According to (Webster, 1828), a seminar is a group of advanced students studying under the supervision of a professor, with each student conducting original research and reporting and discussing their findings.

Seminar is an advanced group style that is commonly employed in higher education, according to a lecture note on teaching science (Part; Methodology). It is an educational strategy that entails creating a scenario in which a group of people can engage in guided dialogue on a certain topic. It refers to a structured group debate that usually takes place after a formal lecturer or lectures, which are usually in the form of an essay or a paper presentation on a topic.

Based on the explanation above, it can be concluded that seminars are student-led small group based learning situations to present their research the purpose is to communicate their topic to an audience.

#### **b. Types of seminar**

Seminars are held at several levels. Seminars can be divided into four categories based on their size and organizational features:

##### **1) Mini seminar**

It's coverage and scope are small and simple. A small population is enough to hold this seminar. A discussion held in an organized way within a classroom, it is called mini seminar.

This mini seminar gives the students training in questioning

skills, organizing the information and presentation skills of seminar. A mini seminar is felt necessary because it gives good experience to conduct a mayor seminar at Institutional level.

## 2) Mayor Seminar

A significant seminar The term "major seminar" refers to a seminar held at an institutional or departmental level on a certain topic or subject. This type of seminar usually includes both students and teachers. Every month, a mayor lecture might be held at the department level. For the seminar's theme, a specific topic or subject is chosen.

## 3) National Seminar

National seminars are held by a variety of organizations, notably those with academic or professional interests, or by an entity (government, firm, etc.) that conducts the seminar at the national level. The seminar's subject specialists are invited, and the seminar's schedule and functionaries are prepared.

## 4) International seminar

Usually the seminar conducted by an international organization or agency is known as International seminar. Theme of the seminar has wider aspects. Globalization, Renovation, Atomic energy agreements, politics implementation and modification so on. An example for themes of International seminars. "How to Get Money From Internet".

The seminar held by an international organization or agency is usually referred to as an international seminar. The seminar's theme encompasses a broad range of topics. Globalization, renovation, nuclear energy agreements, and policy implementation and modification and so on. An

example of international seminar subjects. "How to Make Money on the Internet."

In conclusion, based on the size and organizational aspects the seminars can be classified into four types. They are Mini seminar, Major seminar, National seminar, International seminar.

#### **4. Research Proposal**

##### **a. Definition of Research Proposal**

According to (Ary, 2010) a research proposal is a written plan for a study that will be submitted to others for review. The most important and interesting step in the research process is writing the study proposal. The entire project crystallizes into definite form at this point. The researcher's insights and inspirations are then translated into step-by-step plans for gaining new knowledge. In a well-organized and well-written proposal, researchers demonstrate that they understand what they're looking for and that they'll be able to complete the study successfully.

(Lodico, 2010) stated that Writing a study proposal is the first stage in performing and publishing research. Before a student, staff person, or faculty member can do research at any school or institution, he or she must first produce a proposal outlining his or her ideas. The study that you want to perform is described in the research proposal. It is written prior to the start of the study and does not include data gathering. The literature reviews and method parts in research proposals are frequently longer than those in published studies.

While, (Manchishi, 2015) argues that the purpose of a research proposal is to provide and defend a study topic as well as the practical manner in which the research should be undertaken. Extensive literature reviews are required in research proposals, as



well as convincing proof that the proposed research project is needed.

Finally, it can be concluded that a research proposal is the document plan discusses about issues, produces current ideas and present the practical ways that its benefits can be took through getting advices from the experts, advisors, and related theories. Research proposals contain extensive literature reviews and must provide persuasive evidence that there is a need for the research study being proposed.

## **B. Previous Related Studies**

In this research, the researcher find some researches that are relevant with this thesis. First (Anita, 2015) has done to do a research under the title “Students’ Perception on Lecturer’s Feedback of Daily Tasks in Qualitative Research Class (A study of the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2014/2015 Academic year)”. Zulfia find that there are many perceptions come from the students toward feedback given by lecturer on daily task especially in qualitative research class.

She found that more than fifty percent students did not get some influence for their task after listen the lecturer feedback. Seeing her thesis, the researcher found the similarities like the variable used by her is same with the researcher, discuss about students’ perception on lecturer feedback. But, this thesis has different variable with the researcher research. The researcher students’ perception toward online seminar proposal, but Zulfia discuss about students’ perception on lecturer’s feedback of daily tasks. We do a research in different class and also in a different subject.

Second researcher is (Sanli, 2004) in her thesis “Students’ Perceptions of Online Assessment: A Case Study”. The aim of the study was to investigate students’ perceptions of the use of CAA and to investigate the

potential for using student feedback in the validation of assessment. The research was descriptive, using a paper-based survey and interview for the data collection. The previous study is aimed to investigate students' perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. While, this current study focus on students' perception of the use of online assessment in schoology, and this study also want to know the students' challenges not only the perception. The previous study did not use a Schoology while this current study uses a Schoology as an object of the research.

The last one was the study conducted by (Marliza H, 2010) In this study was a qualitative research that aimed to find out what difficulties that are faced by the students. The population of this study was 241 of the eight grade students and 48 of them were involved as the samples. It used a random sampling to choose the sample. Questionnaire and interview were used to obtain the data. Then, the percentage formula was used to do the data analysis. The results of this study were the students have difficulties in learning speaking related to the grammar, pronunciation and vocabulary aspects. Besides that, the problem in listening to interlocutor and students' nervousness were also influenced in the students speaking difficulties.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study was conducted in a qualitative manner. Qualitative research, according to (Gay, 2009), is centered on the gathering and analysis of non-numerical data such as observation, interview, and other more discursive sources of information. Then, according to (Gay, 2000), qualitative research aims to delve deeply into the research environment in order to gain a better knowledge of how individuals in the context see them.

Furthermore, (Moleong, 2006) defines qualitative research as a study that aims to comprehend the phenomenon of what the research subject experienced, such as behavior, perception, motivation, and so on. In terms of theories, the researcher focused this research on factors influencing students' Perception Toward Online Seminar Proposal During Pandemic Covid-19.

#### **B. Research Setting**

The focus of this study were students who have presented proposals seminar. A research requires a research context, according to (Sugiyono, 2012), such as on campus, in Gazebo, in front of the EC class at UIN Mahmud Yunus Batusangkar, in front of Auditorium, In the Mushalla UIN Mahmud Yunus, street, boarding house, and others. It indicates that students who completed the Online Seminar Proposal During Pandemic Covid-19 can undertake research.

#### **C. Research Informant**

The students who have presented seminar proposals have been the informants of this study. According to (Moleong, 2000), informants are recruited because they are thoughtful and have information, viewpoints, and experience connected to the research issue. According

to (Gay, 2000), qualitative research selects individuals who are thoughtful, have relevant information, viewpoints, and experiences, and are willing to participate in the study. It is supported by (Djam'anandAan, 2012) states that it when selecting informants, a researcher should have specific criteria. The first is that the informant should not only be aware of the situation, but also understand it. The second group is the folks who are involved as informants in the class that will be reached. Last but not least, the informants should be given adequate time to provide information.

Purposive sampling has been used by the researcher to select the informant. Purposive sampling is a judgment sampling, according to (Gay, 2000), in which the researcher selects a sample based on his or her experience or knowledge of the group to be sampled. Purposive sampling is a technique for selecting a sample to obtain data from a specific source, such as informants who are expected to know more about what the researcher is looking for (Sugiyono, 2007). They were the students who participated in Online Seminar Proposal During Pandemic Covid-19.

