

**SMKN 1 PALOPO STUDENTS' PERCEPTION ON ENGLISH  
LEARNING THROUGH WEBSITE KELASE**

*A Thesis*

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty  
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of  
English Education*



**IAIN PALOPO**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2021**

# **SMKN 1 PALOPO STUDENTS' PERCEPTION ON ENGLISH LEARNING THROUGH WEBSITE KELASE**

*A Thesis*

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty  
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of  
English Education*



- 1. Dr. Masruddin, SS., M.Hum**
- 2. Dr. Jufriadi, SS., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2021**

## THESIS APPROVAL

This thesis entitled "SMKN 1 Palopo Students' Perception on English Learning through Website Kelase" Which is Written by **Hernawati, Reg. Number. 16.0202.0162**, S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 26<sup>th</sup> March 2021 M**, coincided with **12<sup>th</sup> Syakban 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Friday, 26<sup>th</sup> March 2021 M  
12<sup>th</sup> Syakban 1442 H

### COMMITTEE OF EXAMINATION


- |                               |                 |         |
|-------------------------------|-----------------|---------|
| 1. Amalia Yahya, S.E., M.Hum  | Trial Chairman  | (.....) |
| 2. Dr. Masruddin, S.S., M.Hum | Trial Secretary | (.....) |
| 3. Dr. H. Rustan S, M.Hum     | Examiner I      | (.....) |
| 4. Dewi Furwana, S.Pd.I, M.Pd | Examiner II     | (.....) |
| 5. Dr. Masruddin, S.S., M.Hum | Consultant I    | (.....) |
| 6. Dr. Jufriadi, S.S., M.Pd   | Consultant II   | (.....) |

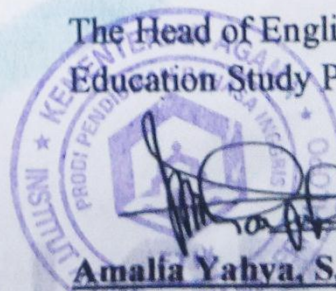
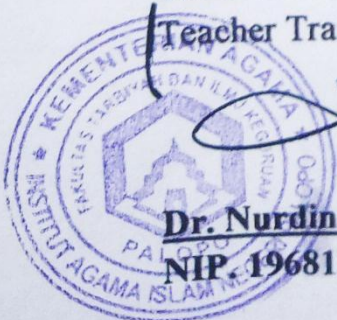
Approved by:

a.n Rektor IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training Faculty

  
**Dr. Nurdin K, M.Pd**  
NIP. 19681231 199903 1 014

The Head of English Language  
Education Study Program

  
**Amalia Yahya, S.E., M.Hum**  
NIP. 19771013 200501 2 006



## HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul SMKN 1 Palopo students' perception on English learning through website kelase yang ditulis oleh Hernawati Nomor Induk Mahasiswa (NIM) 16 0202 0162, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari senin, tanggal 15 Februari 2021 bertepatan dengan 03 Rajab 1442 Hijriah telah diperbaiki sesuai catatan dan permintaan Tim Penguji. dan dinyatakan layak untuk diajukan pada sidang Ujian Munaqasyah.

### TIM PENGUJI

1. Dr. H. Rustan S, M.Hum (  )  
Penguji I Tanggal: 17 Maret 2021
2. Dewi Furwana, S.Pd.I, M.Pd (  )  
Penguji II Tanggal: 26 Februari 2021
3. Dr. Masruddin, S.S., M.Hum (  )  
Pembimbing I/Penguji Tanggal: 18 Maret 2021
4. Dr. Jufriadi, S.S., M.Pd (  )  
Pembimbing II/Penguji Tanggal: 18 Maret 2021

## CONSULTANT APPROVAL

After carefully analyzed the thesis entitled: SMKN 1 Palopo Students' Perception on English Learning through Website Kelase

Written by :

Name : Hernawati

Reg. Number : 16 0202 0162

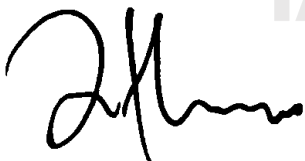
Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Certify that the thesis has met the academic requirements and is feasible to be submitted for testing on the research results exam/seminar.

Thus this agreement is made for further processing.

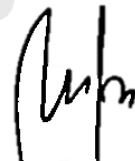
Consultant I



Dr. Massruddin, S.S., M.Hum

Tanggal: 12 Februari 2021

Consultant II



Dr. Jufriadi, S.S., M.Pd

Tanggal: 11 Februari 2021

## NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'Alaikum Wr. Wb*

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

Nama : Hernawati  
Nim : 16 0202 0162  
Prodi : Pendidikan Bahasa Inggris  
Judul : SMKN 1 Palopo Students' Perception on English Learning through Website Kelase

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

*Wassalamu 'Alaikum Wr. Wb.*

Consultant I



Dr. Massruddin, S.S., M.Hum  
Tanggal: 12 Februari 2021

Consultant II



Dr. Jufriadi, S.S., M.Pd  
Tanggal: 11 Februari 2021

## PRONOUNCEMENT

I have been signature below:

Name : Hernawati  
Reg. Number : 16 0202 0162  
Study program : English Language Education  
Faculty : Tarbiyah and Teachers Training

With all awareness and consciouness, the researcher who signs below, pronounnces that this thesis is literally work of researcher his self. This thesis not lawful if someday there is not a shared evidence that this thesis duplicated, copied, or made by other people wholly or partially.

Palopo, 22<sup>th</sup> April 2020

Researcher  
  
HERNAWATI  
16 0202 0162

## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ،  
نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ  
الدِّينِ, أَمَّا بَعْدُ

In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the researcher could complete this research as one of the requirements to finish the English Education Department of IAIN Palopo.

This research would not have been completed without support, guidance, and help from individuals and institutions. Therefore, the researcher would like to express special thanks to:

1. Prof. Abdul Pirol, M.Ag as the Rector of IAIN Palopo
2. Drs. Nurdin, K., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and Mr/ms Deputy dean I,II, and III of tarbiyah and teacher training faculty at IAIN Palopo.
3. Amalia Yahya, SE., M.Hum as chair of the English Language Education study program at IAIN Palopo and all staff members who have helped the researcher process the graduating paper administration.
4. Dr. Masruddin, SS., M.Hum and Dr. Jufriadi, SS., M.Pd as the first and the second supervisor who always provides support, direction, and ideas to researchers during the process of completing this thesis.



5. Dr. H. Rustan S, M.Hum and Dewi Furwana, S.Pd.I., M.Pd as the first and second examiner who have provided guidance, input, and directed to complete the thesis.
6. Amalia Yahya, SE., M.Hum as an academic advisory lecturer
7. All lecturers and staff of IAIN Palopo. Thanks for all your guidance, knowledge, and support.
8. H. Madehang, S.Ag., M.Pd as the head of the library unit and his employees of IAIN Palopo who have helped a lot, especially in collecting literature related to this thesis.
9. The headmaster of SMKN 1 PALOPO. Along with teachers and staff who have provided permission and assistance in conducting research.
10. The students of SMKN 1 PALOPO have collaborated with the researcher in the research completion process.
11. Especially to her beloved parents Kasse and Tenni who have always provided motivation, support, and advice to researchers until now, and all my brother, sisters, and aunty who have been helping and praying for me. Hopefully Allah SWT. Gather us in his heaven one day.
12. To all friends of English study program especially for BIG C who has provided a lot of input to researcher in completing this thesis. Also thanks to my beloved friends Lismayanti, Ernawati, Ratna, VIP group, my friends at boarding house Inayah, and who always provide support, motivation, ideas, knowledge, and assistance to researcher.

The researcher realizes that nothing is perfect. Hence, criticism and constructive suggestions are needed by researchers so that this research becomes even better. Finally, the researcher hopes that the writing of this final thesis project can provide benefits.

Palopo, 26 February 2021



Hernawati  
NIM: 16 0202 0162



**IAIN PALOPO**

## TABLE OF CONTENTS

<b>COVER PAGE</b> .....	
<b>TITLE PAGE</b> .....	
<b>THESIS APPROVAL</b> .....	
<b>HALAMAN PERSETUJUAN TIM PENGUJI</b> .....	
<b>CONSULTANT APPROVAL</b> .....	
<b>NOTA DINAS PEMBIMBING</b> .....	
<b>PRONOUNCEMENT</b> .....	
<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>TABLE OF CONTENT</b> .....	<b>iv</b>
<b>LIST OF FIGURE</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Limitation of the research .....	3
C. Research Question .....	3
D. The Objective of the Research.....	3
E. Significance of the Research.....	3
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>5</b>
A. Previous Study .....	5
B. Some Pertinent Ideas.....	9
1. Perception .....	9

2. Website .....	11
a. Definition of Website.....	11
b. The Elements of Website Provision.....	12
c. The Function of the Website.....	14
3. Kelase.....	16
a. Definition of Kelase .....	16
b. Features of Kelase .....	17
c. The Advantages of Kelase.....	18
d. The Disadvantages of Kelase .....	21
4. Teaching English In Vocational High School .....	22
C. Theoretical Framework.....	24
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>25</b>
A. Method of the Research .....	25
B. Location of the Research.....	25
C. Subject of the Research.....	25
D. Source of Data Research.....	25
E. Instrument of the Research .....	26
F. The Procedure of collecting data .....	26
G. Data Validity Check.....	27
H. The Technique of Data Analysis.....	28

<b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>	<b>29</b>
A. Findings.....	29
B. Discussions .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>47</b>
A. CONCLUSION.....	47
B. SUGGESTIONS .....	48

**BIBLIOGRAPHY**

**APPENDICES**



**IAIN PALOPO**

## LIST OF FIGURE

Figure 4.1.1 the Display of the First Questionnaire Accompanied Student Responses.....	26
Figure 4.2.1 the Display of the Second Questionnaire Accompanied Student Responses.....	27
Figure 4.3.1 the Display of the Third Questionnaire Accompanied Student Responses.....	27
Figure 4.4.1 the Display of the Sixth Questionnaire Accompanied Student Responses.....	28
Figure 4.5.1 the Display of the Eighth Questionnaire Accompanied Student Responses.....	28
Figure 4.6.1 the Display of the Ninth Questionnaire Accompanied Student Responses.....	29
Figure 4.7.1 the Display of the Fifth Questionnaire Accompanied Student Responses.....	29
Figure 4.8.1 the Display of the Seventh Questionnaire Accompanied Student Responses.....	30
Figure 4.9.1 the Display of the Twelfth Questionnaire Accompanied Student Responses.....	30

Figure 4.10.1 the Display of the Thirteenth Questionnaire Accompanied Student Responses.....	31
Figure 4.11.1 the Display of the Fourth Questionnaire Accompanied Student Responses.....	31
Figure 4.12.1 the Display of the Fifteenth Questionnaire Accompanied Student Responses.....	32
Figure 4.13.1 the Display of the Fourteenth Questionnaire Accompanied Student Responses.....	32
Figure 4.14.1 the Display of the Sixteenth Questionnaire Accompanied Student Responses.....	33
Figure 4.15.1 the Display of the Tenth Questionnaire Accompanied Student Responses.....	33
Figure 4.16.1 the Display of the Eleventh Questionnaire Accompanied Student Responses.....	34

## ABSTRACT

**Hernawati, 2021.** “*SMKN 1 Palopo Students' Perception on English Learning through Website Kelase*”. Thesis of the English Department Study Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo. Supervised by Masruddin and Juriadi.

This thesis is a research on students' perception, especially about English learning through Website Kelase in the second grade marketing at Vocational High School 1 Palopo. The research question of this research is “How is the SMKN 1 Palopo students' perception on English learning through Website Kelase?”. The objective of this research is to figure out the SMKN 1 Palopo Students' Perception on English Learning through Website Kelase. The method used in this research is descriptive qualitative method. This research located at SMKN 1 Palopo. The subjects of this research were students at second grade marketing 1 consist of twenty six students. Besides, the researcher used interview and questionnaire to find out students' perception on English learning through Website Kelase. From the research that has been carrying out, the results in this research that most of the student responses to the Website Kelase applied in learning English at SMKN 1 Palopo were approved. The students said that the Website Kelase was easy to access and how to use it that was easy to understand. Then the Website Kelase has complete features that make it easier for students to learn. Besides this site makes it easier for students and can improve their abilities, especially in learning English. Then the display of the Website Kelase is very interesting which makes students not easily bored while studying. Then the Website Kelase improves students' abilities. Then the teacher actively gives assignments and directions to students on the lesson. However, some students still have doubts and have difficulty understanding the material provided by the teacher even though a discussion forum has been provided for students. This is because students need direct detailed explanations so that students can grasp the meaning of each material. Students are also constrained by time consuming and internet quota usage

**Keywords:** *Students' Perception, Website Kelase*



## CHAPTER I

### INTRODUCTION

#### A. Background

Perception is the part of the whole process in which a person will form an impression or make a response about someone or something. The ability of perception occurs when an individual performs a stimulation process to make a response to the stimuli he receives. Each individual tends to give meaning to a stimulus received with the knowledge and experience he has, then the individual gives a response to the stimulus it receives. In the world of education, the perception of teachers and students is very important in the success of the education component itself. The teacher is the most important educational staff in developing educational ideas and designs while the student is the object that is subject to actions implemented by the teacher. In order to support the teaching process more effectively, schools are implementing a virtual learning process, one of which is using Website based learning.

Technology really makes an important contribution to the development of education. Janelle Cox (2009) state that, implementing classroom technology in school is needed because it can help students to prepare for the future and as we are in the digital era which makes us should know how to use it properly<sup>1</sup>

---

<sup>1</sup> Janelle Cox. *Teachhub*. n.d. <http://www.teachhub.com/benefits-technology-classroom> (accessed June 21, 2020).

Communication and Information Technology (ICT) which is very important today, one example is the website based learning which is designed to have access to various practices in applying technology tools. These online classes are used on educators' smartphones and students can access them freely and enter easily.

Currently, SMKN 1 Palopo is implementing online learning on Website Kelase in the 2020/2021 school year. In the previous school year, the first semester still used the face-to-face system at school. Then in the second semester virtual learning was implemented due to the Covid-19 outbreak which required students to study independently at home. At that time all learning processes were carried out through the Whatsapp Application. However, the learning process is still not effective because it has many obstacles. There were several obstacles that were encountered when filling in the attendance journal, distributing educational materials and assignments, and holding school exams<sup>2</sup>.

Website Kelase can be accessed freely and enter easily. This site was introduced at the beginning of the semester this year as an excellent and unique feature. Students in the marketing department were taken as participants because they were already using Website Kelase in the learning process. Based on informal interviews with several students majoring in marketing, most stated that learning virtually affects their performance. When students will do the assignment optimally and they also feel challenged because they have submission of assignments online with a certain deadline. Besides that, students also have a

---

<sup>2</sup> Nur Alam, *Interview*. (SMKN 1 Palopo) October 14, 2020.

regular lesson schedule, so they can prepare time before the learning process starts.

Based on the description above, the researcher wanted to know the students' perceptions of the Website entitled "SMKN 1 Palopo Students' Perception on English Learning through Website Kelase".

### **B. Limitation of the research**

The limitation in this research is focused on how students respond to the use of the Website Kelase in English learning in the Marketing at SMKN 1 Palopo

### **C. Research Question**

Based on the background, the problem that needs to be answered at this research is: How is SMKN 1 Palopo Students' Perception on English Learning through Website Kelase?

### **D. The objective of the Research**

Based on the research question, the researcher explains the objective of this research is to figure out the SMKN 1 Palopo Students' Perception on English Learning through Website Kelase.

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

Researcher hopes that this research can find out how students' perceptions of learning English through Website Kelase. It is also hoped that it can provide information and input in the application of this site, especially for vocational high

schools. Then for schools and teachers, this research will help them to find out how student responses can be followed up if they still need improvement.