Based on the theories, this research has been conducted students' Perception Toward Online Seminar Proposal During Pandemic Covid-19.

## **D. Technique of Data Collection**

### **1. Research instrument**

In this research, the main instrument of this research way the researcher herself. As explained by (Gay, 2000) state that the researcher rely herself as the instrument of data collection. It means that the researcher should enter the setting to get the data, do her own observation, do questioner and interview, then she interpret the data by herself. There are some additional instruments that used in

this research, there were recorder, and interview guideline. However, the data collected by do the following way:

a. Interview

According to (Nasution, 2006), interview is a kind of verbal communication like a conversation with the purpose to get information. The researcher interview in presenting proposal seminar of english education department at UIN Mahmud Yunus Batusangkar by using purposive sampling. They were students' who as learn English material. The researcher want to know their students' perception toward online seminar proposal during pandemic covid-19. The type of interview was in dept interview because the researcher want to get the same information from the informants.

There are some questions will be asked by the researcher to the the informants. The researcher used tape recorder during the interview and the researcher write field notes while interviewing to help the researcher if there is a problem about the data. Then, the researcher wrote transcript the data result of data recorded. The transcriptions of the interviews become the data that have been analyze by the researcher.

**E. Checking of Data Trustworthiness**

In analyzing the data, the researche has been used triangulation of the data to find the clear information. Triangulation is a technique used in checking the data trustworthiness. (Sugiyono, 2007) states that triangulation is a technique of data collection by combine two techniques of data collection in order to get the same result. There are three kinds of triangulation as stated by (Sugiyono, 2007). First is source triangulation, which is used to test the data trustworthiness by checking data with some sources. Second is technique triangulation,

which is used to test the data trustworthiness by checking data with some techniques. The last is time triangulation, which is used to test the data trustworthiness by checking data with some techniques in different times, such as: in the morning, in the afternoon or in the evening.

In this research, the aim of this way is to obtain similar information from different independent sources. (Gay, 2000) identified three types of triangulation. They are comparing multiple sources of the data across participants, times and sites, comparing the result of multiple independent investigators and comparing multiple methods of data analysis. The triangulation of the data can be done by several processes. The first, the interview compare with the interview. The second is the interview compare with the observation, and the last is the interview compare with the related document.

In this research, the researcher used technique triangulation to check the trustworthiness of the data. Then, the research verify with others informants reinterview time triangulation to connect with informant information.

#### **F. Technique of Data Analysis**

Technique of data analysis that has been used by the researcher was Miles and Huberman themes. According to Miles and Huberman (2011:204), there are three activities in analyzing data of qualitative research. They are data reduction, data display and data verification. Those are as follow:

##### **1) Data Reduction**

The reduction of the data is interpreted as the process of the choice, interest focused, simplification, abstraction and data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview happen. It means when the data is collected, the phase of continuing of reduction is occurring, such as make conclusion, codification, investigate of theme, grouping and write memorandum.

In the data reduction, the researcher doing some steps, they were: first, the researcher asked the students with the questionnaires. Second, the researcher tidied up the data that the researcher collected to make sure the date, organize, and sequence all questionnaires. Third, the researcher gave the initial reading for the data, for example: informant 1 (1), informant 2 (2), informant 3 (3) and so on. Fourth, the researcher selected the data related to the research topic.

## 2). Data Display

Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. The data display is used to exhibit the data. In this step, the researcher did some steps. They were: begin to search for common themes or common thread that reoccurs throughout the notes. Then, the researcher made a group of the data.

## 3). Data Verification and Conclusion

After reducing and display the data, the researcher trying to make verification of the data to make sure that the data is valid. In verification of the data, the researcher will do some steps. They were: the researcher took the result of the data and draws the conclusion related to the group of the data. Then, the researcher wrote the report. The report should focus on the key term and interpretations of the data.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Findings**

This chapter discusses the finding of Students' Perception Toward Online Seminar Proposal During Pandemic Covid-19. The data of this research were collected through interview with eight informants. The researcher did twice interview to get the result of of the research. For the first time, the researcher interview eight informants to get the data, and the second time the researcher interview eight informants to make clear information from the informants. The researcher did interview started from March, 29 2022 until June, 23 2022 the interviews were done in several parts of the college and in boarding house. Then, the interviews were done individually. When doing interview, the researcher used a certain interview guide, in structured question. The researcher used Indonesian language in order to make rapport to the informants, and to make communication run smoothly and effectively. She also asked their experienced about online proposal seminar activities.

Students' perception toward online seminar proposals during the covid-19 pandemic. raises various perception for English students' at UIN Mahmud Yunus Batusangkar because there are two factors, namely positive and negative perception from the experience of the informants themselves. Besides that, the online proposal seminar activities also provide pro or like and contra or dislike about this activity for the informants themselves.

The researcher interviewed the informants to get the data. She conducted in-depth interviews as a trigulation of the data. After that, the interview transcript was translated by the researcher freely according to the ability of the researcher. The identity of the informant is kept confidential, the researcher gave the name of the informant. The



researcher coded the data as follows: informants 1, 2, 3, 4, 5, 6, 7, and 8. After that, the researcher conducted an analysis and students' perception toward online proposals seminar. It can be shown as follows:

## **1. Students' Positive Perception Toward Online Proposal Seminar**

### **a. Reducing the Anxiety**

From 8 informants, there are 7 informants told that Most students feel tremendous anxiety when conducting offline proposal seminar activities due to dealing directly with examiners and advisor and also other audience. However, since the implementation of online proposal seminar activities, it has provided advantages for students such as reducing anxiety in students when appearing and presenting in front of many people. When doing an interview with informants such as informant 1 about positive perception of online proposal seminar on 2 June, 2022 at 02. 00 pm. It was done in Gazebo UIN Mahmud Yunus Batusangkar, and the he answered as follow :

*“Kalau secara offline...R rasa kan mungkin lebih sangat-sangat anxiety nya kak. Kalau secara online ada penurunan anxietynya kak”*

(If it's offline...I think it might be more, really anxiety sis. If online, there is a decrease in anxiety sis)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“berkurangnya rasa Anxiety karena tidak bertatapan langsung dengan audience dan dosen...itu”*

(less anxiety because they don't look directly at the audience and lecturers...that)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Iyaaa...karena kita berhadapan langsung ya kak...kalau online kita kayak ehh...menghindari itu”*

(Yeah...because we're face to face, sis...if we're online, we're like ehh...avoiding that)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022. It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Ooh kelebihan nya tuh kayak...takutnya gak berlebihan yaaa, kan seminar itu kan kita berhadapan langsung dengan penguji...kalau online kan tidak...melalui aplikasi doang. Jadi...gak terlalu takut banget lah kayak yang di offline”*

(Ooh, the advantages are like...I'm afraid it's not too much, right, the seminar is where we deal directly with examiners...if it's online, it's not... through an application. So... don't be too afraid like the offline one)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022. It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Kalau misalkan bertemu langsung dengan dosen itu kan...anxiety nya tuh lebih meningkat kak, tapi ketika itu di online kan, anxiety nya itu tetap anxiety tapi tidak terlalu...tidak terlalu seperti kita bertemu langsung dengan dosen nya kak”*

(For example, if I meet in person with the lecturer, my anxiety will increase sis, but when it's online, it's still anxiety, but not too much...not like we meet face-to-face with the lecturer sis)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“kedua plus nya yaitu, kita bisa melakukan Zoom dirumah tidak...tidak berhadapan langsung dengan dosen jadi itu...salah satu bentuk dari...agar kita tidak terlalu Ohh...gugup karena berhadapan secara langsung dengan teman-teman langsung dan dosen pengujinya”*

(the two pluses are, we can do Zoom at home not...not face to face with lecturers so that's...a form of...so that we don't get too Ohh...nervous because face-to-face with friends directly and examiner lecturer)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“dan Ooh tidak terlalu grogi... anxiety karena tidak langsung bertatapapan dengan...Itu salah satunya...”*

(and Ooh not too nervous...anxiety because they don't meet face to face... That's one of them...)