**IAIN PALOPO**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

Riana T. Mangesa, M.Yusuf Mappedasse. In titled “Platform E-Learning Kelase Metode Untuk Pembelajaran Di Sekolah Menengah Kejuruan”<sup>3</sup>. This research discussed about application of Kelase e-learning Platform in Vocational High School (SMK) can provide many ease of learning. The purpose of this research is to innovate learning in using learning method of ease learning platform, to improve learning quality and improve learning outcomes. This type of research uses a qualitative and descriptive approach, which describes the effectiveness of the implementation of learning in SMKN. This method is to describe the data of study groups formed in one class, so as not to isolate the individual into the variable, but view it as a whole that aims to describe the effectiveness of the implementation of learning platform Kelase e-learning. The result of the research is effective learning because the implementation of ease learning platform, can innovate teachers in the learning process so as to improve the quality of learning and improve learning outcomes of learners. The difference between this research and the research of Riana T. Mangesa, M.Yusuf Mappedasse is this research discusses students' perceptions of English learning on the use of Website Kelase in Vocational High Schools. While the research above

---

<sup>3</sup> Riana T. Mangesa, M.Yusuf Mappedasse. *Platform E-Learning Kelase Metode Untuk Pembelajaran Di Sekolah Menengah Kejuruan*. n.d. <https://ojs.unm.ac.id/mkpk/article/view/5131>. (accessed August 22, 2020).

is to describe the effectiveness of the implementation of learning at Vocational High School by implementing the Kelase e-learning platform.

Dewa Gede Hendra Divayana, through his research entitles “The Implementation of Blended Learning with Kelase Platform in the Learning of Assessment and Evaluation course”<sup>4</sup>. This research aimed to know the implementation of blended learning with Kelase platform in the learning process of Assessment and Evaluation course. Determination of subjects in this research used purposive sampling technique; with the number of subjects were involved as many as 40 people. Methods of data collection in this research used questionnaires, observations, and documentation. The steps were undertaken in this research include (1) selection and personnel training; (2) location selection, hardware installation, and software installation; (3) programming and program testing; (4) system testing; and (5) system conversion. Data analysis technique in this research was quantitative descriptive. The results were obtained in this research showed the effectiveness level percentage of the implementation of blended learning with Kelase platform that was used to support the learning process of Assessment and Evaluation course was 90.2%, so it was included in the very good category. The similarities between this research and Dewa Gede Hendra Divayana research are to determine the implementation of the kelase platform in the learning process. The difference of the research above and this research is this research focuses on English learning through Website Kelase.

---

<sup>4</sup> Dewa Gede Hendra Divayana. *The Implementation of Blended Learning with Kelase Platform in the Learning of Assessment and Evaluation Course*. n.d. <https://online-journals.org/index.php/i-jet/article/view/8308/5906>. (accessed August 23, 2020).

Khoirun Ni'mah, through her research entitles "Optimizing the Use of The Website as a Media for Zakat Management Publication by the Dhuafa Wallet Institution"<sup>5</sup>. This research aims that Website has an advantage in terms of publication or dissemination of information more effectively than other mass media. Therefore, it is necessary to optimize the utilization of the website in managing the content and appearance of the website. Thus the website will be attractive and communicative to be frequently visited by the communicant / user.

This type of research includes qualitative descriptive research with a research focus on optimizing the use of websites as a publication media for zakat management, with an emphasis on management or management of the Dompot Dhuafa website content based on the characteristics and objectives of the website as an online publication media. After conducting research with the data obtained, it can be concluded that the optimization of the use of the website as a publication media for zakat management by the Dompot Dhuafa institution uses two principles, namely optimization based on the characteristics and objectives of the website as an online publication media. These characteristics include the speed and timeliness of information, updating of information, interactivity, multimedia, large load capacity, and linkages to other sources (hyperlinks). Meanwhile, the purpose of the website as a publication medium includes disseminating information, creating awareness, research objectives, improving services, and

---

<sup>5</sup> Khoirun Ni'mah. *Optimizing the Use of The Website as a Media for Zakat Management Publication by the Dhuafa Wallet Institutioin.* n.d. [http://digilib.uin-suka.ac.id/16629/2/11210073\\_bab-i\\_iv-atau-v\\_daftar-pustaka.pdf](http://digilib.uin-suka.ac.id/16629/2/11210073_bab-i_iv-atau-v_daftar-pustaka.pdf). (accessed March 04, 2021).

increasing distribution. With these two principles, the appearance of the website content looks more complete, complete, and communicative in order to attract the attention of the communicant / user to visit this website. The similarity between this study and Khoirun Ni'mah research is focusing on the use of the website as a medium. While the difference is that the research above focuses on optimizing the use of website as a media for zakat management publication, while this research focuses on learning English using the Website Kelase.

Nicky Dwi Puspaningtyas dan Putri Sukma Dewi, through their research entitles “Persepsi Peserta Didik Terhadap Pembelajaran Berbasis Daring”<sup>6</sup>. This research aims that online learning is a solution in the era of the COVID-19 pandemic. However, of course, in the implementation, there must be many difficulties for both teachers and students. Data analysis technique in this research was descriptive. This study aims to describe students' perceptions of online learning in Lampung Province. Samples were randomly selected using the Slovin Method with a population of Senior High School students in Lampung Province. 400 students from more than 25 schools were choosing in this research. The sample is given a perception questionnaire that has been tested for validity and reliability which is made on Google Form. Based on the research results, it can be concluded that students get good support from various parties in implementing

---

<sup>6</sup> Nicky Dewi Puspaningtyas, Putri Sukma Dewi. *Persepsi Peserta Didik Terhadap Pembelajaran Berbasis Daring*. Jurnal Pembelajaran Matematika Inovatif. Vol.3 No.6 n.d. <https://journal.ikipsiliwangi.ac.id/index.php/index/search/search?simplequery=Nicky+Dewi+Puspaningtyas%2C+Putri+Sukma+Dewi.+Persepsi+Peserta+Didik+Terhadap+Pembelajaran+Berbasis+Daring&Searchfield=Query>. (accessed march 03, 2021).



online learning. However, the majority of students experienced problems related to signals during online learning. Many students also have not been able to master the learning application well so that it will affect the learning process. In addition, students stated that they had difficulty communicating with the teacher and preferred to have face-to-face discussions and students had difficulty understanding the material if it only came from books. Nicky Dwi Puspaningtyas and Putri Sukma Dewi research and this research both discuss students' perception of online learning. While the difference is this research focuses more on students' perceptions of the Website Kelase.

## **B. Some of pertinent ideas**

### **1. Perception**

Perception is not only to have an opinion about something, or have a belief about something or thing that something is true, correct or real but also hope and demand expect a good thing to happen in the future<sup>7</sup>. Rao and Narayan in Windha Zulhernanda, defining acceptable perceptions is dependent on a person's behavior when conveying that information that enables them to understand the situation around them, "perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work

---

<sup>7</sup> Kosma Sarkol. *Student Perception of Learning English in Senior High Schools of Kaimana, West Papua*. n.d. [https://repository.usd.ac.id/6762/1/146332040\\_full.pdf](https://repository.usd.ac.id/6762/1/146332040_full.pdf). (accessed December 24, 2019).

environment”<sup>8</sup>. Perception is the association, identification, and the explanation of a sensation to figure a psychological illustration<sup>9</sup>. Perception is the process of selecting, organizing, and interpreting the information inputs to construct a meaningful conception generally<sup>10</sup>.

Student’s perception is the student feeling about something<sup>11</sup>. Student’s perception is very important not only for estimation but also for teaching development purposes. Understanding student perceptions are very important for teachers or lecturers to evaluate lessons so they can be more effective<sup>12</sup>. Based on the opinions above, the researcher concludes that perception is interpreting something that has been examined in advance based on what has been received directly or indirectly. Perception can also be interpreted as the ability to interpret and understand what is captured to build a final conception or conclusion. Students’ perception in this study is how students see the problem of using Website Kelase with their thoughts based on their experiences while learning English.

---

<sup>8</sup> Zulhernanda, Windha. *Teachers’ Perceptions on Application of 2013 Curriculum for Elementary School in Medan*. n.d. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=w> (accessed December 24, 2019).

<sup>9</sup> Schacter L, Daniel – Daniel T. Gilbert – Daniel M. Wegner, *Psychology*, (United States of America: Worth Publishers, 2009).

<sup>10</sup> P. Kotler, *Analysis, Planning, Implementation, and Control*. Nine editions, ( New Yersey: Prentice Hall International, 2000), 94.

<sup>11</sup> Marjorie Montague, *Student Perception, Mathematical Problem Solving, and Learning Disabilities*, (Pennsylvania State Univ. Vol. 8 No. 1. 46-53, 1997).

<sup>12</sup> Rosa Amalia. *Students’ Perception of Online Assessment Use in Schoology in EFL Classrooms*. n.d. [Http://Digilib.Uinsby.Ac.Id/28639/7/Rosa%20Amalia\\_D75214047.Pdf](http://Digilib.Uinsby.Ac.Id/28639/7/Rosa%20Amalia_D75214047.Pdf). (accessed January 10, 2020).

## 2. Website

### a. Definition of Website

Website is a particular application that runs on a browser platform or operating system<sup>13</sup>. Website or site can also be interpreted as a collection of pages that display information on text data, still or motion image data, animation data, sound, video and / or a combination of all of them, both static and dynamic which form a series of interrelated buildings where each is linked by a network of pages (hyperlinks)<sup>14</sup>. The website is a collection of documents, graphics or information where a user can have the complete experience according to their need<sup>15</sup>. Web-based learning is a learning activity that utilizes a website that can be accessed via the internet network<sup>16</sup>. Web-based learning which is popularly known as web-based education (WBE) or sometimes called e-learning (electronic learning) can be defined as the application of web technology in the world of learning for an educational process<sup>17</sup>.

---

<sup>13</sup> Heppy El Rais, *Kamus Ilmiah Populer*, Cet. 1. Yogyakarta: Pustaka Pelajar, 2012. 453

<sup>14</sup> Nurrita Ratna Juwita Nasution. *Penggunaan Website tjokrosuharto Arts and Crafts Sebagai Komunikasi Pemasaran*. n.d. <https://eprints.uns.ac.id/6076/1/210201811201102401.pdf>. (accessed March 03, 2021).

<sup>15</sup> Md. Shamsul Arafin and Yi Jang. *Developing a Dynamic Website Using the Online Website Builder Weebly for Viking Fortune Oy*. n.d. [https://www.theseus.fi/bitstream/handle/10024/139740/Shamsul\\_Arafin%20-%20Yi\\_Jang.pdf;jsessionid=3A49EB336CFE572EB60CFB5CB23E4F92?sequence=1](https://www.theseus.fi/bitstream/handle/10024/139740/Shamsul_Arafin%20-%20Yi_Jang.pdf;jsessionid=3A49EB336CFE572EB60CFB5CB23E4F92?sequence=1). (accessed March 03, 2021).

<sup>16</sup> Rusman, Deni Kurniawan, Cepi Riyana. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi Mengembangkan Profesionalitas Guru*. Jakarta: Rajawali Pers, 2013. 263.

<sup>17</sup> Rusman. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Edisi 2 Cetakan 5. Jakarta: Pt Rajagrafindo Persada, 2014. 335.

## b. The Elements of Website Provision

According to Ali Zaki (2009), to provide a website supporting elements must be available as follows:

### 1) Domain name/URL–Uniform Resource Locator

A domain name or commonly referred to as a Domain Name or URL is a unique address in the internet that is used to identify a website, or in other words a domain name is the address used to find a website on the internet.

### 2) Web Hosting

Web hosting can be interpreted as a space contained in a hard disk where various data, files, images, videos, email data, statistics, and databases and so on will be displayed on the website.

### 3) Scripts Program

Scripts Program is the language used to translate every command on the website when accessed. The type of programming language determines the static, dynamic or interactivity of a website.

### 4) Website design

Website design determines the quality and beauty of a website. Design greatly influences the visitor's assessment of whether a website is good or not.

5) Data transfer program to the data center

Web designers work on websites on their own computers. Various program languages, text information data, images, videos, and sounds have become the supporting files for the website. The file can be opened using a browser program so that you can see a complete website on your own computer (offline).

6) Website publication

The existence of a website is of no use built without being visited or known by the public or internet visitors. To introduce a site to the public requires what is called publication or promotion.

7) Website Maintenance

To support the continuation of the site, maintenance is required at any time as desired, such as adding information, news, articles, links, images or so on.

8) Extension of Domain Name and Web Hosting Leases<sup>18</sup>

According Hamzah B. Uno (2007), Web-based distance education must have the following elements:

- 1) Student activity center; As a community web based distance learning, it must be able to make this facility a place for student activities, where students can add skills, read course materials, search for information, and so on.

---

<sup>18</sup> Ali Zaki. *Kiat Jitu Membuat Website Tanpa Modal*. Jakarta: Elexmedia Komputindo, 2009.

- 2) Interaction in grub; students can interact with each other to discuss the materials given by the lecturer.
  - 3) Student administration system; where students can view information about student status, student achievement, and so on.
  - 4) Deepening of the material and examinations; usually lecturers often hold short quizzes and assignments that aim to deepen what has been taught and take tests at the end of the study period.
  - 5) Digital library; In this section, there is a variety of information about librarianship, not limited to books, but also in digital literature such as sounds, pictures, and so on.
  - 6) Online material from outside the course; to support lectures, reading material from another web is also needed<sup>19</sup>.
- c. The function of the website

According to Ali Zaky (2009), the function of the website has various functions, depending on the purpose and type of website being built, but in general it can function as:

- 1) Promotion Media As a promotional media it can be divided into the main promotional media, for example a functioning website as a search engine or online store, or as a support for major promotions,

---

<sup>19</sup> Hamzah B. Uno. Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. Jakarta: Pt. Bumi Aksara, 2007. 39.

but the website can contain more complete information than offline promotional media such as newspapers or magazines

- 2) Marketing Media: In an online store or affiliate system, the website is a fairly good marketing medium, because compared to a store as in the real world, to build an online store requires relatively less capital, and can operate 24 hours even though the website owner is resting or is not in place, and can be accessed from anywhere.
- 3) Information Media: Portal websites and online radio or tv provide information that is global in nature because it can be accessed from anywhere as long as it is connected to the internet, so that it can reach more widely than conventional information media such as newspapers, magazines, radio or television which are local in nature.
- 4) Educational Media: There are communities that build special websites containing information or articles that are loaded with scientific information such as wikipedia.
- 5) Communication Media: Now there are many websites that are specially built to communicate such as forums that can provide facilities for members to share information or help solve certain problems<sup>20</sup>.

---

<sup>20</sup> Ali Zaki, *ibid.*

According to Syaiful Rahman, Wahid Munawar, Ega T. Berman, The function of the internet network as a source and means of learning can be implemented, as follows:

- 1) Browsing or surfing is a general term used when you want to explore cyberspace or the web.
- 2) Resourcing is making the internet a teaching resource. The role of the internet as a store of information is used to obtain information and data relating to the teaching material presented. Information relating to the address of the site to be visited as a source of teaching material has been known in advance through the information provided in teaching handbooks and from other information.
- 3) Searching is the process of searching for learning resources in order to complement the material that will be delivered to students.
- 4) Consulting and communicating (consulting and communication via e-mail and mailing lists)<sup>21</sup>.

### **3. Kelase**

#### **a. Definition of Kelase**

Kelase "comes from the Javanese language, with the root word" class ". Class is a room in the school that is used for teaching and learning activities, where teachers and students interact with each other. The suffix "e" behind the

---

<sup>21</sup> Syaiful Rahman, Wahid Munawar, Ega T. Berman. Pemanfaatan Media Pembelajaran Berbasis Website pada Proses Pembelajaran Produktif di SMK. n.d. <https://ejournal.upi.edu/index.php/jmee/article/download/3746/2667>. (Accessed March 04, 2021).



word class means "its" in Indonesian, so "Kelase" means "class"<sup>22</sup>. Kelase learning media is an effective learning media because with this media students can read the material provided by their teachers at school, even students who are unable to attend can take part in online learning using these learning media<sup>23</sup>. Kelase supports learning / training activities in institutions / organizations by providing online class features which include teaching materials, discussion forums, assignments and quizzes<sup>24</sup>.

#### b. Features of Kelase

The features available on Kelase, such as:

- 1) Social features which are used to share status messages, links and photos/images on your page, institutions/organizations, and classes, provide comments, like and function friendship.
- 2) Collaboration features used for making activities together on a private page and community and also conduct discussions.

IAIN PALOPO

<sup>22</sup> <https://edukasi101.com/sebenarnya-apa-sih-kelase-com-itu/>. (accessed August, 21 2020)

<sup>23</sup> Sendi Eka Nanda Ajeng and Syafilla Susilo. *Pengaruh Media Pembelajaran Kelase Terhadap Motivasi Siswa Di Sman 8 Depok*. *Jurnal Ilmu Komunikasi* Vol. 5 No.1. n.d. <http://sendieka.staff.gunadarma.ac.id/Publications/files/4410/Jurnal+Pengaruh+Media+Pembelajaran+Kelase+Terhadap+Motivasi+Siswa+di+SMAN+8+Depok.pdf>.