Based on the result of interview with informants 1,2,4,5, 6,7 and 8 above, it can be concluded that the most students feel tremendous anxiety when conducting offline proposal seminar activities due to dealing directly with examiners and advisor and also other audience. However, since the implementation of online proposal seminar activities, it has provided advantages for students such as reducing anxiety in students when appearing and presenting in front of many people.

#### **b. Save Money**

From 8 informants, there are 8 informants told that offline proposal seminar activities are not only about preparing proposals properly, providing rooms and various equipment but also having to spend more money such as printing the thesis proposals not only for lecturers but also for the audience, buying snacks for lecturers and audience, after that buy equipment for seminar activities. Based on the experience that informants have conducted online proposal seminars, they only need money to buy a mobile data. When doing an interview with informants such as informant 1 about positive perception of online proposal seminar on 2 June, 2022 at 02. 00 pm. It was done in Gazebo UIN Mahmud Yunus Batusangkar, and the he answered as follow :

*“ketigaa...save money”*  
(third...save money)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“save money...kita lebih...uangnyaa lebih apa...yang lebih sangat bermanfaat bagi sayaa ya itu...tidak perlu membagikan makanan atau prinan power point ke teman-teman”*

(save money...we have more...what more money...which is more useful for me...no need to share food or power point templates with friends)

The researcher also interviewed informant 3 at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Kelebihannya kak, lebih efisien. Iyaaa karena lebih hemat biayaaa”*

(The advantage, Sis, is more efficient. Yes, because it is more cost effective)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musho JIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Save money iyaa”*  
(yes save money)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Ohh iyaaa...kalau masalah uang itu mungkin lebih ke paket data yaaa...hemat lah sebenarnya yang online ini. Yaa itu lahhh sama tau lah yaaaa kek beli sesuatu lah... gitu kan. kalau yang online ni meng-hemat money lah”*

(Ohh, yeah... if it's a matter of money, maybe it's more about the mobile data...it's actually the online one that saves money. Yes, that's the we know, it's like buying something... that's right. if this online saves money)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Yang paling terasa itu yaaa save money kak, karena kalau misalnya melakukannya secara luring. Pasti kita memberikan snack, memberikan yang lain-lainnya juga kak, sehingga itu membuat kita jadi boros kak. belum lagi mem-print proposal nya lagi untuk dibagikan kepada teman-teman yang hadir. Itu sangat save money itu yang sangat terasa kak, di uang sangat terasa sekali kak membantunya”*

(The thing that matters the most is saving money Sis, because if I do it offline for example. Surely we will give snacks, give others too sis, so that makes us extravagant Sis. not to mention printing the proposal again to be distributed to friends who attended. It really saves money, that's what I really feel sis, in money it really feels like helping me)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Mengurangi biaya”*  
(save money)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Yang kedua...tidak menyediakan makanan... hmm low budget, Cuma menyediakan hmmm apa namanya tuh...menyediakan paket yang...itu pun tidak menguras gitu”*  
(The second one...doesn't provide food...hmm low budget, just provides hmmm what's the name...providing a mobile data that...it's not that draining either)

Based on the result interview with informants 1,2,3,4,5,6,7,and 8 above, it can be concluded that from the experience that informants have conducted online proposal seminars, they only need money to buy a mobile data.

### c. Saving of Time

From 8 informants, there are 8 informants told that offline proposal seminar activities are not only about preparing proposals properly, having to spend more money such as printing the thesis proposals not only for lecturers but also for the audience, buying snacks for lecturers and audience, after that buy equipment for seminar activities, and then the activities take a lot of time like finding a room for seminars and so on. But when the online proposals seminar the informants feels saving of time because proposal seminar can be done at home. When doing an interview with informants such as informant 1 about positive perception of online seminar proposal on 2 June, 2022 at 02. 00 pm. It was done in Gazebo UIN Mahmud Yunus Batusangkar, and the he answered as follow:

*“Kalau untuk kelebihan...dari seminar proposal online banyak sih kak. Karena efektif, yang kedua tidak banyak memakan waktu”*

(As for the advantages...of online proposal seminars, there are many, Sis. Since it's effective, the second one doesn't take much time)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“yang pertama sih, seminar online kan manage waktu”*  
(First of all, online seminars manage time)

The researcher also interviewed informant 3 at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Kelebihannya kak, lebih efisien Iyaaa karena lebih hemat biayaaa. Yaaa gimana untuk audience nya bisa bisa apa kak, tidak perlu datang ke lokasi gitu. Jadi jadi bisaaa mengikuti seminar dari rumah”*

(The advantage sis, is that it is more efficient. How about the audience...like what sis, you don't have to come to that location. So you can attend seminars from home)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Lebih apa nya tu kitaaa...tidak perlu mencari ruangan. Karena itu sangat susah ketika itu kak. Kemudian tidak perlu tergesa-gesa datang ke kampus dengan sisa waktu sambil menunggu...kita juga bisa mempersiapkan diri kalau dirumah gitu kak”*

(What's more, we don't need to look for a room. Because it was very difficult at that time, sis. Then there's no need to hurry to come to campus with the remaining time while waiting...we can also prepare ourselves when we're at home sis)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“trus waktu juga. Iyaaa...terus kan kalau waktu itu kan seminarnya...Alhamdulillah Cuma 1 jam gitu. Jadi kayak Udah beres lah...”*

(then time too. Yes...then if that's the time the seminar is... Alhamdulillah, it's only for 1 hour. So it's like have done...)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“yang kedua yaitu nya sangat efektif time kak, karena kita jadi bisa tau kak. jam segini berakhir dan jam segitunya selesai. Kalau hanya luring kan tidaak...berlama-lama gitu kak. sehingga nanti kita, jadi kelamaan waktu seminarnya kak...”*

(The second is that it is very effective time sis, because we can know Sis. this hour is over and if it's just offline, it take too long time sis. so that later we will be late for the seminar sis...)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Kemudian tidak perlu tergesa-gesa datang ke kampus dengan sisa waktu sambil menunggu...kita juga bisa mempersiapkan diri kalau dirumah gitu”*

(Then there's no need to go to campus with the remaining time while waiting...we can also prepare ourselves when we're at home)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“oohh plus nya yaitu pertama...hmm...karena secara online saya tidak perlu menyediakan pertama ruangan...ruangan untuk pertemuan dengan Oohh...penguji dan pembimbing”*

(Oohh the plus is the first ...hmm...because online I don't need to provide the room...a room for meetings with Oohh...examiners and advisor)

Based on the result interview with informants 1,2,3,4,5,6,7,and 8 above, it can be concluded that from the experience that informants have conducted online proposal seminars, when the online proposals seminar the informants feels saving of time because proposal seminar can be done at home and then the activities don't take a lot of time like finding a room for seminars and so on.

## **2. Students' Negative Perception Toward Online Proposal Seminar**

### **a. Felt of Anxiety**

The students can provide perception based on their own internal factors, some informants confessed that anxiety has a big impact on their online proposal seminar presentation. When doing an interview with all informants such as informan 1 on 2 June, 2022 at 02. 00 pm. It was done in Gazebo UIN Mahmud Yunus Batusangkar, and the he answered as follow :



*“ada sedikit kecemasan bahwasanya Aaaa... ada terkendala nantinya atau bagaimana. Jadi ada sedikit permasalahan anxiety yang dirasakan”*

(there's a bit of anxiety that Aaaa... there's a problem later or something. So there is a little problem of anxiety that is felt)

Based on the interview above, the informant 1 told that anxiety in online proposal seminar presentation. Anxiety is one of internal factors the student felt. Then, the researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. The informant answered as follows :

*“perasaan saya waktu itu sedikit Anxiety dan nervous.”*

(My feelings at that time were a little bit anxiety and nervous)

The researcher also interviewed informant 3 at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. The researcher asked about how do informants feel when conducting online proposal seminars. Informant answered as follows :

*“Perasaannya...tidak nyaman kak, karena kita tidak bertemu langsung dengan dosen gitu kak...jadi kita merasa deg-degan. Dan menggigil lalu sebelum memulai seminar sempat muntah gitu karena sangkin deg-degannya. Dan juga...kita seminar berbicara dalam bahasa Inggris kan kak”*

(I don't feel comfortable sis, because we don't meet the lecturer directly, so I feel nervous and shivering and before starting the seminar, I vomited because I was so nervous, and also...we talk in English)

The researcher also interviewed informant 4 02.30 Pm on June, 23 2022 done in front of the English Club Room at UIN Mahmud Yunus Batusangkar.

*“rasanya menggigil kak, agak dingin gitu kak... karena ohh apa, membaca...pertama-tama tetapi ketika setelah membaca sampai ke chapter 2 itu...baru agak santai”*

(it's chills sis, it's little bit cold sis..because ohh what, reading...at the first but when after reading to chapter 2 it...just relaxed a bit)

The researcher also interviewed informant 5 at 03.00 Pm on June, 23 2022 done in Musholla UIN Mahmud Yunus Batusangkar.

*“Wkwkwkwk yang saya rasakan kemaren itu adalah ketika sedang melaksanakan seminar itu, sebelum waktu mau seminar itu saya deg-degan. Kayakk..takut gitu. Nerveous nya bukan main gitu, takut salah...iya juga, takut kayak dikritik ohhh banyak kritikan dari penguji atau pertanyaan dari penguji, tetapi setelah yang saya rasakan itu, setelah seminar itu gak semenakutkan yang saya kira gituu...”*

(wkwkwkwkwk what I felt yesterday was when I was carrying out the seminar, before the time for the seminar I was nervous. Like...I'm afraid of being wrong...yes, I'm afraid of being criticisms from the examiner, but after what I felt, after the seminar it wasn't as scary as I thought it was...)

The researcher also interviewed informant 6 04.00 Pm on June, 23 2022 done in Musholla UIN Mahmud Yunus Batusangkar.

*“Yang...pertama yang I.6 rasakan senang ya kak, karena I.6 sudah melangkah ke tahap selanjutnya. Yang kedua pastinya I.6 sangat Anxiety karena Ooh harus berhadapan dengan 2 dosen yang luar biasa, sehingga I.6 betul-betul harus matang menghadapi dosen-dosen tersebut. Nah yang ke tiga I.6 memiliki rasa ketakutan kak sama kek eee...takut nanti ada salah, atau kek mana kak. Lebih ke anxiety nya yang lebih luar biasa kak”*

(The first thing is that I.6 is happy sis, because I.6 has moved on to the next stage. The second is that I.6 is definitely very anxiety because ooh has to deal with 2 the best lecturers. So I.6 really has to be mature in dealing with these lecturers. Now the third I.6 has a sense of fear sis. I.m afraid something will go wrong, or where, it's more about the anxiety, which is more extraordinary sis.)

The researcher also interviewed informant 7 April, 19 2022 at 04.00 2022 done in K.1 UIN Mahmud Yunus Batusangkar.

*“Karena kalau berhadapan langsung dengan dosen itu nervous...jadi suka hilang apa yang akan di persentasikan”*

(because if you are dealing directly with a lecturer, it's nervous...so you like lose what will be presented)

The researcher also interviewed informant 8 March, 29 2022 at 10.00 2022 done in front of Auditorium UIN Mahmud Yunus Batusangkar.

*“Hmm karena baru pengalaman pertama...hmmm saya merasa gugup ehh...karena minimnya ilmu tentang teknologi menggunakan aplikasi Zoom meeting”*

(Hmm because it's my first experience...hmmm I feel nervous ehh...because of the lack of knowledge about technology using the Zoom meeting application)

Based on the result interview with 8 informants 1,2,3,4,5,6,7,8 above, it can be concluded that Anxiety make a big impact on their online proposal seminar presentation. Self-confidence is the key when appearing and speaking in public. Lack of confidence to appear and speak in public causes various problem to others.

#### **b. Lack of Practice**

From 8 informants, there were 8 informants told that lack of practice during the pandemic. First, the researcher interviewed informant 1 about lack of practice during pandemic is their problem when appearing at online proposal seminars. He answered as follow:

*“selama pandemi tidak ada practice lagi. Sehingga aa... cukup kesulitan Ooo untuk berbicara bahasa Inggris secara full Inggris”*

(During the pandemic there is no practice anymore. So aaa...it's quite difficult ooo... to speak English in full)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“Ooh practice itu butuh cuman, ketika kita sudah gak ada kuliah makanya tidak ada practice lagi gitu ditambah dikarenakan situasi online”*

(Ooh, only takes, when we don't have lectures, there's no practice anymore, so it's added because of the online situation.)

The researcher also interviewed informant 3 at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“mungkin ada salah satu faktornya dari kurang practice sih kak. Karena emang udah lama gak kuliah ya”*  
(maybe there is one factor from the lack of practice sis. Because I haven't been in college for a long time)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Ada practice kak cuman, ohhh H-2 atau H-3 tentu tidak semaksimal ehh practice setiap hari”*  
(The is practice sis, Ohhh...only D-2 or D-3 of course not as much as ehh practice every day)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Aaaaa...gimana ya practicenya cuman kayak belajar-belajar cara pengucapan gitu kek pronounce nya gitu”*  
( Aaaaa...how do you practice, it's jusk like learing-learning how to pronounce it like how it's pronounced)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Karena orang tuaa pasti tidak bisa berbahasa Inggris kak...jadi kami hanya mem-practice kan nya...hanya lewat nonton film sajaa kak. Jadi kayak practice bahasa Inggris kami..tidak di asah kak”*  
(because my parents definitely don't speak english sis... so we just practice it...just by watching movies sis. So it's like practicing our English...not sharpening it sis)

The researcher also interviewed 7 at 04.00 pm on 19 April 2022 It was done in K.1 UIN Mahmud Yunus Batusakar. She answered as follow:

*“Ada practice cuman, ohhh tentu tidak semaksimal ehh practice setiap hari yaaaa. Practice nya tentu ada tapi tentu tidak apaaa...tidak...bahasanya tentu ndak yang seperti di seminar”*

(There’s only practice, ohhh of course not as much as practice is certainly there there but of course it’s will not...no...the language is certainly not like in the seminar)

The researcher also interviewed 8 at 10.00 am on 29 March 2022. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Ada practice...tapi I.8 kan udah punya anak yaa...jadi susah untuk fokus ke situ ajaa dan lagian kan...gugup tadi tu juga bikin lupaaa”*

( There’s practice...but I.8 already has child...so it’s hard to focus on that and anyways...being nervous just now makes me forget)

Based on the result interview with informants 1,2,3,4,5,6,7 and 8 above, it can be concluded that lack of practice make a problem on their online proposal seminar presentation. Since the pandemic period, all lecture activities have been turned into online classes. The absence of direct interaction between especially students and lecturers and students’ and students with other students’ at UIN Mahmud Yunus Batusangkar directly makes English students’ rarely use their English skill.