<sup>24</sup> Sepriani Liliana, M. Andy Rudhito. *Pengembangan Kelas Virtual Menggunakan Kelase pada Topik Logika untuk Siswa SMA*. *Jurnal Science Tech* Vol.4, No.1. n.d. <https://core.ac.uk/download/pdf/230369322.pdf>. (accessed June 25, 2020).

- 3) Features of information and communication used to receive news and comment on the page of news from agencies/organizations, as well as send and receive private messages.
- 4) Learning function which is used to create and follow the online classroom learning with various learning activities, such as the reading/blog, tasks, quiz, and discussion forum<sup>25</sup>.

There are additional new features in Kelase, namely the existence of a mobile application (for Android, iOS and WindowsPhone) where this service is based on Cloud Computing which supports users to be able to log in with their Facebook account so that it will make it easier for users / students and data with fellow users<sup>26</sup>.

#### c. The Advantages of Kelase

According to Arif Rahmah Yunianto, Kelase-based e-learning has several advantages, such as:

IAIN PALOPO

---

<sup>25</sup> Dewa Gede Hendra Divayana. *The Implementation of Blended Learning with Kelase Platform in the Learning of Assessment and Evaluation Course*. n.d <https://onlinejournals.org/index.php/ijet/article/view/8308/5906>. (accessed August 23, 2020)

<sup>26</sup> Veronika Vidari Sudin and Flaviana Mbere Tani, *Pengembangan Kelas Virtual dengan Lms Kelase untuk Pemahaman Konsep Siswa dalam Materi Trigonometri untuk Rumus Jumlah dan Selisih Dua Sudut*. n.d. <https://jurnal.ustjogja.ac.id/index.php/etnomatnesia/article/view/2384/1345>. (accessed March 04, 2021).

1) Stay connected and share

Kelase is based on internet media so that this service can be accessed anytime and anywhere. With this service users can share information or material with other users.

2) Easy and printable scoring system

An interesting advantage of using this service is that there is an easy assessment system that can be printed directly in pdf format, making it very easy for teachers to assess students.

3) There is a record of student progress for each topic / chapter

With the Kelase service, the development of students on each subject can be monitored so that the teacher will know which students are experiencing rapid development and students who have difficulty learning.

4) Enriching Learning Experience

This service uses a Cloud Computing system that is directly connected to the Kelase central server. In this Kelase service, there are thousands of ebooks and various video tutorials for productive vocational lessons from various subject matter that can be downloaded by students for free. In addition, students can also communicate with each other by chatting (Chating) to other students and even to the teacher if they experience difficulties in learning.

### 5) Multi-platform

Apart from being accessed by a computer / PC, since April 2014 Kelase has come with various additional features as well as a mobile application (for Android, iOS and WindowsPhone) so that this service has also penetrated the world of Mobile Learning.

### 6) Easy to Measure and Monitor

This Class Service has 3 types of accounts, namely accounts for students, teachers and parents. So that parents of students can log in with their account to monitor the development and progress of their child in learning directly through this Kelase-based e-learning service<sup>27</sup>.

According to Arif Susanto, the advantages of Kelase include:

- 1) There is a record of student progress in each topic / chapter
- 2) Can stay connected and share via various devices including cell phones
- 3) Easy measurement and monitoring of student learning progress
- 4) The scoring system is easy and can be printed directly.
- 5) Always updates for software improvements
- 6) Artificial originals Indonesia<sup>28</sup>.

---

<sup>27</sup> Arif Rahman Yuniarto. *Implementasi E-Learning Berbasis Kelase Sebagai Sumber Belajar (Studi Kasus Siswa Kelas X Jurusan Multimedia di Smk Bagimu Negeriku Semarang)*. n.d <https://lib.unnes.ac.id/20662/1/1102411052-s.pdf>. (accessed January 16, 2021).

<sup>28</sup> Arif Susanto. *Pengembangan Kelas Virtual Menggunakan Kelase pada Siswa Kelas Xii SMA dalam Persiapan Menghadapi Ujian Nasional Matematika*.

d. The disadvantages of Kelase

There are several disadvantages in the Kelase system, including:

- 1) Adding a user to a user requires a specific access code. This can be overcome by registering simultaneously with guidance from the teacher. So that at the same time the students can share their access codes with each other.
- 2) LMS Kelase is Cloud Computing which is centralized on the Kelase server so that it cannot be modified in terms of appearance and cannot be installed in the related school domain. However, this can be overcome by redirecting from the school domain to the Kelase server<sup>29</sup>.

The disadvantage of Kelase is that the Kelase LMS is cloud computing that is centralized on the Kelase server so that the display aspects cannot be modified freely by the user and cannot be installed the related school domain and additions between users and users require certain access codes<sup>30</sup>.

---

n.d. <https://jurnal.ustjogja.ac.id/index.php/etnomatnesia/article/download/2426/1387>. (accessed January 17, 2021).

<sup>29</sup> Alexander Hamonangan Simamora, Anak Agung Gede Agung, Luh Putu Putrini Mahadewi. *Pengembangan E-Learning Dengan Kelase pada Mata Pelajaran Ilmu Pengetahuan Alam di Sekolah Menengah Pertama*. n.d. <https://ejournal.undiksha.ac.id/index.php/MI/article/view/21260> (Accessed March 04, 2021).

<sup>30</sup> Taufiqurrochman, Dr. H. R. and Dr. H. Imam Muslimin, M.Ag. *Ragam Aplikasi Learning Management System (LMS) Pembelajaran Bahasa Arab Model Blended Learning di Era Revolusi Industri 4.0*. n.d.

#### 4. Teaching English in Vocational High School

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning<sup>31</sup>. Students are required to have quality abilities due to increased competitiveness and competitive advantage from every field such as human resources and technology. To face the era of globalization, the means that must be mastered is the ability to communicate in English. English began to be learned from the elementary school level and became compulsory subjects at the junior high school until senior/vocational high school. English is considered as a benchmark for the achievement of individuals and the Indonesian nation as a whole in the international community, therefore the aim of English is directed not only to develop communication skills and communication skills, but more broadly, namely the development of thinking and reasoning abilities and skills, and instill character values to become a dignified nation<sup>32</sup>. The learning process is a process that contains a series of actions of teachers and students that take place

IAIN PALOPO

---

<http://repository.uinmalang.ac.id/6133/1/Laporan%20Riset%20Aplikasi%20LMS%202019%20-%20AKHIR%20OK.pdf>. (accessed January 17, 2021).

<sup>31</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (White Plains: Person Education, 2007), 8.

<sup>32</sup> Panjaitan, Mutiara O., *Analysis of Content Standards for English in Junior Secondary School and Senior Secondary High School*, *Jurnal Pendidikan & Kebudayaan* 19, No. 1, (August 02, 2013), 143.

in educational situations to achieve certain goals, were in the process contained multi-role of the teacher<sup>33</sup>.

Vocational high school is considered capable of getting a job directly when graduating school. That is the view of the general public about high school graduates majoring up to now. English Subjects at the Vocational High School level are adaptive subjects, aiming to equip students with English communication skills in the context of the communication materials needed for their skill programs, both oral and written<sup>34</sup>. Teaching English in vocational high school has similarities with teaching at the senior high school level, it's just that in vocational high school the material taught must be more focused on the vocational field. Teachers are required to be more creative in bringing material to fit the needs of students in vocational high school. The purpose of vocational education in UU no. 20 of 2003, concerning education in vocational high school, is to prepare students, especially to work in certain fields, to play a strategic role in preparing human resources who have high creativity and tough independence. In line with the characteristics of vocational high school (Depdiknas, 2009), among others: (a) prepare students especially to work in certain fields; (b) based on the competency needs of the world of work; (c) a relationship with the world of work is the key to success; (d) responsive and anticipatory to technological advances, (e) Learning

---

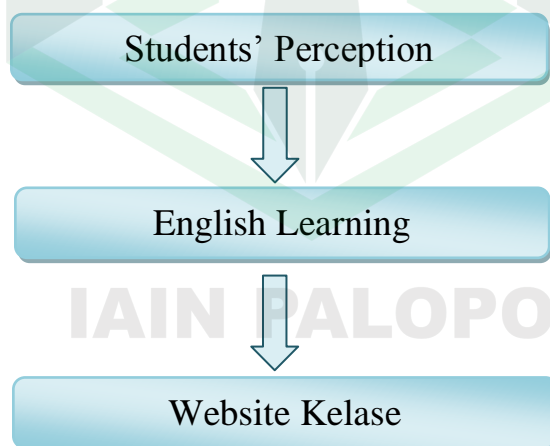
<sup>33</sup> Sahraini, *Micro Teaching untuk Pendidikan Bahasa Inggris*, (Yogyakarta: Lembaga Ladang Kata, 2014), 15.

<sup>34</sup> Pakagus. *Strategi Pembelajaran Bahasa Inggris di SMK*. <https://pakaguspy.wordpress.com/2013/05/08/strategi-pembelajaran-bahasa-inggris-di-smk/>. (accessed August 23, 2020).

by doing and Hands on experience; (f) require state-of-the-art facilities for practice. Google classroom allows teachers to spend more time with their students and less time on the paperwork; which is now even better<sup>35</sup>.

### C. Theoretical Framework

The conceptual framework in this case shows the process of how researcher knows students' responses to learning English online. There are various ways that can be done so that the learning process continues even though at home, one of which is by using the Website Kelase website. In this case, learning English online using Website Kelase is very important to do during a pandemic which demands a learning process at home.



---

<sup>35</sup> Shampa Iftakhar. "Google classroom: What works and how"?, Journal of Education and Social Sciences, ( 2016 -3): 12.



## CHAPTER III

### RESEARCH METHOD

#### A. Method of The Research

The research method used in this research is descriptive qualitative research. The purpose of this description is to help the reader know what is happening in the environment under observation, such as what views the participants are in the research setting, and what kind of events or activities that occur in the research setting<sup>36</sup>. This is used to describe how marketing students respond to learning English using Website Kelase. This research used interview and questionnaire with students majoring in marketing at SMKN 1 Palopo.

#### B. Location of the Research

The research location was conducted at SMKN 1 Palopo on Pattene Village, North Wara District, Palopo City, and South Sulawesi Province.

#### C. Subject of the Research

The subjects of this research were students at second grade Marketing 1 which consisted of twenty-six students. There are seventeen male students and nine female students.

#### D. Source of Data Research

Researcher gets data from several instruments. Data were taken from interview and questionnaire. The purpose of this research is to determine the

---

<sup>36</sup> Emzir, *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*, Edisi Revisi (Jakarta: Rajawali Pers, 2018), 174

opinions of students, especially marketing majors on Website Kelase in English learning. Researcher get data sources from students. The results of interview and questionnaire are processed into data that can explain how students respond through Website Kelase.

### **E. Instrument of The Research**

In this research, researcher used interview as the main data and questionnaire as a supporting data.

#### **1. Interview**

Researcher conducted interviews to obtain information on student opinions about learning English through Website Kelase at SMKN 1 Palopo. Researcher conducted online interview with 6 questions via Whatsapp to several students.

#### **2. Questionnaire**

The researcher used Questionnaire. The questionnaire used was closed. The closed questionnaire that is a questionnaire that is prepared by providing a complete answer choice, so that the filler only needs to mark the selected answer<sup>37</sup>. The technique used by making a list of 16 statements was then given to students through the Goggle Form.

### **F. The Procedure of Collecting Data**

The procedure of collecting data following steps:

1. Researcher conducted online interviews via Whatsapp with several students in second grade Marketing 1. Researchers asked questions by

---

<sup>37</sup> Siatava R. Putra, *desain evaluasi belajar berbasis kinerja*, 1 edition (Jogjakarta: DIVA press, 2013), 150

sending personal messages to students via Whatsapp. This was done so that researchers could find out student responses about learning English using Website Kelase. In this case the researcher asks 6 main themes about Website Kelase.

2. Then researcher distribute questionnaires online on Google Form to students in the form of a checklist where respondents only need to fill in their personal data and answer existing statements by selecting one of the available answers in the form of a checklist (√) in the appropriate column.
3. Researcher explains to students how to answer the online questionnaire.
4. Then the students filled out the questionnaire. Automatically student answers will be saved automatically on Google Form.
5. Researcher analyzed the results of students' answers.

#### **G. Data Validity Check**

In qualitative descriptive research, data that has been collected and recorded in research activities must be maintained for its stability and correctness. In developing the validity of the data obtained, the researcher must select and determine the appropriate methods. In this time, the researcher provides an instrument that will be validated by a validator named Dr. Magfirah Tayyib S.S., M.Hum as an English teacher at IAIN Palopo. According to the validator, the research instrument used is appropriate to be distributed to students. Therefore, related to the research the interview and questionnaire was used to determine student responses.

## H. The Technique of Data Analysis

In analyzing the data, the researcher used descriptive qualitative method. The researcher analyzed students' perception on English learning Website Kelase at the eleventh grade of SMKN 1 Palopo. The researcher will use qualitative analysis of interactive models to collect the answer of students. According to HB.Sutopo, in the data analysis process there are three main components that must be understood by every researcher. The three components are data reduction, presentation of data, and drawing conclusion.<sup>38</sup> Explanation is as follows:

### 1. Data Reduction

Data reduction is process of selecting, focusing, simplifying and abstracting the rough data in the field note. This process took place throughout the course of the research, which started even before data collection.

### 2. Presentation of Data

Data presentation is an assembly of information that enables research conclusions to be made. In this section, the data presented has been simplified in data reduction arrangement of data reviews is clearly systematic, because this will help a lot in drawing conclusions and there must be a comprehensive picture of the conclusions drawn. The data presentation can be in the form of images, matrices, tables or charts.

### 3. Conclusion Drawing

Conclusion drawing is a process of explaining an analysis (data reduction).

---

<sup>38</sup> HB Sutopo, *Pengantar Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret Press, 2002).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In the previous chapter, the researcher explained how the researcher obtained the data and how the analysis. Researchers conducted research online because they are now in a pandemic era which makes schools closed and learning is carried out online. Data is taken from interview with students through Whatsapp and filling out questionnaire that have been made on Google Form by distributing a link containing a questionnaire for students to learn English using the Website Kelase through the Whatsapp application, namely by sharing it in the previously created grub where students and English teachers has joined the grub. After the students have been interviewed and have filled out the questionnaire, the researcher then analyzes the results of the students' responses.

To find out how to analyze students' perceptions of the use of Website Kelase, researchers obtained data using interviews and questionnaires. The data obtained from the 6 main themes of the interview will then be used as a reference in the questionnaire, namely as follows:

1. The ease of use Website Kelase

Based on the results of interviews conducted by researcher with two students, students stated that they strongly agreed with the statement of the ease of using Website Kelase. They say that Website Kelase is easy to access and use. This is because the link has been prepared based on the needs of students. They

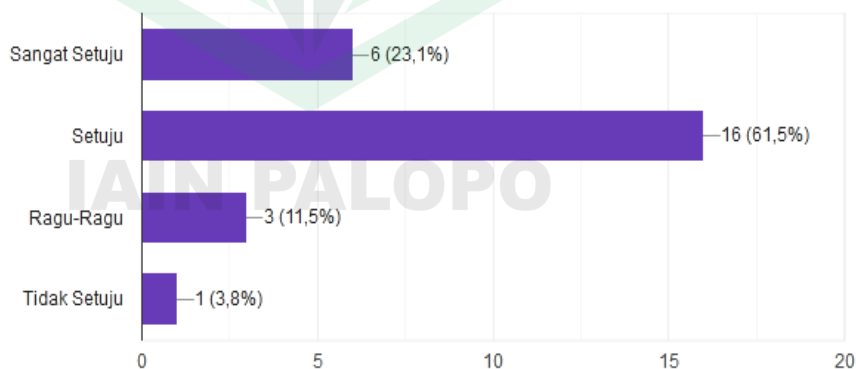
just need to click if they want to enter the forum they need at that time, such as wanting to attend, opening material, working on reports etc.

This is supported by students who had filled out a questionnaire and most of them answered agreed to the use of Website Kelase. This can be seen from statements number 1 and 2. In statement number 1 where the data obtained shows that most of the students answered agree where there were 16 students or the equivalent of 61.5% of students answered agree. Then in statement number 2, the data obtained shows that most students answered agree where there were 15 students or the equivalent of 57.7% of students who answered agreed. It can be seen in the diagram below:

a. The ease of using Website Kelase

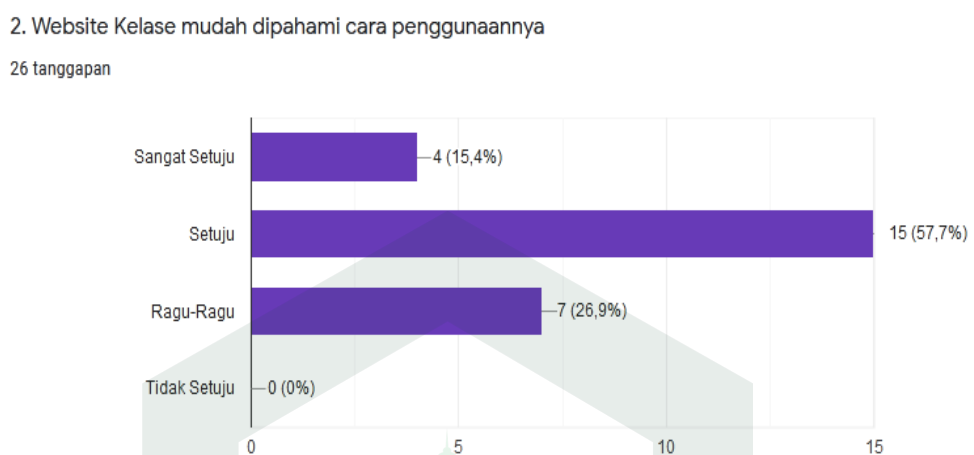
1. Website Kelase mudah untuk diakses.

26 tanggapan



**Fig. 4.1.1** The display of the first questionnaire accompanied student responses

b. The use of Website Kelase is very easy to understand



**Fig. 4.2.1** The display of the second questionnaire accompanied student responses

Therefore it can be concluded that Website Kelase is easy to access and use. Every student can access this site using the link that has been shared by the teacher. Even though the school is closed, students can still carry out the learning process as usual, only with a cellphone and internet quota. Although some students are quite constrained by the internet network that is still not supportive in certain areas, students still try to handle it such as choosing an internet quota that is suitable for their area, or some are using family wifi. so that they can still follow the learning process.

2. The features in Website Kelase are great

Based on the results of interviews conducted by researcher with two students, students stated that they agreed with the statement of the features in Website Kelase are great. When they log in, they just need to fill out the attendance journal at each lesson time starting on the forum that has been

provided. Besides that, there is a discussion forum available for parents even though it is rarely used. Also the availability of discussion forums for students and teachers so that they can ask questions and answer when they don't understand the material. In addition there are forums for chasing assignments and can be posted directly online. Students are also interested in providing a variety of materials in the form of power point files, videos, and texts.

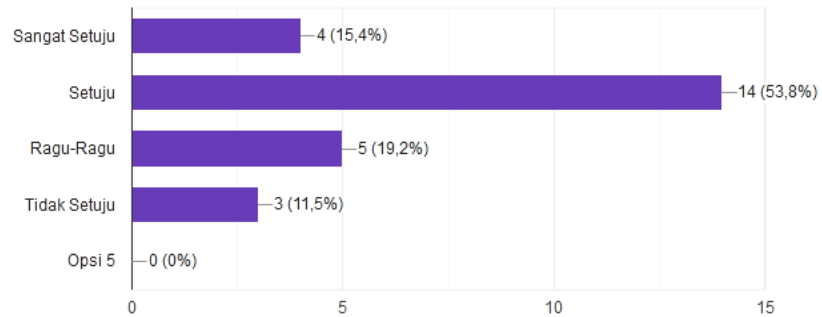
This is supported by students who had filled out a questionnaire and most of them answered agreed to the features in Website Kelase are great. This can be seen from statements number 3, 6, 8, and 9. This can be seen in statement number 3 where the data obtained shows that most students answered agree where there were 14 students or the equivalents of 53.8% of students answered agree. Then in statement number 6, the data obtained shows that most students answered agree where there were 15 students or equivalent of 57.7% of students who answered agree. Then in statement number 8, the data obtained shows that most students answered agree where there were 18 students or equivalent of 69.2% of students who answered agree. Then in statement number 9, the data obtained shows that most students answered agree where there were 15 students or equivalent of 57.7% of students who answered agree. This can be seen in the diagram below:

- a. The discussion forum can be accessed by parents on Website Kelase.



3. Kelase memiliki forum diskusi khusus yang dapat diakses oleh orang tua.

26 tanggapan

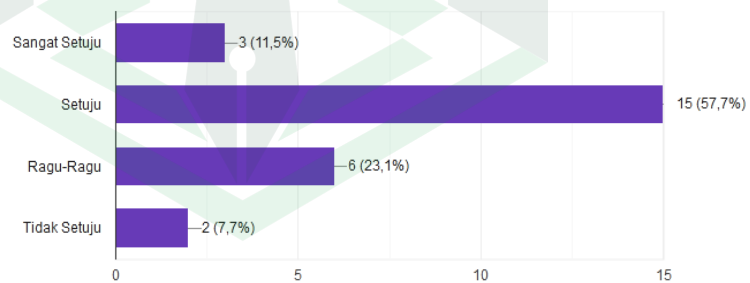


**Fig. 4.3.1** The display of the third questionnaire accompanied student responses

b. Compared to other applications, learning using Website Kelase is more structured

6. Pembelajaran menggunakan Website Kelase lebih terstruktur dibandingkan dengan Aplikasi yang lain

26 tanggapan

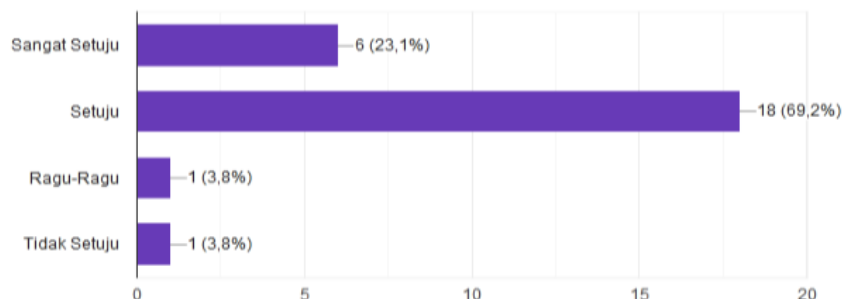


**Fig. 4.4.1** The display of the sixth questionnaire accompanied student responses

c. Website Kelase provides a good journal filling schedule

8. Website Kelase memberikan jadwal pengisian jurnal kehadiran dengan baik.

26 tanggapan

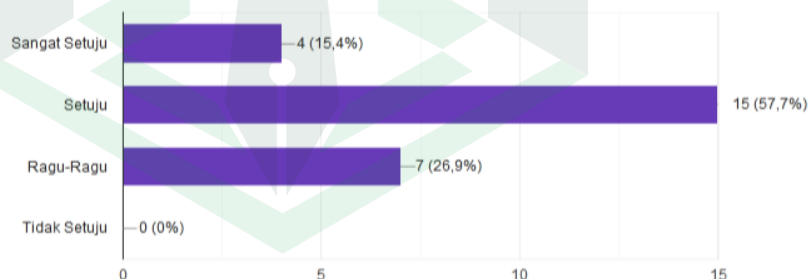


**Fig. 4.5.1** The display of the eighth questionnaire accompanied student responses

d. In order to communicate with teachers and classmates, Website Kelase provides a place for discussion

9. Website Kelase memberikan tempat diskusi agar dapat berkomunikasi dengan guru dan teman sekelas.

26 tanggapan



**Fig. 4.6.1** The display of the ninth questionnaire accompanied student responses

Therefore the features in Website Kelase are adequate based on the needs of its users. On this site, especially in learning English in marketing classes, it has fulfilled every student's need. The availability of forums such as subject matter places, filling in attendance journals, lesson questions, discussion places, and forums for parents greatly support the needs of students. Each student already has

a personal account so they can see their respective lesson schedules. This also helps the teacher to control each student such as when he wants to give an assessment to students.

### 3. Website Kelase makes learning English easier

Based on the results of interviews conducted by researcher with two students, students stated that they agreed with the statement of Website Kelase makes learning English easier. Online learning can be anywhere and anytime. On Website Kelase, they can always open the material before using a cellphone. Each subject has been provided with a scheduled forum like an offline school. They can also complete assignments quickly because they can be obtained from various sources. The teacher also always gives directions to students if there are students who do not understand the material or the questions given. Students also focus when doing assignments because the teacher has given the deadline for submitting assignments.

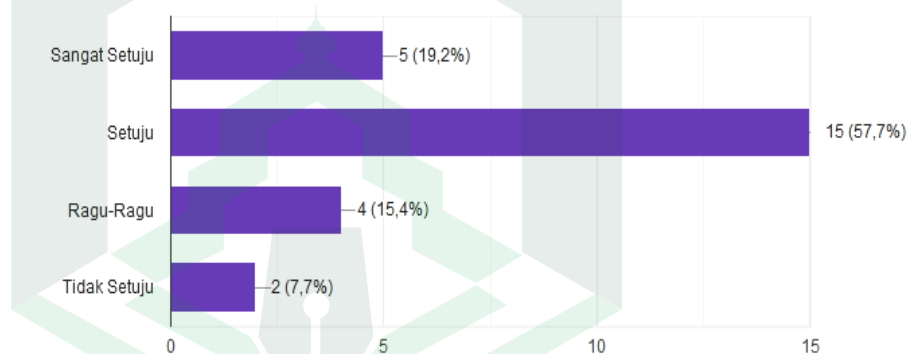
This is supported by students who had filled out a questionnaire and most of them answered agreed to Website Kelase makes learning English easier. This can be seen from statements number 5, 7, 12, and 13. This can be seen in statement number 5 where the data obtained shows that most students answered agree where there were 15 students or the equivalents of 57.7% of students answered agree. Then in statement number 7, the data obtained shows that most students answered agree where there were 15 students or equivalent of 57.7% of students who answered agree. Then in statement number 12, the data obtained

shows that most students answered agree where there were 14 students or equivalent of 53.8% of students who answered agree. Then in statement number 13, the data obtained shows that most students answered agree where there were 15 students or equivalent of 57.7% of students who answered agree. This can be seen in the diagram below:

- a. Learning English at home independently through Website Kelase is very helpful

5. Website Kelase sangat membantu saat belajar Bahasa Inggris dari rumah secara mandiri.

26 tanggapan



**Fig. 4.7.1** The display of the fifth questionnaire accompanied student responses

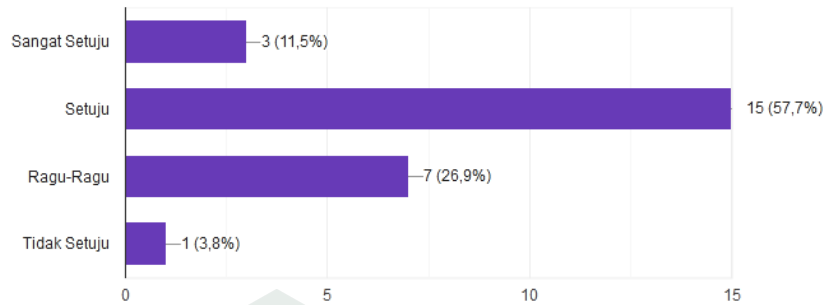
IAIN PALOPO

- b. Completion English assignments faster by using Website Kelase

7. Menggunakan Website Kelase memungkinkan untuk menyelesaikan tugas Bahasa Inggris dengan lebih cepat.



26 tanggapan

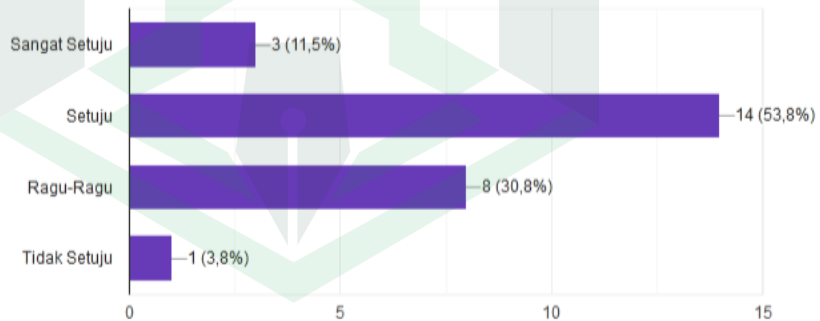


**Fig. 4.8.1** The display of the seventh questionnaire accompanied student responses

c. Using Website Kelase makes me understand in learning English.

12. Belajar Bahasa Inggris dengan menggunakan Website Kelase membuat saya lebih paham.

26 tanggapan

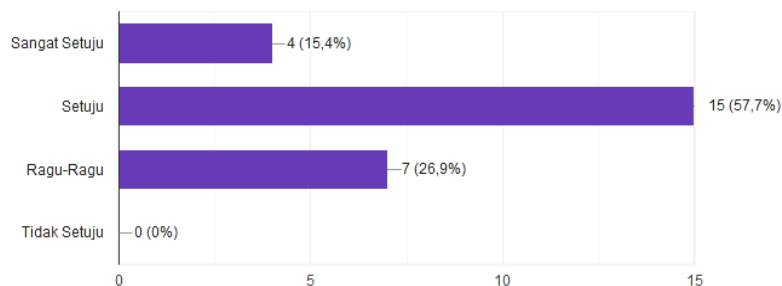


**Fig. 4.9.1** The display of the twelfth questionnaire accompanied student responses

d. Learning English through Website Kelase can save time

13. Website Kelase dapat menghemat waktu terutama pada pembelajaran Bahasa Inggris.

26 tanggapan



**Fig. 4.10.1** The display of the thirteenth questionnaire accompanied student responses

Therefore learning English is easier by using the Website Kelase website. On this site, teacher and students are greatly helped by the features that have been provided. Such as the availability of a structured lesson schedule so that students can study at predetermined times. Students can also complete assignments quickly. In this case students can look for subject matter from various sources so that it is easier to understand and their knowledge can be increased. Communication between teachers and students also runs smoothly because a discussion forum has been provided.

#### 4. Website Kelase display is interesting

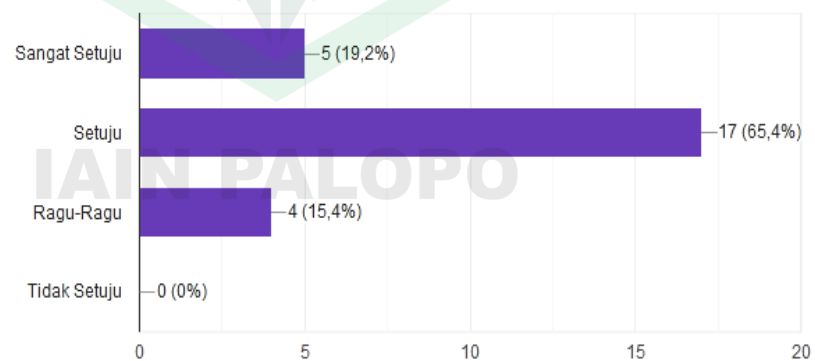
Based on the results of interviews conducted by researcher with two students, students stated that they agreed with the statement of Website Kelase display is interesting. They said it was not too difficult when using Website Kelase. Besides being easy to understand, it doesn't look boring and the site only

focuses on lessons. Material is also given in full according to learning based on each basic competency.

This is supported by students who had filled out a questionnaire and most of them answered agreed to Website Kelase display is interesting. This can be seen from statements number 4 and 15. This can be seen in statement number 4 where the data obtained shows that most students answered agree where there were 17 students or the equivalents of 65.4 % of students answered agree. Then in statement number 15, the data obtained shows that most students answered agree where there were 18 students or equivalent of 69.2% of students who answered agree. This can be seen in the diagram below:

a. Website Kelase has an attractive appearance and is easy to understand

4. Tampilan Website Kelase menarik serta mudah dipahami  
26 tanggapan

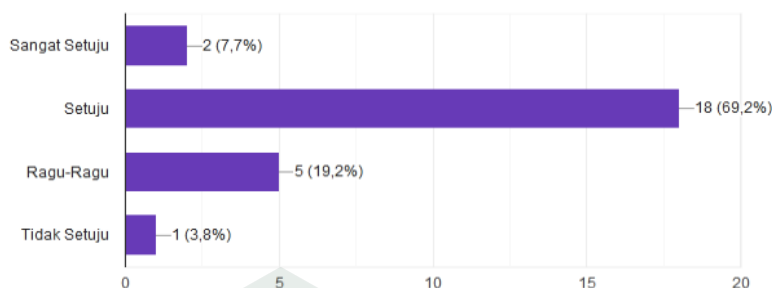


**Fig. 4.11.1** The display of the fourth questionnaire accompanied student responses

b. I am more interested in learning English through Website Kelas

15. Website Kelase membuat saya tertarik dalam belajar Bahasa Inggris

26 tanggapan



**Fig. 4.12.1** The display of the fifteenth questionnaire accompanied student responses

Therefore, the display of Website Kelase has an attractive appearance that makes students not get bored quickly while studying. In general, learning English makes students get bored quickly because of the lack of interest in learning in this subject. However, this site can share a variety of subject matter so that students can be more interested in different types of material. So that students can see the previous lesson if students still do not understand the previous lesson.