### **c. Lack of Vocabulary, Pronunciation and Grammatical error**

From 8 informants, there were 5 informants told that lack of Vocabulary, Pronunciation and Grammatical error since the pandemic period. First, the researcher interviewed informant 1 about lack of Vocabulary, Pronunciation and Grammatical error

during pandemic also makes his problem when appearing at online proposal seminars. He answered as follow:

*“Karena...masih...kurang terhadap vocabulary dan juga sudah jarang menggunakan bahasa Inggris dalam kehidupan sehari-hari. Sehingga ada sedikit kata-kata yang masih belum pronouncationya atau belum efektif dan banyak menggunakan bahasa Indonesia pada saat itu”*

(because...still...lack of vocabulary and also rarely use English in daily life. So there are a few words that are still not pronounced or not effective and use Indonesian a lot at that time)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“Anxiety itu saya kurang vocab, practice kurang, Ooo grammatical error. Jadi apa yang disampaikan menjadi tidak tersampaikan ya karena full English tadi gitu”*

(Anxiety is my lack of vocab, less practice, Ooo grammatical error. So what was conveyed was not conveyed, because it was full English earlier)

The researcher also interviewed informant 3 at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Kek drop kak down. ndak bagus bahasa Inggrisnya I.3. (Wkwkkwkwk) iyaa mengalami sedikit Penurunan, bukan yang jauh-jauh sekali lah kak tapi emang sedikit berkurang. Karena kita kan selama online gitu”*

(like drop sis down. Not good in English I.3. (Wkwkkwkwk) Yes, there has been a slight decrease, it's not that far sis, but it's decreased a little. Because we're online all the time)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Iyaaaa jugaa berpengaruh lah kayak...grammatikal itu kan penting ya...dalam bahasa Inggris, saya takut gitu grammar saya acak-acakan ketika saya menjawab pertanyaan dari*

*penguji, trus yang kedua speaking saya jugaa gitu. Takut gak..gak...gak apaaa namanya tuh ?”*

(Yeah, it has an effect, like...grammatical is important, isn't it...in English, I'm afraid that my grammar will get messy when I answer questions from the examiner, then the second one is my speaking as well. Aren't I afraid...no...no

*“Kalau dulu kan masih bisa lah kan...kek ngomong speaking tuh lancar...pronounce nya juga bagusss gitu, tapi sekarang kan udah gak lagi gituu”*

(In the past, it was still possible, right...can speak fluently...the pronunciation is also good, but now it's not like that anymore)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Iyaaa deg-degan gitu, nanti salah...soalnya I.6 kan berhadapan dengan dosen nya nih yang luar biasaaa...kayak salah nanti, takut Vocab nya salah, Pronunciation nya salah gituuu...atau nanti salah grammarnya kak”*

(Yes, I'm nervous, I'll be wrong...because I.6 is dealing with an the best lecturer... I'm going to be wrong, I'm afraid that the Vocab is wrong, the Pronunciation is wrong...or the grammar will be wrong, Sis)

Besides that, there were three informants who had different answers. They feel that during the pandemic, they watch Youtube more often and listen to many songs on Tiktok. This causes their vocabulary and pronunciation to increase. First, when doing an interview with informant 4 on June, 23 2022 at 02.30 pm. It was done in Musholla UIN Mahmud Yunus Batusangkar, and then she answered as follow :

*“Kalau I.4 pribadi...karena kemampuan I.4 dulu memang gak bagus kak, jadi sekarang jadi kayak lebih bagus...lebih ada aja peningkatan nya kerena lebih sering nonton Youtube kek gitu”*

(Personal I.4...because I.4 wasn't good at first, Sis. so now it seems like it's better...there's just an improvement because I watch Youtube more often like that)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Karena kan online ini kan...lebih banyak waktu dirumah, jadi...walaupun dengan menonton tapi tetap ada perubahan walaupun sedikit. Setidaknya ada perubahan di pronouncenya gitu...”*

(Because it's online, right...more time at home, so... even by watching, there are still slight changes. At least there's a change in the pronunciation...)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. her answered can be stated as follow:

*“Iyaa ituu selama covid lebih banyak dengar nyanyi di aplikasi Tiktok kan...karena lagi buming jugaa, jadi...suka hafal sendiri liriknya karena itu nambah vocab gitu...”*

(Yeah, that's when I heard more singing on the Tiktok app during covid...because I'm still dumb, so...I like to memorize the lyrics because it adds vocab like that...)

Based on the descriptions of the five informants above, infomants 1,2,3,5 and 6 they felt a decrease in the quality of their English skills during the pandemic, such as a lack of vocabulary, pronunciation and grammatical errors when appearing at online proposal seminar activities. Besides that, there were three informants 4,7 and 8 who felt different things during the pandemic. They said that during the pandemic their vocabulary and pronunciation increased more because they had a lot of time to watch Youtube and listen to English songs on Tiktok.

#### **d. Problem in Using Zoom App**

From 8 informants, there were 6 informants told that students can provide perception based on their own factors, some informants confesed that problem in using Zoom App between student and lecturer has impact on their online proposal seminar presentation. When doing an interview with informants such as



informant 1 on 2 June, 2022 at 02. 00 pm. It was done in Gazebo UIN Mahmud Yunus Batusangkar, and the he answered as follow:

*“Pada saat presentasikan power point, tidak muncul wajah R di layarnya...sehingga kayaaaak apaa ya...kita tuh presentasi dengan muka kosong ga ada orangnya, hanya power point sajaa dan juga pada saat penampilan power poinnya...tidak bisa menggunakan kayak aplikasi presentasi power point Cuma bisa dilihat dari luar aja kak”*

(When presenting a power point, no R's face appears on the screen...so what's...we are presenting with a blank face without anyone, only power points and also during the power point performance...can't use like The power point presentation application can only be seen from the outside, sis)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“Kan kami seminarnya Online jadi menggunakan aplikasi Zoom. saya kurangnya gini kan...mengaplikasikannya kan menampilkan power point Ooo tidak muncul gambar di...Zoom Dimintaa...untuk membantu. Kalau ga ada teman mungkin tidak bisa, karena saya kurang...gak kurang juga sih tapi saya memang tidak bisa menggunakan aplikasi Zoom”*

(Our seminar is online, so we use the Zoom application. My weakness in this...applying it displays a power point Ooo, no image appears on...Zoom I asked...to help. If I don't have friends, maybe you can't, because I'm not...not bad at all, but I really can't use the Zoom application)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Kadang sharescreennya itu kecil takutnya di orang gitu kak...pokoknya takut ada kesalahan-kesalahan yang pernah terjadi di waktu belajar terjadi juga diseminar gitu kak. Karena ini online jadi kita melibatkan jaringan, teknologi gitu kak”*