5. Website Kelase improve students' abilities

Based on the results of interviews conducted by researcher with two students, students stated that they agreed with the statement of Website Kelase improve students' abilities. They said that learning English increased vocabulary mastery by using Website Kelase. Especially with marketing majors that require special vocabulary mastery based on their competency standards. English learning materials and assignments are always given regularly to students so that they can



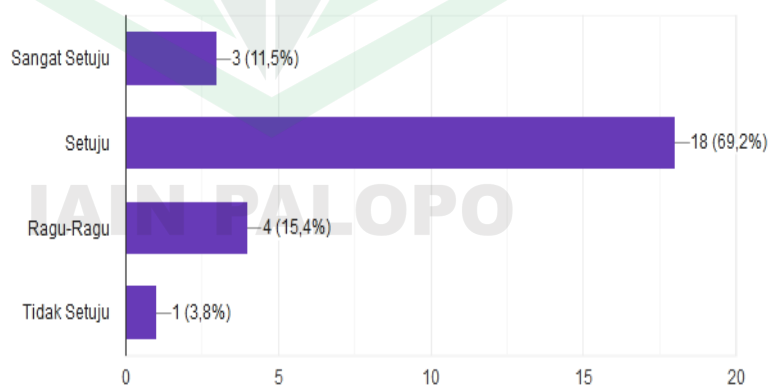
improve their English language skills. Besides that students can also review the previous lesson.

This is supported by students who had filled out a questionnaire and most of them answered agreed to Website Kelase improves student abilities. This can be seen from statements number 14 and 16. This can be seen in statement number 14 where the data obtained shows that most students answered agree where there were 18 students or the equivalents of 69.2 % of students answered agree. Then in statement number 16, the data obtained shows that most students answered agree where there were 14 students or equivalent of 53.8% of students who answered agree. This can be seen in the diagram below:

- a. Based on my major, learning in Website Kelase is very helpful

14. Pembelajaran Website Kelase sangat membantu dalam jurusan saya.

26 tanggapan

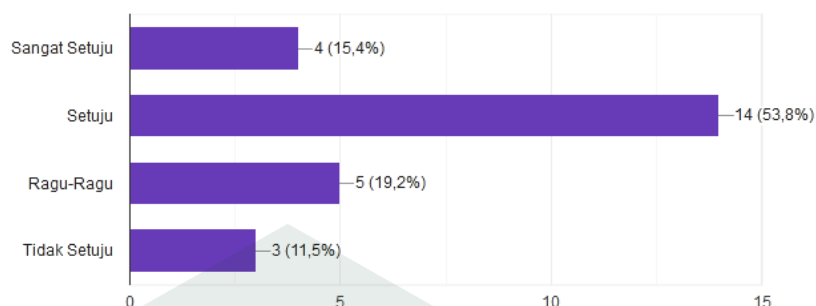


**Fig. 4.13.1** The display of the fourteenth questionnaire accompanied student responses

b. My mastery of English skills has improved through Website Kelase

16. Website Kelase membuat penguasaan skill bahasa Inggris saya membaik.

26 tanggapan



**Fig. 4.14.1** The display of the sixteenth questionnaire accompanied student responses

Therefore, students' learning ability can be improved by using Website Kelase. Learning English using Website Kelase can improve student understanding because the material and assignments are given regularly and then always controlled by the teacher. The site basically aims to help the learning process run smoothly online. So that students can improve their abilities to get to the next level of education.

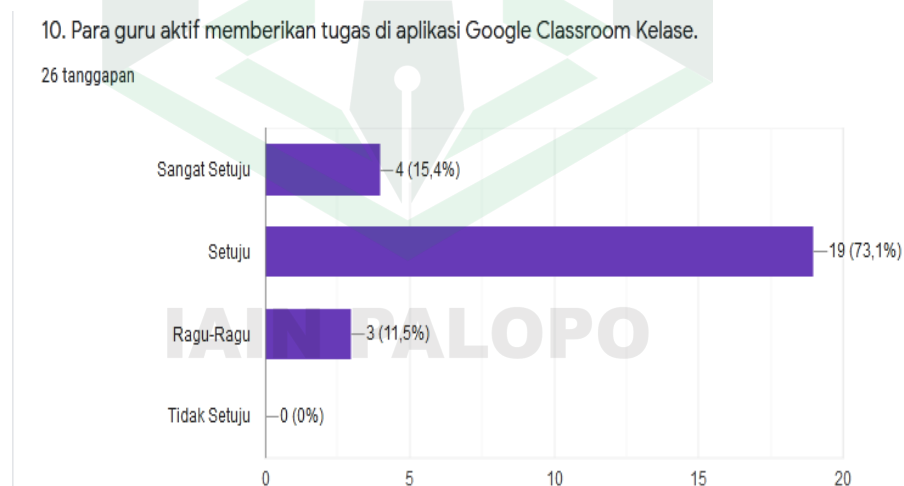
6. Teachers take an active role

Based on the results of interviews conducted by researcher with two students, students stated that they agreed with the statement of teachers take an active role. Website Kelase has provided a place to do and collect assignments. The teacher gives assignments to each lesson and has set a deadline for submission of assignments. If students do not understand, they can ask the teacher in the discussion forums that have been provided. In addition to making it easier

for students to learn Website Kelase also reduces the burden on teachers in monitoring students to assessing student assignments.

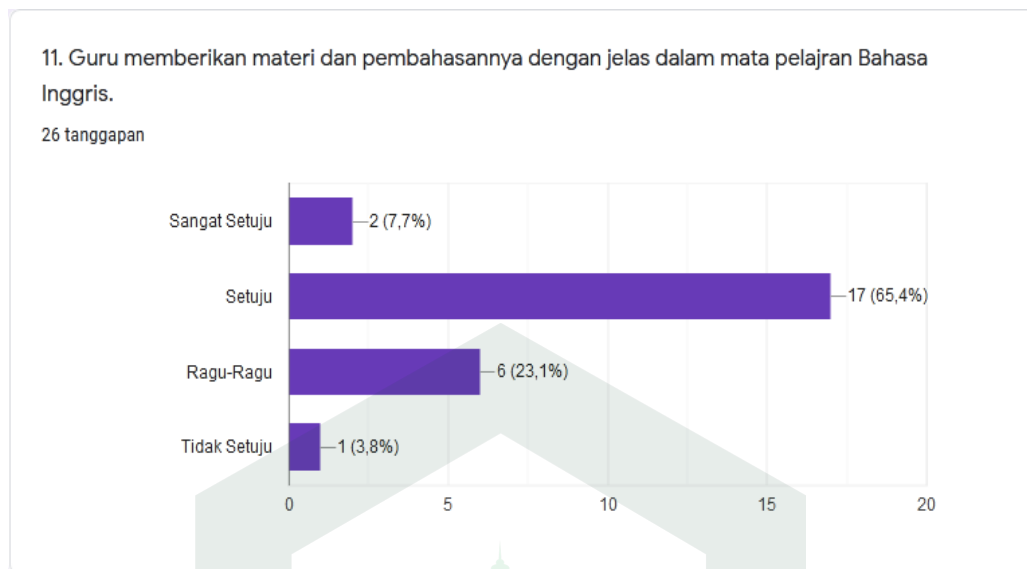
This is supported by students who had filled out a questionnaire and most of them answered agreed to the teacher plays an active role. This can be seen from statements number 10 and 11. This can be seen in statement number 10 where the data obtained shows that most students answered agree where there were 19 students or the equivalents of 73.1 % of students answered agree. Then in statement number 11, the data obtained shows that most students answered agree where there were 17 students or equivalent of 65.4% of students who answered agree. This can be seen in the diagram below.

a. On Website Kelase, teachers are actively giving assignments



**Fig. 4.15.1** The display of the tenth questionnaire accompanied student responses

b. In English lessons, the teacher provides material and discussion clearly.



**Fig. 4.16.1** The display of the eleventh questionnaire accompanied student responses

Therefore, teachers have an important role in the learning process even though they are online. Students still need a thorough explanation from the teacher about the material in the available forums. On this site the teacher gives assignments for each lesson and sets the deadline for assignments as well as learning in class at school. If students do not understand they can ask the teacher to ask for directions. Here the teacher also feels helped when collecting data and student learning scores.

## B. Discussions

This chapter discusses students' perception about Website Kelase. The researcher discusses SMKN 1 Palopo Students' Perception on English Learning through Website Kelase in eleventh grade Marketing 1, amounting to 26 students.

In this study, there are 6 main themes in the interviews conducted with students. Then supported by a questionnaire in which there are 16 statement items, each of which is given answers that strongly agree, agree, doubt, and disagree. Each student answers the questionnaire via online Google Form. Then the results of the students' answers were analyzed by the researcher to get the results of students' responses to the use of Website Kelase. So from the data above, it can be seen that many student respondents do not agree with the learning model applied during the pandemic

From the results of the analysis that has been done, it can be seen that many student respondents agree with Website Kelase applied in learning English at SMKN 1 Palopo. This is because most students respond well to the implementation of Website Kelase and are supported by statements in the questionnaire distributed to students who mostly answered agreed. where there are 6 main themes that are at the core when students are interviewed in this study, namely the Ease of Use of the Website Kelase, the features in the Website Kelase are great, the Website Kelase makes learning English easier, the Website Kelase display is interesting, the Website Kelase improve student' abilities, teachers play an active role.

According to students, Website Kelase is easy to access and use. If students want to log in, they simply open the link provided. This site provides various features according to the needs of students. These features include forums for material, filling in attendance journals, class discussions, assignments, and discussion forums for parents of students. With the availability of this forum,

students feel that learning English has become easier. Besides that students do not feel bored when using this site because it has an attractive appearance. The material provided is quite diverse, such as power point files, text and videos. Then students can also review the learning material beforehand. Thus students can improve their mastery of English. Besides that students also get full encouragement from the subject teacher where students can ask the teacher about the subject matter. As said by Dewa Gede Hendra Divayana in his research, that platform Kelase is very easy and fast to access, easy to be understood by users who have limitations in English, and equipped with full features needed in the process learning, such as: features to facilitate the user in uploading and downloading the learning material, features to facilitate the lecturer in uploading the tests/quiz on each chapter of the learning material, features to facilitate the student to answer the tests/quiz and see the assessment result of the tests/quiz that had been answered, features to facilitate the interaction or communication between lecturers and students, and also features to facilitate the communication between students who follow the group/class.

But there were also some students who still respond to their doubts related to understanding English learning and saving time when learning. This is in accordance with Nicky Dwi Puspaningtyas dan Putri Sukma Dewi findings that some students stated that they experienced problems related to signals during learning. In addition, some students also had difficulty communicating and understanding the material with the teacher, so they preferred to have face-to-face discussions.

## CHAPTER V

### CONCLUSION AND SUGGESTION

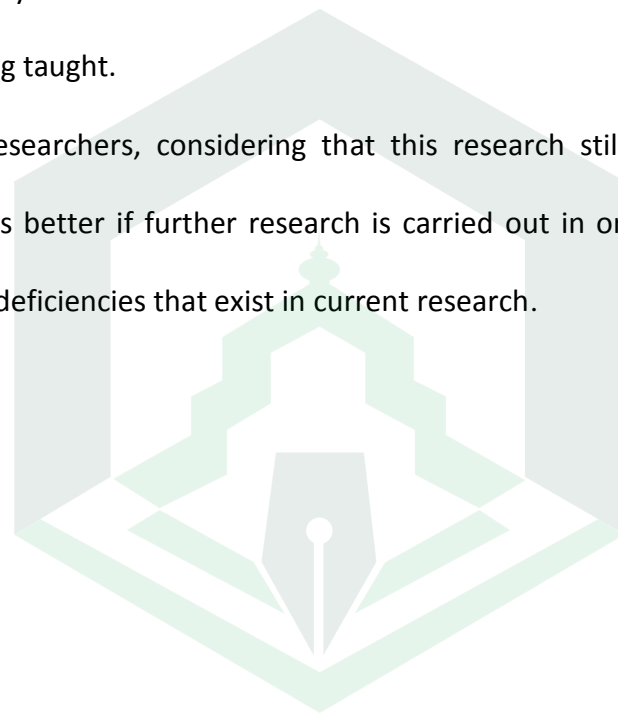
#### A. A. CONCLUSION

Based on the findings and discussion of data in chapter IV, it can be seen that most of the student responses to the Website Kelase applied in learning English at SMKN 1 Palopo were approved. This can be seen from the interview and questionnaire given to students, almost all of the twenty six students agreed with the Website Kelase applied in learning English and others chose to hesitate. The students said that the Website Kelase was easy to access and how to use it that was easy to understand. Then the Website Kelase has complete features that make it easier for students to learn. Besides this site makes it easier for students and can improve their abilities, especially in learning English. Then the display of the Website Kelase is very interesting which makes students not easily bored while studying. Then the Website Kelase improves students' abilities. Then the teacher actively gives assignments and directions to students on the lesson. However, some students still have doubts and have difficulty understanding the material provided by the teacher even though a discussion forum has been provided for students. This is because students need direct detailed explanations so that students can grasp the meaning of each material. Students are also constrained by time consuming and internet quota usage.

## B. SUGGESTIONS

The suggestions of this study are:

1. It is suggested to teachers who teach English, especially SMKN 1 Palopo, to encourage students to be more motivated in learning even though it is done online and pay attention to the factors that affect students' awareness of the material being taught.
2. For future researchers, considering that this research still has shortcomings, therefore it is better if further research is carried out in order to develop and improve the deficiencies that exist in current research.



**IAIN PALOPO**





**IAIN PALOPO**

## BIBLIOGRAPHY

- Amalia, Rosa. *Students' Perception of Online Assessment Use in Schoology in EFL Classrooms*. n.d. [Http://Digilib.Uinsby.Ac.Id/28639/7/Rosa%20Amalia\\_D75214047.Pdf](http://Digilib.Uinsby.Ac.Id/28639/7/Rosa%20Amalia_D75214047.Pdf). (accessed January 10, 2020).
- Arafin, Md. Shamsul and Yi Jiang. *Developing a Dynamic Website Using the Online Website Builder Weebly for Viking Fortune Oy*. n.d. [https://www.theseus.fi/bitstream/handle/10024/139740/Shamsul\\_Arafin%20-%20Yi\\_Jiang.pdf;jsessionid=3A49EB336CFE572EB60CFB5CB23E4F92?sequence=1](https://www.theseus.fi/bitstream/handle/10024/139740/Shamsul_Arafin%20-%20Yi_Jiang.pdf;jsessionid=3A49EB336CFE572EB60CFB5CB23E4F92?sequence=1). (accessed March 03, 2021).
- Brown, Douglas H. *Teaching by Principles an Interactives Approach to Language Pedagogy*, Third edition. White Plains: Person Education, 2007.
- Cox, Janelle. *Teachhub*. n.d. <http://www.teachhub.com/benefits-technology-classroom> (accessed June 21, 2020).
- Divayana, Dewa Gede Hendra . *The Implementation of Blended Learning with Kelase Platform in the Learning of Assessment and Evaluation Course*. n.d. <https://onlinejournals.org/index.php/i-jet/article/view/8308/5906>. (accessed August 23, 2020).
- Emzir. *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*,a. Jakarta : Rajawali Pers, 2012.
- <https://edukasi101.com/sebenarnya-apa-sih-kelase-com-itu/>. (accessed August, 21 2020)
- Iftakhar, Shampa. "Google classroom: What works and how"?, *Journal of Education and Social Sciences*, ( 2016 -3): 12.
- Kotler, P. *Analysis, Planning, Implementation, and Control*. Nine editions, ( New Yersey: Prentice Hall International, 2000), 94.
- M, Sepriani Liliana. Andy Rudhito. *Pengembangan Kelas Virtual Menggunakan Kelase pada Topik Logika untuk Siswa SMA*. *Jurnal Science Tech* Vol.4, No.1. n.d. <https://core.ac.uk/download/pdf/230369322.pdf>. (accessed June 25, 2020).
- Mangesa, Riana T. M.Yusuf Mappedasse. *Platform E-Learning Kelase Metode Untuk Pembelajaran Di Sekolah Menengah Kejuruan*. n.d. <https://ojs.unm.ac.id/mkpk/article/view/5131>. (accessed August 22, 2020).