(Sometimes the sharescreen is small, I'm afraid of people like that... the main thing is that I'm afraid that mistakes that have

occurred while studying will also occur in seminars like that, Sis. Because this is online, so we involve networks and technology)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Ituu kedua-dua faktornya kak, yang I.6 juga tidak terlalu pandai mengaplikasikan dan laptop nya pun I.6 tidak bisa me-record kak. gak bisa me-record kak...jadi terpaksa I.6 me-record nya tuh lewat Hp...”*

(That's both factors Sis, the I.6 is also not very good at applying and the laptop I.6 can't record sis. I can't record, sis...so I had to record I.6 on my cellphone...)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“kedua aplikasi Zoom ini...ooh...terkadang 40 menit itu mati jadi...saat kita presentasi udah mati lalu harus di..di buat lagi dan memasukkan yang baru lagi, Itu kadang bisa tersambung dan kadang tidak. Harus di masukkan anggotanyaaa”*

(second, of these Zoom applications...ooh...sometimes 40 minutes are dead so...when we present they are dead and then we have to re-create them and enter a new one, sometimes it can connect and sometimes it doesn't. Must include members)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Kendalanya itu hanyaa...karenaa...link Zoom nyaaa...sudah dibuahkan oleh staf kampus, eehh..kendala sedikit itu...untuk menjadi host itu susah memindahkannya hmmm untuk ooh...untuk men-share ooh...power point dan lain-lainnya”*

(The only problem is...because...the Zoom link...has been made by the campus staff, eh...that little obstacle...it's hard to be a host, hmmmm...for ooh...to share ooh...power point and others)

Based on the results of interviews from informants 1,2,4,6,7 and 8 above, it can be concluded from the experiences that have been experienced by some of these students, they explained the external factors of their online proposal seminar activities, first having problems when implementing the Zoom application.

**e. Weather and Network Problems**

From 8 informants, there were 6 informants told that Weather and Network Problems to the next happened to them when they presented their online proposal seminars. First, the researcher interviewed informant 2 about weather and network problems. She answered as follow:

*“Kalau seandainya jaringan hilang...hilanglah semuanya”*  
(If the network is lost... all is lost)

The researcher also interviewed informant 3 at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“iyaa kak, waktu itu cuaca sedang hujan lebat kak. Jadi karena jaringannya rusak, informasi yang didapat ya kurang gitu kak. ada kak, itu laptop nge-lag kak Ya Allah. Sharescreen nya nge-lag kak jadi harus menunggu beberapa menit”*

(Yes Sis, it was raining heavily at that time. So because the network is damaged, the information I get is lacking. Yes Sis, that laptop is lagging, Oh God. The sharescreen is lagging, so we have to wait a few minutes)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Kalau kondisi sekitar mendukung kan...cuman tadi hujan, petir gitu ajaaa”*

(If the surrounding conditions support it...it was just raining, it's just lightning)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Teruss kan kak...ada beberapa saat, bapak penguji memberikan masukan...atau memberikan komen kepada Oohh..proposal I.6 jaringan nya itu bermasalah. Jadi suara bapak itu tidak terdengar, jadi ketika bapak menyuruh meng...meng...memberikan Ohh...menampilkan tayangan ituu...lamaaa sekali bapak itu menunggu”*

(and then sis...there are a few moments, the examiner gives advice...or comments on Oohh..proposal I.6 the network has a problem. So my examiner voice was not heard, so when he ordered me to...give...give Ohh...show the slide show...that examiner waited a long time)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Terkendala jaringan Ooohh...dan juga...kadang Zoom nya itu mati-mati sendiri eehh...takutnya ehh...ketika presentasi Zoom nya malah mati. Jika jaringan itu jelek tentu aaah...seminar kita tidak akan lancar karena terputus-putus. Terkendala oleh sinyal”*

(Ooohh network constraints...and also...sometimes the Zoom turns off by itself eehh...I'm afraid ehh...when the Zoom presentation turns off. If the network is bad, of course...our seminar will not run smoothly because it is intermittent constrained by signal)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Hhmm rasaaa kurang efektif...karena...berbagai kesulitan tadi...seperti jaringan itu, kadang juga masalah-masalah yang tidak terduga...karena menggunakan jaringan kan...”*

(Hmm, I guess it's less effective...because of...the various difficulties...like the network, sometimes unexpected problems...because of using the network, right...)

Based on the results of interviews from informants 2,3,5,6,7 and 8 above, it can be concluded from the experiences that have been experienced by some of these students, they explained the next factors of their online proposal seminar activities is Weather and Network Problems. Sometimes unexpected problems...because of bad weather and connection.

**f. Difficult to Control the Situation**

From 8 informants, there were 4 informants told that difficult to control the situation also happened to them when they presented their online proposal seminars. unlike offline activities that are carried out indoors and the audience is required to focus on seminar activities. however, in the online proposal seminar activities, several informants experienced problems in controlling the surrounding situation. First, the researcher interviewed informant 3 difficult to control the situation. She answered as follow:

*“Kan kita seminar kan dari rumah kita tidak bisa mengontrol suara-suara dari tetangga, dari teman-teman sekeliling kita gitu. Jadi gak ribut gitu kak”*

(I do seminars from home, I can't control the voices from neighbors, from friends around me. So it's a bit noisy)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Kurang bisa mengendalikan situasi Oohh jadi ketika external itu kan kitaa...ada dibantu sama teman-teman gitu kan kak, jadi ketika teman-teman itu ada keperluan itu tentu ada yang bukak pintu/tutup pintu jadi emang agak berisik gitu kak. Jadi ketika pembimbing bertanya...eehh penguji bertanya..jadi apaa tadi kek gitu, bingung gak jelas gitu kak”*

(Not being able to control the situation Oooh, we're the ones who help us right Sis, so when those friends have a need something, of course someone opens the door/closes the door, so it's a bit full Sis. So when the advisor asked...eehh, the examiner asked...so I was confused, it wasn't clear sis.)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022  
It was done in Musholla IAIN Batusangkar. She answered as follow:

*“iyaaa ada sih...nenek saya punya peternakan ayam yahh, takut gitu nanti ayamnya ribut gitu”*  
(yes my grandmother has a chicken farm, I'm afraid that the chickens will be noisy like that)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022  
It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Oohh kesusahannya yang paling external kan gini kak...I.6 kan pakai laptop kawan...jadi I.6 itu...kesalahan I.6 tidak memasukkan semua file ke dalam laptop teman, jadi ketika bapak penguji menyuruh menayangkan itu...jadi I.6 tidak bisa tayangkan...karena itu berada di laptop I.6, jadi bagaimana I.6 memindahkan dari laptop I.6 ke laptop teman. Itu yang membuat masalah terjadi”*

(Oohh, the problem is the most external Sis, I.6 is using a friend's laptop...so I.6 is... the I.6 error did not enter all files into a friend's laptop, so when the examiner asked to show my files...so I.6 can't display...because it's on I.6 laptop, so how do I.6 move from I.6 laptop to a friend's laptop. That's what makes the problem happen)

*“Habis itu I.6 kan udah punya anak kecil, jadi yang I.6 takuti nanti anaknya menangis atau gimana...tapi kembali lagi kepada...I.6 sebagai mahasiswi, jadi I.6 harus totalitas melakukan sempro nya kak”*

(After that, I.6 already has a small child, so I.6 is afraid that her child will cry or something...but it's back to I.6 as a student, so I.6 has to do all the seminars sis...)

Based on the result of interviewed with informants 3,4,5 and 6 above, it can be concluded that difficult to control the situation also happened to them when they presented their online proposal seminars. unlike offline activities that are carried out indoors and the audience is required to focus on seminar activities. however, in the online proposal seminar activities, several informants experienced problems in controlling the surrounding situation.

### 3. Students' Pro Perception Toward the Conducting of Online Proposal Seminar

From 8 informants, there were 5 informants told that they strongly agree and support the proposal seminar activities conducted online or virtual. Because they said there were many advantages they felt when conducting the online proposal seminar activity. Although there are some shortcomings or difficulties they face when carrying out online proposal seminar activities. However, this online proposal seminar activity is considered better. When doing an interviewed with informants such as informant 1 about his perception in this online proposal seminar on 2 June, 2022 at 02. 00 pm. It was done in Gazebo UIN Mahmud Yunus Batusangkar, and the he answered as follow:

*“terlebih efektif juga tentang waktunya”*  
(more effective also about the time)

The researcher also interviewed informant 2 at 02.00 pm on June, 18 2022 in boarding house. Her answered can be stated as follow:

*“Ooo Alhamdulillah lebih efektif, dibandingkan yang offline”*  
(Ooo Alhamdulillah more effective, compared to offline)

The researcher also interviewed 4 at 02.30 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Ada pro nyaa karena bagus jugaa gitu kan...Cuma masalahnya tu kan Cuma di jaringannya ajaa”*  
(There are pro because they are good, right...The only problem is that it's only on the network)

The researcher also interviewed 5 at 03.00 pm on 23 June 2022 It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Hhmmm setuju sih, karena lebih banyak keuntungannya”*  
(Hmm, I agree, because there are more benefits)

The researcher also interviewed 6 at 04.00 pm on 23 June 2022. It was done in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:

*“Kalau secara keseluruhannya yaa...sangat pro sih kak, karena memberikan banyak dampak positif kepada...oohh seminar online I.6. sehingga membuat I.6 menjadi merasa puas dengan seminar online kak”*

(Overall, I'm very pro Sis, because it has a lot of positive impacts on the online seminar I.6. so that makes I.6 feel satisfied with the online seminar sis)

Based on the results of interviews with informants 1,2,4,5 and 6 above, it can be concluded that from the experience of informants who have conducted online proposal seminars, they support and strongly agree that proposal seminar activities are carried out online or virtual. Because they said there were many advantages they felt when conducting the online proposal seminar activity.

#### **4. Students' Contra Perception Toward the Conducting of Online Proposal Seminar**

From 8 informants, there were 3 informants told that there are some shortcomings or difficulties they face when carrying out online proposal seminar activities. From their experience through online seminars, this proposal is more ineffective and a little troublesome. This causes them to prefer offline proposal seminar activities rather than online. When doing an interview with informants such as informant 3 about her perception in this online seminar proposal at 3 Pm on 23 June 2022 in Musholla UIN Mahmud Yunus Batusangkar. She answered as follow:



*“Kekurangannya kak...kurang efektif untuk dilakukan. Iyaaa kakk kurang setuju”*

(The drawback is that it's less effective to do. Yes, I don't agree)

The researcher also interviewed informant 7 on 19 April 2022 at 04.00 pm. It was done in K.1 UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Tergantung...kalau bagi, sayaaa lebih baik offline karena ahh apa yang saya bilang tadi...tapi kalau untuk yang lainnya...kalauu mereka yang...yang lebih tidak masalah jika online”*

(Depends...if share, I'd be better off offline because of what I said earlier...but for others...if they are...that's more okay if you're online)

And the next, the researcher also interviewed informant 8 on 29 March 2022 at 10.00 am. It was done in front of Auditorium UIN Mahmud Yunus Batusangkar. Her answered can be stated as follow:

*“Lebih baik dilaksanakan secara offline karenaa...minimnya ilmu di penggunaan teknologi, juga masalah-masalah yang tidak terduga...karena menggunakan jaringan itu tadi”*

(It's better to do it offline because of the lack of knowledge in the use of technology, as well as unexpected problems...because of using the network earlier)

Based on the results of interviews with informants 3,7 and 8 above, it can be concluded that from the experience of informants who have conducted online proposal seminars, From their experience through online seminars, this proposal is more ineffective and a little troublesome. This causes them to prefer offline proposal seminar activities rather than online.

## B. Discussion

Based on the general finding, generally the researcher can conclude that there are two factors students' perception toward online seminar proposal during pandemic covid-19. The first is positive perception. It includes that all of thing comes from informants his/herself such as: a.) reducing the anxiety, b.) save time and c.) save money. And the second one is negative perception such as: a.) Felt of anxiety b.) lack of practice c.) lack of vocabulary, pronunciation and grammatical error d.) Adds of vocabulary, pronunciation e.) Problem in using Zoom Apps f.) Weather and network problems g.) Difficult to control the situation.

Students' perception toward online proposal seminar activities arise because of positive and negative perception by the students' who have done presenting online proposals seminar. Most of the informants agreed more than those who disagreed with the activity because of they experienced and gave judgment about the online proposal seminar. Michotte (2017) improves that perception as a point of the over-all procedure of act which agrees someone to correct their events to the world and they living in. Here, the students' perception can be defined as the settled judgment afterward taking a definite knowledge that requests adjustment.

Furthermore, Students Perception is what a person believes about whatever they're studying in order to quantify how they approach using something, whether they decide before or after the procedure or about something they're studying (Hong, 2003) It implies that pupils have their own opinions on something that emerges as a result of the teaching learning process and how they impact it.

From the result of this studies it can be states that students' perception toward online seminar proposal during the covid-19 pandemic. Their perception arises because there are two factors, namely positive perception such as: Reducing the Anxiety, Save Money and Saving of Time. Then, negative perception such as: Felt of Anxiety, Lack of Practice, Lack of Vocabulary, Pronunciation and Grammatical error and Adds of

Vocabulary, Pronunciation, Problem in Using Zoom App, Weather and Network Problems and Difficult to Control the Situation. Most of the informants agreed more than those who disagreed with the activity because of they experienced and gave judgment about the online proposal seminar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the general finding, generally the researcher can conclude that there are two factors students perception toward online seminar proposal during pandemic covid-19. The first is positive perception. It includes that all of thing comes from informants his/herself such as: a.) reducing the anxiety, b.) save time c.) save money. The second one is negative perception such as: a.) Felt of anxiety b.) lack of practice c.) lack of vocabulary, pronunciation and grammatical error d.) adds of vocabulary, pronunciation e.) Problem in using Zoom Apps f.) Weather and network problems g.) Difficult to control the situation.

Students' perception toward online proposal seminar activities arise because of positive and negative perception by the students who have done presenting online proposals seminar. Most of the informants agreed more than those who disagreed with the activity because of they experienced and gave judgment about the online proposal seminar.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion as follow :

##### **1. The English Lecturers**

Based on the result of this research, hopefully give information to the lecturers about students' perception toward online seminar proposal during pandemic covid-19. Most of the students' reasons because they have less of self confidence to speak up in front of public. The researcher hoped the lectures can develop their strategy to make students' more confidence when they speak up in front of public.

##### **2. English Students'**

From the result of this research, the researcher would like to give suggestions to the English Students'. First is the students' are expected to prepare more about their presentation or research proposal. If their

research proposal is good, so the most factor influencing students' anxiety during research proposal seminar (fear if the research proposal refused the lecturer or the the research proposal cannot be continue) can be solve it. Second, do more practice to speak in public speaking. It can train students to perform in front of audience and also increase students self confidence and reduce students' anxiety during research proposal seminar. Third, the students expected to consider those factors that influenced students during research proposal seminar, and they can anticipate and avoid those factors. Then, they can give the best performance during research proposal seminar.