- Montague, Marjorie. *Student Perception, Mathematical Problem Solving, and Learning Disabilities*, (Pennsylvania State Univ. Vol. 8 No. 1. 46-53, 1997).
- Nasution, Nurrita Ratna Juwita. *Penggunaan Website tjokrosuharto Arts and Crafts Sebagai Komunikasi Pemasaran*. n.d. <https://eprints.uns.ac.id/6076/1/210201811201102401.pdf>. (accessed March 03,2021).
- Ni'mah, Khoirun. *Optimizing the Use of The Website as a Media for Zakat Management Publication by the Dhuafa Wallet Institutioin*. n.d. [http://digilib.uin-suka.ac.id/16629/2/11210073\\_bab-i\\_iv-atau-v\\_daftar-pustaka.pdf](http://digilib.uin-suka.ac.id/16629/2/11210073_bab-i_iv-atau-v_daftar-pustaka.pdf). (accessed March 04, 2021/)
- O, Panjaitan, Mutiara. *Analysis of Content Standards for English in Junior Secondary School and Senior Secondary High School*, Jurnal Pendidikan & Kebudayaan 19, No. 1, (August 02, 2013), 143.
- Pakagus. *Strategi Pembelajaran Bahasa Inggris di SMK*. <https://pakaguspy.wordpress.com/2013/05/08/strategi-pembelajaran-bahasa-inggris-di-smk/>. (accessed August 23, 2020).
- Puspaningtyas, Nicky Dewi. Putri Sukma Dewi. *Persepsi Peserta Didik Terhadap Pembelajaran Berbasis Daring*. Jurnal Pembelajaran Matematika Inovatif. Vol.3 No.6 n.d. <https://Journal.Ikipsiliwangi.Ac.Id/Index.Php/Index/Search/Search?Simplequery=Nicky+Dewi+Puspaningtyas%2C+Putri+Sukma+Dewi.+Persepsi+Peserta+Didik+Terhadap+Pembelajaran+Berbasis+Daring&Searchfield=Query>. (accessed march 03, 2021).
- Rais, Heppy El. *Kamus Ilmiah Populer*, Cet. 1. Yogyakarta: Pustaka Pelajar, 2012. 453
- Rahman, Syaiful. Wahid Munawar. Ega T. Berman. *Pemanfaatan Media Pembelajaran Berbasis Websitepadapa Proses Pembelajaran Produktif di SMK*. n.d. <https://Ejournal.Upi.Edu/Index.Php/Jmee/Article/Download/3746/2667>. (Accessed March 04, 2021).
- Rusman. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Edisi 2 Cetakan 5. Jakarta: Pt Rajagrafindo Persada, 2014. 335.
- Rusman, Deni Kurniawan, Cepi Riyana. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi Mengembangkan Profesionalitas Guru*. Jakarta: Rajawali Pers, 2013. 263

- Sahraini, *Micro Teaching untuk Pendidikan Bahasa Inggris*, (Yogyakarta: Lembaga Ladang Kata, 2014), 15.
- Sarkol, Kosma. *Student Perception of Learning English in Senior High Schools of Kaimana, West Papua*. n.d. [https://repository.usd.ac.id/6762/1/146332040\\_full.pdf](https://repository.usd.ac.id/6762/1/146332040_full.pdf). (accessed december 23, 2019).
- Schacter T, Daniel – Daniel T. Gilbert – Daniel M. Wegner. *Psychology*. United States of America: Worth Publishers, 2009.
- Simamora, Alexander Hamonangan. Anak Agung Gede Agung. Luh Putu Putrini Mahadewi. *Pengembangan E-Learning Dengan Kelase pada Mata Pelajaran Ilmu Pengetahuan Alam di Sekolah Menengah Pertama*. n.d. <https://ejournal.undiksha.ac.id/index.php/MI/article/view/21260> (Accessed March 04, 2021).
- Sitiatava R. Putra, desain evaluasi belajar berbasis kinerja, 1 edition (Jogjakarta: DIVA press, 2013), 150
- Sudin, Veronika Vidari. and Flaviana Mbere Tani, *Pengembangan Kelas Virtual dengan Lms Kelase untuk Pemahaman Konsep Siswa dalam Materi Trigonometri untuk Rumus Jumlah dan Selisih Dua Sudut*. n.d. <https://jurnal.ustjogja.ac.id/index.php/etnomatnesia/article/view/2384/13455>.(accessed March 04, 2021).
- Susanto, Arif. *Pengembangan Kelas Virtual Menggunakan Kelase pada Siswa Kelas Xii SMA dalam Persiapan Menghadapi Ujian Nasional Matematika*. n.d.<https://jurnal.ustjogja.ac.id/index.php/etnomatnesia/article/download/2426/1387>. (accessed January 17, 2021).
- Sutopo, HB. *Pengantar Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret Press, 2002).
- Taufiqurrochman, Dr. H. R. and Dr. H. Imam Muslimin, M.Ag. *Ragam Aplikasi Learning Management System (LMS) Pembelajaran Bahasa Arab Model Blended Learning di Era Revolusi Industri 4.0*. n.d <http://repository.uinmalang.ac.id/6133/1/Laporan%20Riset%20Aplikasi%20LMS%202019%20-%20AKHIR%20OK.pdf>. (accessed January 17, 2021).
- Uno, Hamzah B. *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Pt. Bumi Aksara, 2007. 39.

Yunianto, Arif Rahman. *Implementasi E-Learning Berbasis Kelase Sebagai Sumber Belajar (Studi Kasus Siswa Kelas X Jurusan Multimedia di Smk Bagimu Negeriku Semarang)*. n.d  
<https://lib.unnes.ac.id/20662/1/1102411052-s.pdf>. (accessed January 16, 2021).

Zaki, Ali. *Kiat Jitu Membuat Website Tanpa Modal*. Jakarta: Elexmedia Komputindo, 2009.

Zulhernanda, windha. *Teachers' Perceptions on Application of 2013 Curriculum for Elementary School in Medan*. n.d.  
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=w> (accessed Decembar 24, 2019).



**IAIN PALOPO**

**A**

**P**

**P**

**E**

**N**

**D**

**I**

IAIN PALOPO

**C**

**E**

**S**



1 2 0 2 0 1 9 0 0 9 0 7 2 2

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 23692

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 722/IP/DPMPTSP/IX/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelaksanaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : HERNAWATI  
 Jenis Kelamin : Perempuan  
 Alamat : Balandi Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 16 0202 0162

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**SMKN 1 STUDENTS' PERCEPTION ON ENGLISH LEARNING THROUGH GOOGLE CLASSROOM KELASE**

Lokasi Penelitian : SMK NEGERI 1 PALOPO  
 Lamanya Penelitian : 07 September 2020 s.d. 07 Oktober 2020

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 08 September 2020  
 Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ANDI AGUS MANDASINI, SE, M.AP**  
 Kepala Penata  
 NIP. 19780805 201001 1 014

**Tembusan :**

1. Kepala Dinas Kesbangprov, Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT-SMK NEG. 1 PALOPO

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo  
Website : <http://smknegeri1palopo.sch.id> Email : [info@smknegeri1palopo.sch.id](mailto:info@smknegeri1palopo.sch.id)

**SURAT KETERANGAN SELESAI MENELITI**

Nomor: 421.5/018-UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : **HERNAWATI**  
Tempat, Tanggal Lahir : Sumber Ase, 2 November 1997  
NIM : 1602020162  
Jenis Kelamin : Perempuan  
Program : S1 / Pend. Bahasa Inggris  
Alamat : Jl. Perumnas

Telah selesai melaksanakan Penelitian di SMK Neg. 1 Palopo dari tanggal 7 September s.d 7 Oktober 2020 dalam rangka penyusunan *Skripsi* berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 722/IP/DPMPSTP/IX/2020, 8 September 2020, Perihal : Izin Penelitian, dengan judul penelitian :

**“ SMKN 1 STUDENTS PERCEPTION ON ENGLISH LEARNING THROUGH GOOGLE CLASSROOM KELASE “**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

IAIN PAI





## **CURRICULUM VITAE**

### **Personal Details**



NAME : HERNAWATI  
DATE OF BIRTH : SUMBER ASE, NOVEMBER,  
02<sup>nd</sup>, 1997  
GENDER : FEMALE  
ADDRESS : SALEKOE  
NATIONALITY : INDONESIA  
PHONE : +6285217121524  
EMAIL : Hernawatikasse@gmail.com

### **EDUCATIONAL DETAIL**

2004-2009 State Elementary School 138 Sumber Agung

2009-2012 State Junior High School 3 Malangke

2013-2015 State Senior High School 1 Malangke

2016-2021 English Education Department of Institute Agama Islam Negeri Palopo

### **CERTIFICATES**

**FRESHMAN TRAINING CAMP CERTIFICATE**

**ENGLISH CAMP CERTIFICATE**

**ENDEPT'S GOT TALENT CERTIFICATE**

**MTQ VIII LUWU UTARA 2014 CERTIFICATE**

**KURSUS PEMBINA PRAMUKA MAHIR TINGKAT DASAR  
CERTIFICATE**

**DESAIN GRAFIS CERTIFICATE**

**PASKIBRA CERTIFICATE**

## Lembar Validasi Instrumen

**Judul: SMKN 1 Palopo Students' Perception on English Learning through Website Kelase**

### A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (☐) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 : Tidak layak
  - 2 : Kurang layak
  - 3 : Cukup layak
  - 4 : Layak
  - 5 : Sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas.			✓		
	b. Tujuan kuesioner dinyatakan dengan jelas.			✓		
	c. Petunjuk pengisian kuesioner mudah dipahami.				✓	
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			✓		
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.			✓		
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.			✓		
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.			✓		
	e. Butir-butir kuesioner mencakup data yang		✓			

	berhubungan dengan kegrafikaan memadai.				
III	Aspek Bahasa				
	a. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓
	b. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓
	c. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓
	d. Butir-butir kuesioner dirumuskan dalam Bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.			✓	

### B. Komentar

Sepertinya lembar validasi ini tidak tepat digunakan untuk memvalidasi kuesioner media/platform pembelajaran seperti Website tapi lebih pas untuk memvalidasi kuesioner produk penelitian seperti modul atau buku. Pernyataan di aspek cakupan lembar validasi ini tidak bisa menilai kelayakan isi kuesioner yang dimaksudkan jadi nilainya kurang.

### C. Saran

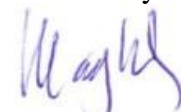
Tuliskan tujuan penelitian dan tujuan kuesioner di bagian awal kuesioner.

### D. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. **Dapat digunakan dengan perbaikan (lihat komentar dan saran di atas)**

Palopo, 22 Februari 2021  
Penilai Kelayakan



Magfirah Thayyib

## QUESTIONNAIRE

### A. Data Responden

Nama :

Kelas :

Jenis Kelamin :

### B. Petunjuk Pengisian

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan terkait dengan pembelajaran Bahasa Inggris terhadap Website Kelase.

No	Statements	Sangat Setuju	Setuju	Ragu-Ragu	Tidak Setuju
1	Website Kelase mudah untuk diakses.				
2	Website Kelase mudah dipahami cara penggunaannya.				
3	Website Kelase memiliki forum diskusi khusus yang dapat diakses oleh orang tua.				
4	Tampilan Website Kelase menarik serta mudah dipahami.				
5	Website Kelase sangat membantu saat belajar Bahasa Inggris dari rumah secara mandiri.				
6	Pembelajaran menggunakan Website Kelase lebih terstruktur dibandingkan dengan aplikasi yang lain.				
7	Menggunakan Website Kelase memungkinkan untuk menyelesaikan tugas Bahasa Inggris dengan lebih				

	cepat.				
8	Website Kelase memberikan jadwal pengisian jurnal kehadiran dengan baik.				
9	Website Kelase memberikan tempat diskusi agar dapat berkomunikasi dengan guru dan teman sekelas.				
10	Para guru aktif memberikan tugas di aplikasi Website Kelase.				
11	Guru memberikan materi dan pembahasannya dengan jelas dalam mata pelajaran Bahasa Inggris.				
12	Belajar bahasa Inggris dengan menggunakan Website Kelase membuat saya lebih paham.				
13	Website Kelase dapat menghemat waktu terutama pada pembelajaran Bahasa Inggris.				
14	Pembelajaran Website Kelase sangat membantu dalam jurusan saya.				
15	Website Kelase membuat saya tertarik dalam belajar Bahasa Inggris.				
16	Website Kelase membuat penguasaan skill bahasa Inggris saya membaik.				

## KUESIONER

### A. Respondent Data

Name :

Class :

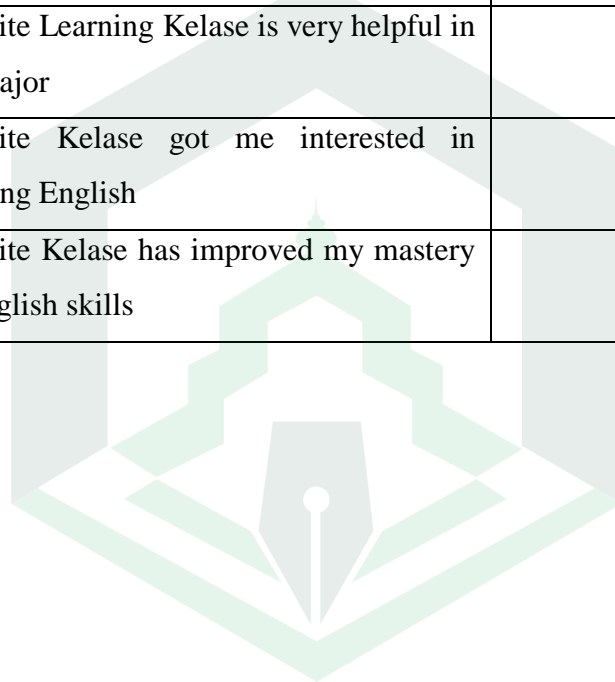
Gender :

### B. Charging Instructions

Put a mark (√) on the appropriate option that best describes your current situation, and according to what you need or want related to learning English through Website Kelase.

No	Statements	Strongly Agree	Agree	Doubt	Disagree
1	Website Kelase is easy to access				
2	Website Kelase is easy to implement				
3	Website Kelase has a special discussion forum that parents can access				
4	The appearance of Website Kelase is attractive and easy to implement				
5	Website Kelase is very helpful when learning English from home independently				
6	Learning using Website Kelase is more structured than other applications.				
7	Using Website Kelase makes it possible to complete English assignments faster				
8	Website Kelase provides a good journal filling schedule				
9	Website Kelase provides a place for discussion to communicate with teachers and classmates				

10	The teachers actively provide assignments in the Website application.				
11	The teacher provides the material and the discussion clearly in English subjects				
12	Learning English using Website Kelase makes me understand better`				
13	Website Kelase can protect time, especially on learning English.				
14	Website Learning Kelase is very helpful in my major				
15	Website Kelase got me interested in learning English				
16	Website Kelase has improved my mastery of English skills				



**IAIN PALOPO**

**The Number of Students Who Answered the Questionnaire about English  
Learning through Website Kelase**

No	Statements	Strongly Agree	Agree	Doubt	Disagree
1	Website Kelase is easy to access	6	16	3	1
2	Website Kelase is easy to implement	4	15	7	0
3	Website Kelase has a special discussion forum that parents can access	4	14	5	3
4	The appearance Website Kelase is attractive and easy to implement	5	17	4	0
5	Website Kelase is very helpful when learning English from home independently	5	15	4	2
6	Learning using Website Kelase is more structured than other applications.	3	15	6	2
7	Using Website Kelase makes it possible to complete English assignments faster	3	15	7	1
8	Website Kelase provides a good	6	18	1	1



	journal filling schedule				
<b>9</b>	Website Kelase provides a place for discussion to communicate with teachers and classmates	4	15	7	0
<b>10</b>	The teachers actively provide assignments in Website application.	4	19	3	0
<b>11</b>	The teacher provides the material and the discussion clearly in English subjects	2	17	6	1
<b>12</b>	Learning English using Website Kelase makes me understand better`	3	14	8	1
<b>13</b>	Website Kelase can protect time, especially on learning English.	4	15	7	0
<b>14</b>	Website Learning Kelase is very helpful in my major	3	18	4	1
<b>15</b>	Website Kelase got me interested in learning English	2	18	5	1
<b>16</b>	Website Kelase has improved my mastery of English skills	4	14	5	3

## Interview List

The following are some statements regarding the use of Website Kelase in learning English. Please fill in by answering agree or disagree along with the reasons.