### 3. Other researchers

Other researchers are expected to use this research to add their knowledge on factor students' perception toward online seminar proposal during pandemic covid-19. Besides, they are expected to do other researches that related to other factors In addition, they are expected to conduct other research related to other students' factors of fluency in the proposal seminar.

## Bibliography

- Alabbasi, 2., Archhambault et al., 2. B., Huang et al., 2., Powel et al., 2., Watson & Gemin, 2., & Wick, 2. (2020). Principles of Online Learning.
- Amalia, Rosa. (2018). Students' Perception of Online Assessment Use in Schoology in EFL Classroom.
- Ana, Su'adah. (2015). *Students' Perception Toward the use of Edmodo in Teaching and Learning Process in Jambi University*.
- Anita, Z. (2015). "Students' Perception on Lecturer's Feedback of Daily Tasks in Qualitative Research Class (A study of the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2014/2).
- Antonius Setyawan Sugeng Nur Agung, M. W. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: *A Case Study on the English Students of STKIP Pamane Talino*. Journal of Social Sciences and Humanities. Kalimantan Barat, Manila, Philippines. Vol.10 Num
- Ary, J. a. (2010). Definition of Research Proposal.
- Barid Muh Nizarudin W, Kuswandi Iwan, Al Faruq Umar, et al., 2020. *Education Policy Overcome Coronavirus, A Study Of Indonesians*. Journal of Education and Technology 2597-9221 online. Vol 2/2 March 2020
- Brown, H. D. (2002). *Strategies For Success: A Practicall Guide to Learning English*. White Plains. Longman:
- Chomsky., N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Massachus.: Cambridge: The MID Press.
- Elsara W. (2013). Students' Perception Toward the Teaching Principles of Literature (A Study of the Literature for ELT 1 Class in 2012/2013 Academic Year. IAIN Batusangkar.
- et., K. i. (2015). Definition of Research Proposal.
- Gardner, H. a. (2006). Benefits of Online Learning.
- Gay, P. A. (2000). *Educational Research Competencies and For Analysis and Application* . Ney Jersey: Pentice Hall Inc.
- Guruan dan Ilmu Pendidikan) Bina Bangsa Getsempena, Banda Aceh Indonesia. Vol 8.No.1. <https://doi.org/10.24815/siele.v8i1.17628>.
- Handayani, T. (2015). Students Perception Toward the Advantages of diary Writing Technique by the Lecturer in Writing Class.
- Hebebcı, M. T.m Bertiz, Y., & Alan, S. (2020). *During the Coronavirus (COVID-19) Pandemic*. International Intestigation Of View Of Students And

- Teachers on Distance Education Practices Journal of Technology in Education and Science (IJTES), 4(4), 267-282.
- Holida, N. (2021). *Students' Perception on Speaking Class in Online Learning at English education Study Program of State Islamic University Sulthan Thaha Saifuddin Jambi*. (Undergraduate Thesis). Universitas Sulthan Thaha Saifuddin Jambi Indonesia.
- Hong, K.-S. R.-K. M.-K. (2003). Students' Attitudes toward the Use of the Internet for Learning: A Study at University in Malaysia. *Educational Technology & Society*. (6(2), 45-49. (ISSN 1436-4522).
- Jati, N. (2018). Students Perception Toward teacher's Talk in English Classroom. (The Study At The Eleventh Grade Students Of Smkn Jenawi Karanganyar In The Academic Year 2017/2018). English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta.
- Klien and Ware, 2., Algahtani, 2., Hameed et al, 2., Marc, 2., Wentling et al, 2., Nichols, 2., et al. (2008). Benefits of Online Learning.
- L. Y. Li & Tsai. (2017). Definition of Online Learning .
- Lodico, S. a. (2010). Definition of Research Proposal.
- Manchishi, P. C. (2015). Common Mistakes Committed and Challenges Faced in Research Proposal Writing by University of Zambia Postgraduate Students. *International Journal of Humanities Social Sciences and Education (IJHSSE)*. Volume 2, Issue 3, PP 126-138. School of Education, University of Zambia.
- Marliza H. (2010). The Eight Grade Students's Difficulties in Learning The Speaking Skill at SMP Negeri 9 Palembang. (Undergraduate Thesis). University Sriwijaya. Palembang Indonesia. .
- Michotte, A. (2019). *The Perception of Causality* (1 ed) London: Routledge. .
- Morgan, C. T. (1979.). *Introduction to Psychology*. New York: McGRAW-Hill.
- Mokhamad Iklil Mustofa, Muhammad Codzirin, Sayakti Lina. 2019. *Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi*. *Walisongo Journal of Information Technology*. Vol.1 No 2. Doi:<https://dx.doi.org/10.21580/wjit.2019.1.2.4067>.
- Mulyani, F. S. (2021). UNIVERSITY STUDENTS' PERCEPTIONS THROUGH E-LEARNING IMPLEMENTATION DURING COVID-19 PANDEMIC: POSITIVE OR NEGATIVE FEATURES DOMINATE .
- Muna Nailul. 2019. *Students' Perception And Motivation In Learning English Through Infographic (A Descriptive Qualitative Study Of English*

*Education Department Of Iain Salatiga In Academic Year 2018/2019).*  
Salatiga.

Ommi., A. (2020). Alfina Ommi. 2020. PENERAPAN LMS-GOOGLE CLASSROOM DALAM PEMBELAJARAN DARING SELAMA PANDEMI COVID-19. .

Qiong, O. (2017). A Brief Intoduction to Perception. *Studies in Literature and language*, 15(4), 18-28. <https://doi.org/10.3968/10055>

Rakhmat, J. (1989). *Psikologi Komunikasi*. Bandung: Remadja Karya.

Sanli, Refik - Ozden, M Yazar – Ismail Erturk. (2004). “Student Perception of Online Assessment: A Case Study”. *Journal of Distance Education Revue De L 'education A Distance*. Vol. 9 No.2. 2004. 77-92

Sidhu, G. K. (2003). Literature in the Language Classroom: Seeing Through the Eves of Learners. In: Ganakumaran & Edwin Malaci (Eds). *Teaching of literature in ESL/EFL context*. Pp.88-110. Petaling Jaya: Sasbadi-Melta ELT Series.

Slameto. (1974.). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: hineka Cipta.

Sugiyono. (2007). *Metode Penelitian Pendidikan Pendekatan kuantitatif, Kualitatif, dan R&D* . Bandung: Alfabeta.

Suryaman Maman, Cahyono Yoyok, Muliansyah Dadah dkk. 2020. *COVID-19 Pandemic and Home Online Learning System: Does it Effect the Quality of Pharmacy School Learning ?*. *Sys Rev Pharm*. Universitas Singaperbangsa Karawang, Universitas Pramita Indonesia, STIE Indonesia School of Management. Vol:11(8):524-530.)

Titik, P. (2014). *Students' Opinion on the Use of Make Match Technique in Learning Procedure text*. Batusangkar: STAIN unpublished Thesis.

Walgito, B. (1997). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.

Webster. (1828). *Defenition of Seminar*.

Wibowo, I. A. (2020). *Students' Perception of Online Learning For Public Speaking Course* .

Yacci. (2001). *Definition of Online Learning*.

<https://uis.ac.id/seminar-proposal-online-pakai-video-converence>.