1. The ease of Website Kelase

.....  
.....

2. The features in Website Kelase are great

.....  
.....

3. Website Kelase makes learning English easier

.....  
.....

4. Website Kelase display is interesting

.....  
.....

5. Website Kelase Improve students' abilities

.....  
.....

6. Take teachers an active role

.....  
.....

## THE DISPLAY OF WEBSITE KELASE

The screenshot shows the home page of the Kelase website for SMK Negeri 1 Palopo. The browser address bar shows the URL `kelase.com/institusi/71453-SMK-NEGERI-1-PALOPO`. The page features a blue header with the user profile of NUR ALAM, S.Ag. and the title "Beranda". A left sidebar contains a navigation menu with items: Dasbor, Belajar, Personal, Kegiatan, Komunitas, and Komunikator. The main content area includes a search bar for "Bagikan Kabar Terbaru...", a profile card for SMK Negeri 1 Palopo (1985 Siswa, 118 Guru), and a video player titled "Tutorial & Sosialisasi Kelase - SDIT ...".

The screenshot shows the dashboard of the Kelase website for SMK Negeri 1 Palopo. The browser address bar shows the URL `kelase.com/member/19730818/dashboard`. The page features a blue header with the user profile of NUR ALAM, S.Ag. and the title "Dasbor". A left sidebar contains a navigation menu with items: Dasbor, Belajar, Personal, Kegiatan, Komunitas, and Komunikator. The main content area displays three summary cards: "KELAS" with 8 items and "Kelas Tersedia: 555 Kelas", "PERTEMANAN" with 3 items, and "KOMUNITAS" with 1 item and "Komunitas Tersedia: 4 Komunitas". Below these cards is a section titled "Aktifitas" with a date range from 2020-11-07 to 2020-12-06 and a "Tampilkan" button. A line graph titled "Grafik Statistik Aktifitas" shows activity levels over time.

Google Custom Search x NUR ALAM, S.Ag - Belajar x +

kelase.com/member/19730818/pelajaran?kat=123

NUR ALAM, S.Ag  
SMK NEGERI 1 PALOPO

Belajar

NAVIGASI

- Dasbor
- Belajar
- Personal
- Kegiatan
- Komunitas
- Komunikator

Daftar Kelas Privat

Kategori Kelas "XI PMS 1"

**XI C1 Bahasa Inggris**

Guru: NUR ALAM, S.Ag  
 Status Pendaftaran: Dibuka  
 Kategori Kelas: XI PMS 1  
 Peserta: 22 Orang  
 Permintaan Kelas: 0 Orang  
 Rating: 5 / 1 Orang

Pilihan

**XI PEMASARAN 1\_MATEMATIKA**

Guru: HIDZFAR THAHA, S.Pd  
 Status Pendaftaran: Dibuka  
 Kategori Kelas: XI PMS 1  
 Peserta: 20 Orang  
 Rating: 5 / 4 Orang

Pilihan

Kelas Saya (8)

Kelas Privat (10)

Filter

Cari Nama Kelas

Cari Nama Guru

Cari

Kategori

X BOGA 1 10

X AKSI 1 0

Google Custom Search x XI C1 Bahasa Inggris - Beranda x +

kelase.com/kelas/15595

NUR ALAM, S.Ag  
SMK NEGERI 1 PALOPO

XI C1 Bahasa Inggris

NAVIGASI

- Dasbor
- Belajar
- Personal
- Kegiatan
- Komunitas
- Komunikator

Sunting X Hapus + Tambah Sesi Backup Kelas

Semester ganjil

Dibuat Tanggal: 26 July 2020

**ABSEN SISWA**

Lakukan absensi disini

- ? Absen siswa pertemuan ke 1 >
- ? Absen siswa pertemuan ke 2 >
- ? Absen siswa pertemuan ke 4 >
- ? Absen siswa pertemuan ke 5 >

Kegiatan Mendatang

Tidak ada kegiatan mendatang

Lihat kegiatan lainnya

Informasi

Permintaan Pendaftaran

Tidak ada Permintaan masuk kelas

Undang Siswa

Undang Guru

Anggota Kelas Terbaru

22 Siswa 1 Guru

Beranda Kegiatan Anggota

Google Custom Search | XI C1 Bahasa Inggris - Beranda | kelase.com/kelas/15595

**KD 1**

Offering and Suggestion

- Offering and Suggestion >
- Brainstorming 14 tanggapan >
- Conversation paractice >

**KD 2**

Opinion

- Materi (Opinion) >
- Brainstorming 16 tanggapan >
- Conversation paractice >

- IDAS WAHYUDIANTO
- NURUL CAHAYA
- IQRA ISHAK
- Alviani
- Indra Irawan
- Samsul

**Rafing**

★★★★★

Total Rating: 5 / 1 Orang

Google Custom Search | XI C1 Bahasa Inggris - Bacaan | kelase.com/kelas/15595/bacaan/27202/58758

**NUR ALAM, S.Ag**  
DANU NEDEN, 1 PALOPO

- Dasbor
- Belajar
- Personal
- Kegiatan
- Komunitas
- Komunikator

**LEARNING OBJECTIVES**

1. The students are able to identify the social function, structure, and language features of formal invitation.
2. The students are able to apply the social function, structure, and language features in composing formal invitation correctly for any different context.

follow @HumorSingkat

SLIDE 3 OF 12

Google Custom Search XI C1 Bahasa Inggris - Sesi kelase.com/kelas/15595/forum/27203/58760

**Brainstorming**

Share your ideas here.  
Kemukakan apa saja pendapatmu ttg analytical exposition

+ Tambah Tanggapan 10 Tanggapan

Cari Tanggapan

**Analytical exposition**  
Analytical exposition is a text that contains the author's thoughts about the things that happen around him. This can be in the form of objects, events, or a place

0 Komentar 08 October 2020 20:48:34 Dipeposting Oleh: Wisaaani

Lihat & Beri Komentar

Google Custom Search XI C1 Bahasa Inggris - Tugas kelase.com/kelas/15595/tugas/27200/58753/detail

**Conversation paractice**

23 July 2020 klr 23 July 2020 Dibuat Tanggal: 23 July 2020 20:03:49

Cari pasangan dan buat percakapan terkait offering and suggestion lalu peragaan. video peragaannya upload disini.

Daftar Siswa

Cari Nama

Cari Berdasarkan : Nama Lengkap ✕ Bersihkan Pencarian

Sort : Nama (A-Z) ✕ Export to Excel

No	Nama Siswa	Grup	Nilai	Kriteria Ketuntasan Minimal	Status	Jumlah Deras	Penilaian
1	Abd. Afqar Zein		Tugas belum		Tugas belum	0	Penilaian

Google Custom Search XI C1 Bahasa Inggris - Quiz kelase.com/kelas/15595/quiz/27869/70316

**Absen siswa pertemuan ke 6**

18 Menit 1 Latihan 07 September 2020 01:05:08 s.d 07 September 2020 23:55:08 Nilai Tertinggi

Silahkan absen di sini

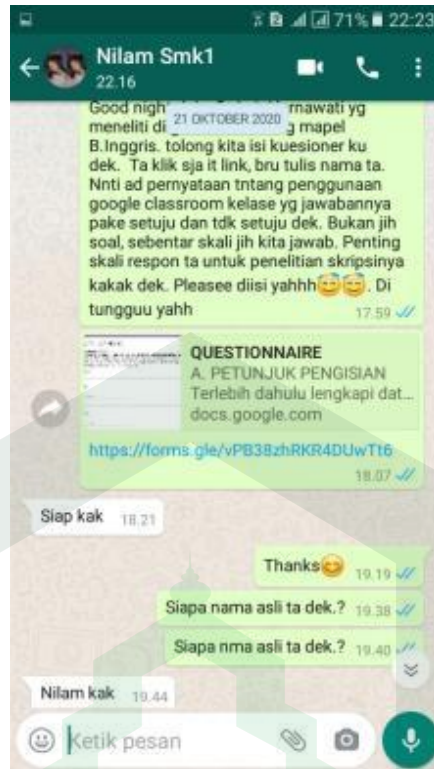
Rata Rata Nilai: 31.82

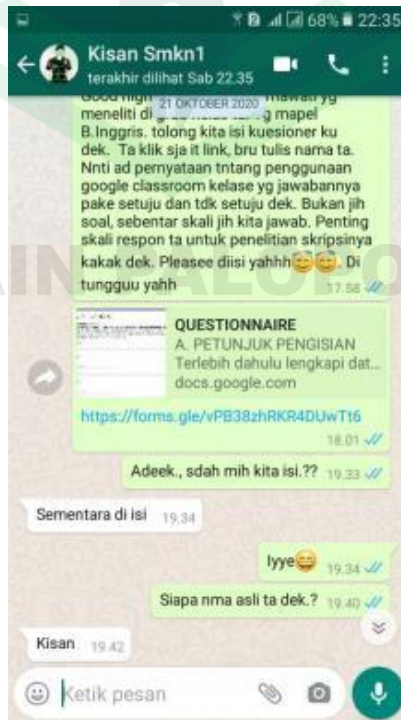
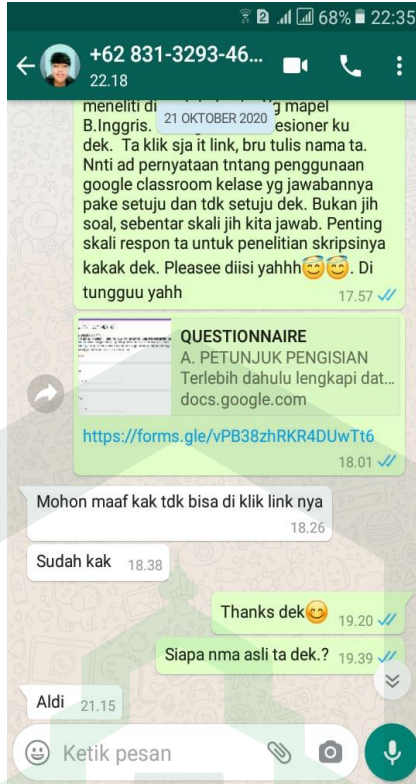
50% Sudah mengerjakan 40% Belum mengerjakan

No	Pertanyaan	Tipe Soal	Jawaban Benar	Bobot
1	Lakukanlah Absensi dengan Memilih Jenis Kehadiran dibawah ini. ...	Pilihan Ganda	A	100

Total Nilai : 100

## DOCUMENTATIONS

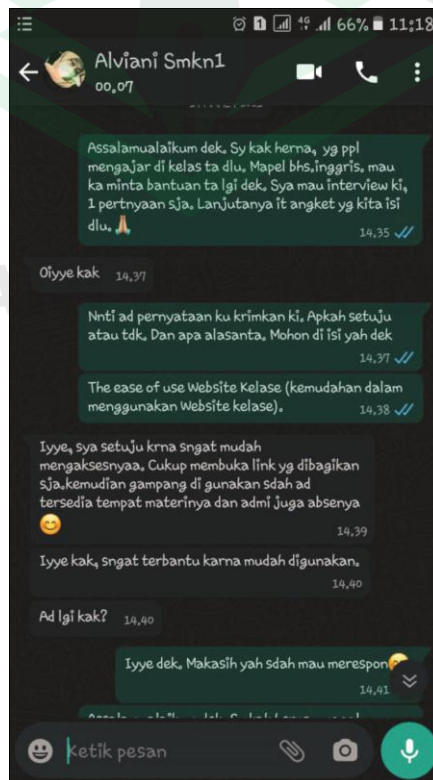
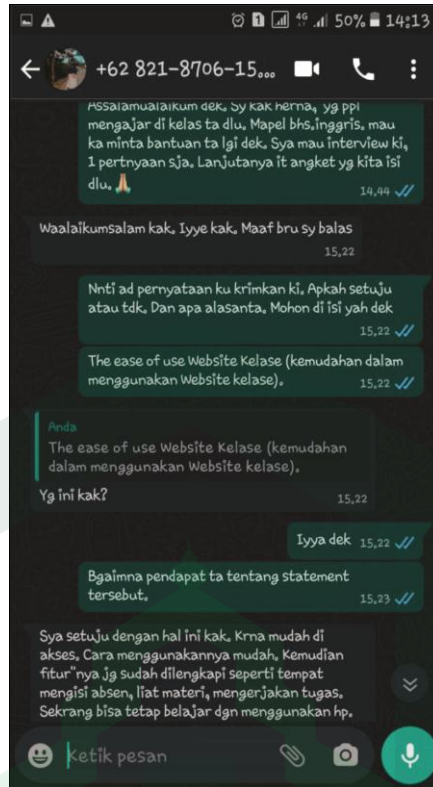


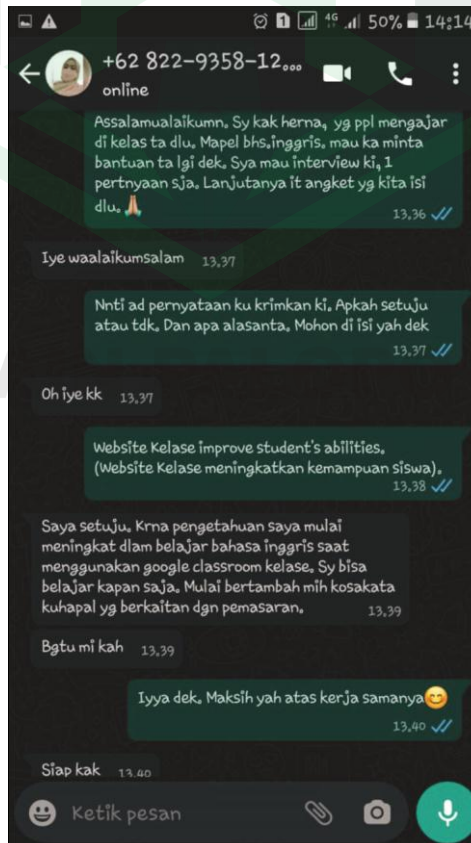
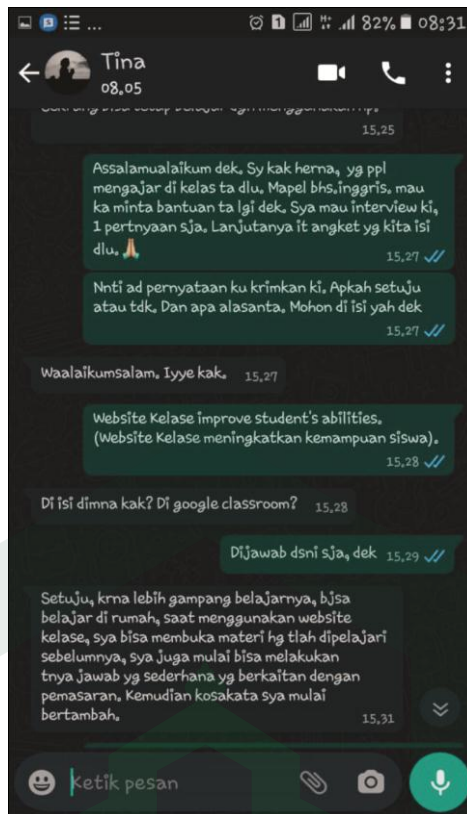


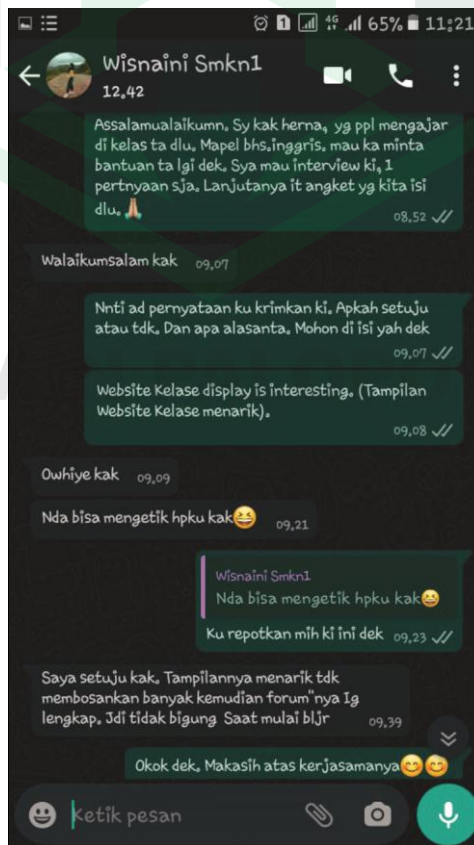
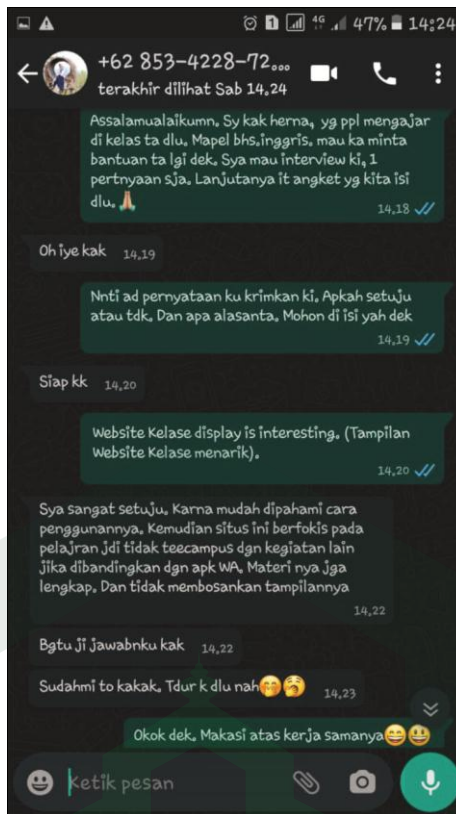


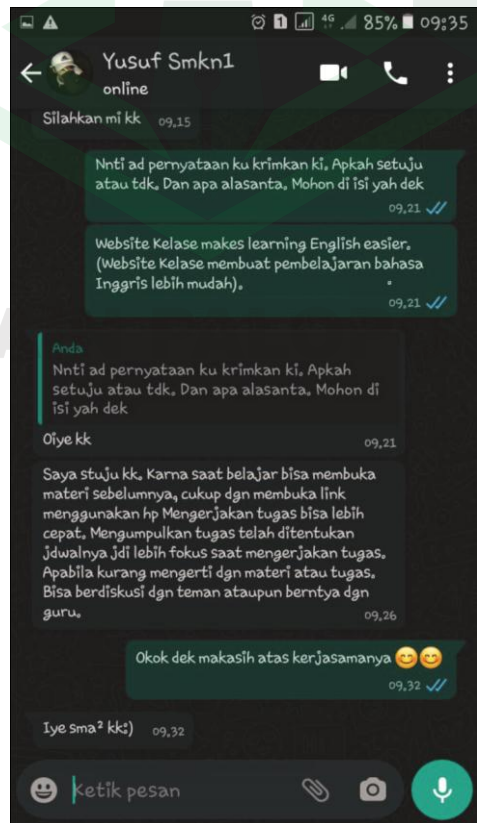
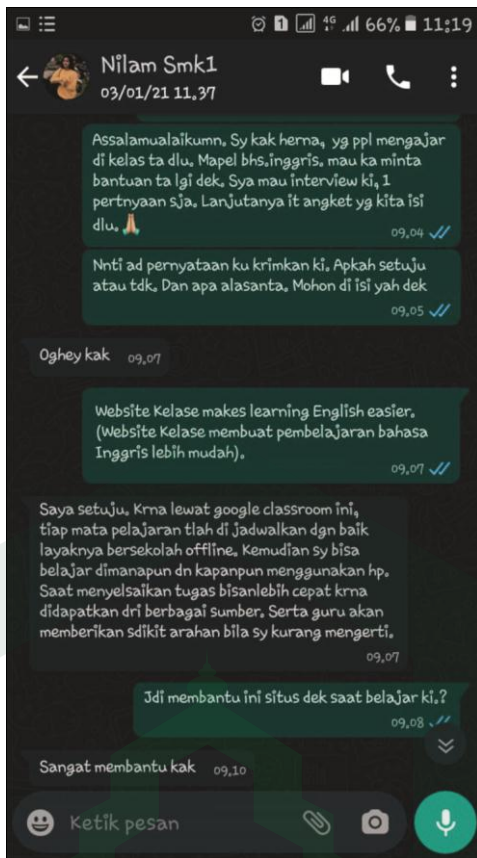
# DOKUMENTATIONS

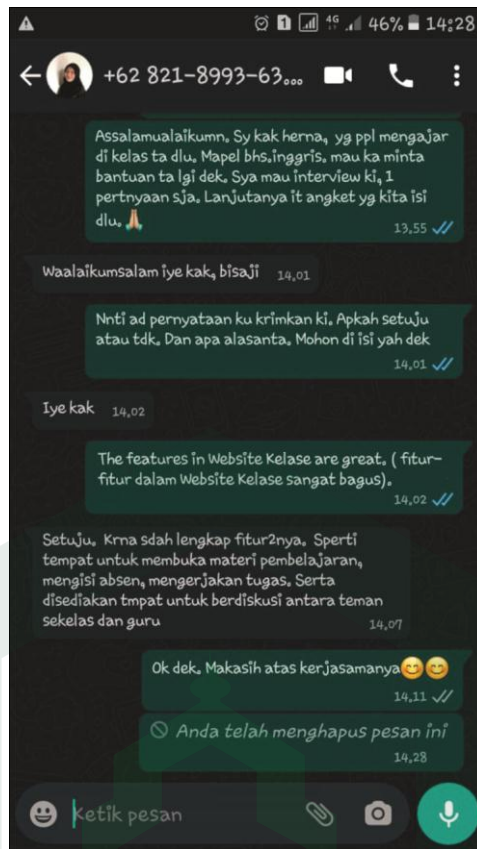
## Interview with Students

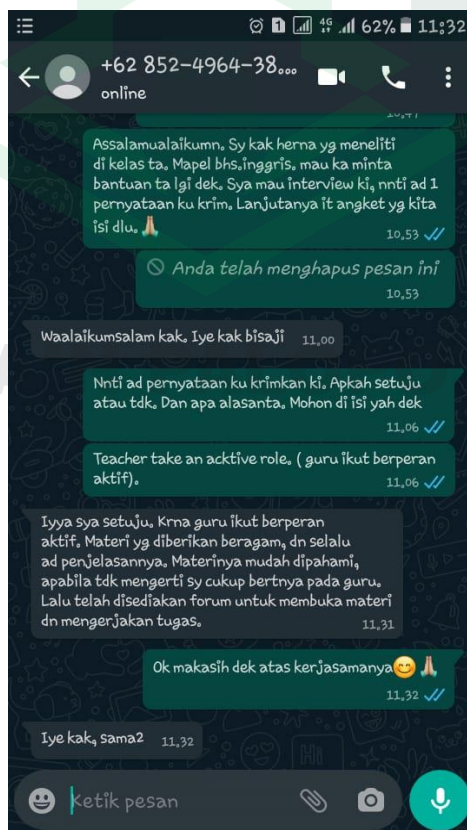
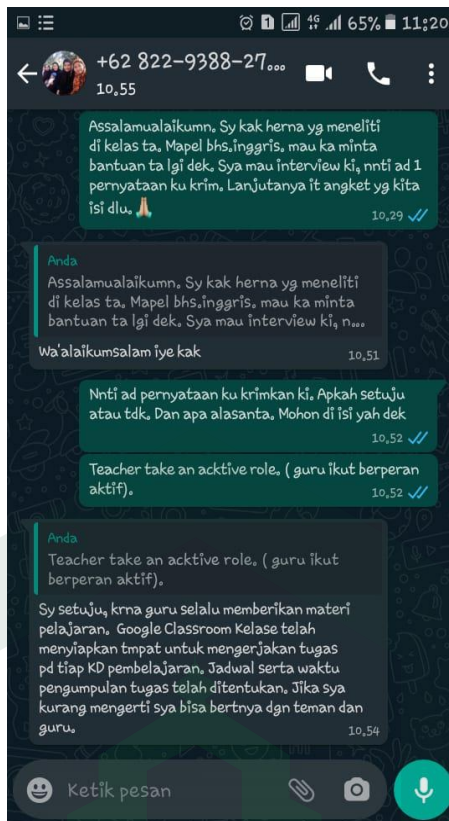








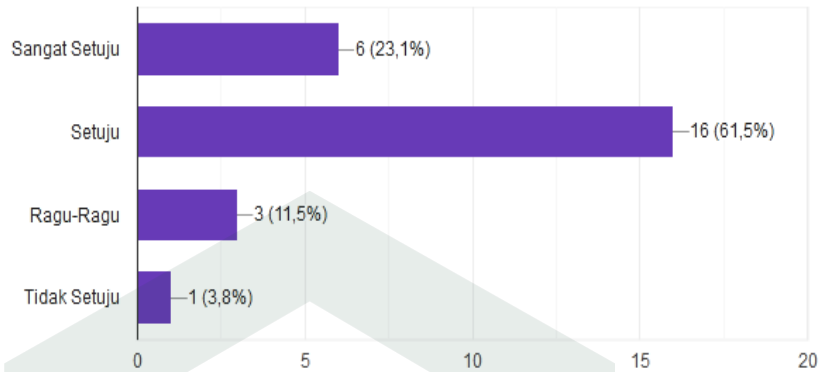




## Diagram of The Results of Student Responses Via Google Form

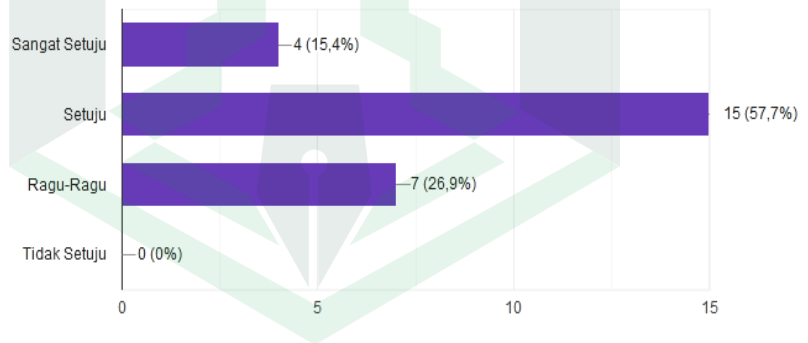
1. Website Kelas mudah untuk diakses.

26 tanggapan



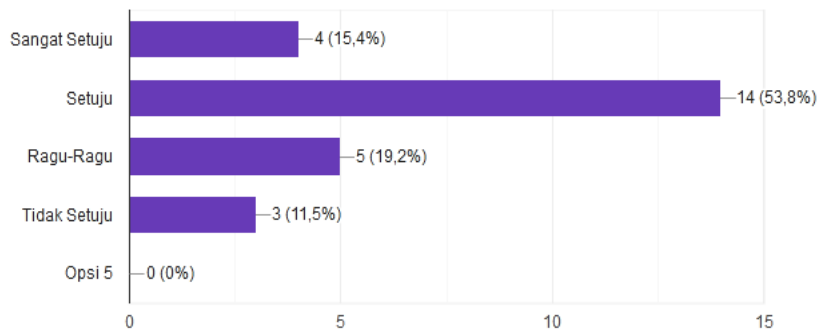
2. Website Kelas mudah dipahami cara penggunaannya

26 tanggapan



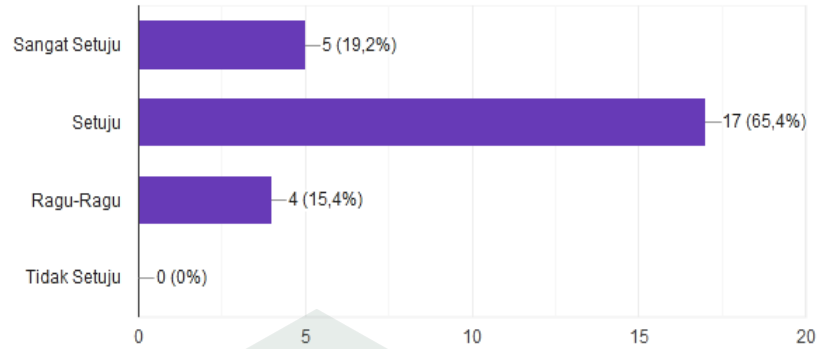
3. Kelas memiliki forum diskusi khusus yang dapat diakses oleh orang tua.

26 tanggapan



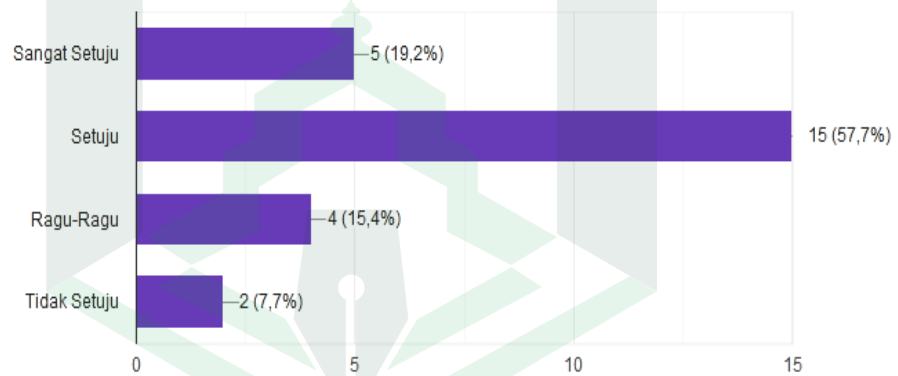
#### 4. Tampilan Website Kelase menarik serta mudah dipahami

26 tanggapan



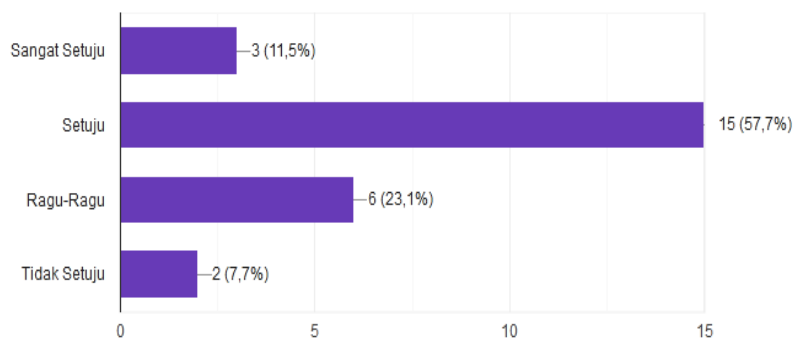
#### 5. Website Kelase sangat membantu saat belajar Bahasa Inggris dari rumah secara mandiri.

26 tanggapan



#### 6. Pembelajaran menggunakan Website Kelase lebih terstruktur dibandingkan dengan Aplikasi yang lain

26 tanggapan

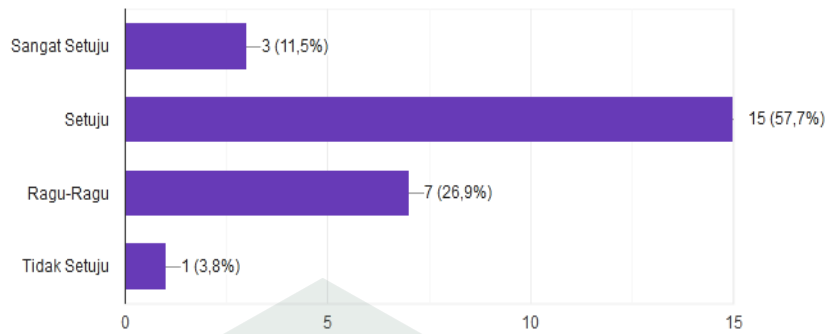




7. Menggunakan Website Kelase memungkinkan untuk menyelesaikan tugas Bahasa Inggris dengan lebih cepat.

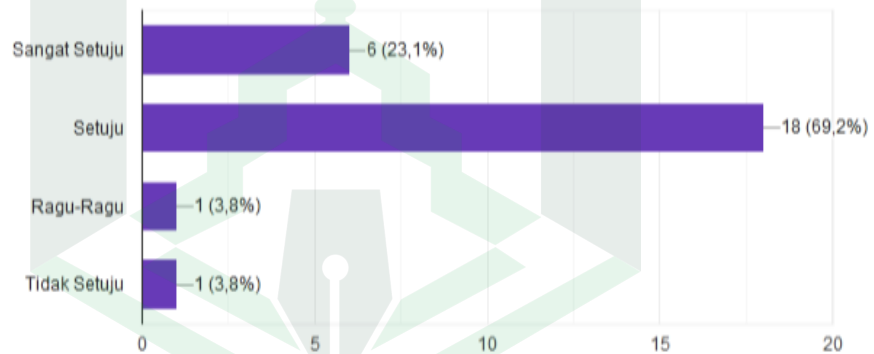


26 tanggapan



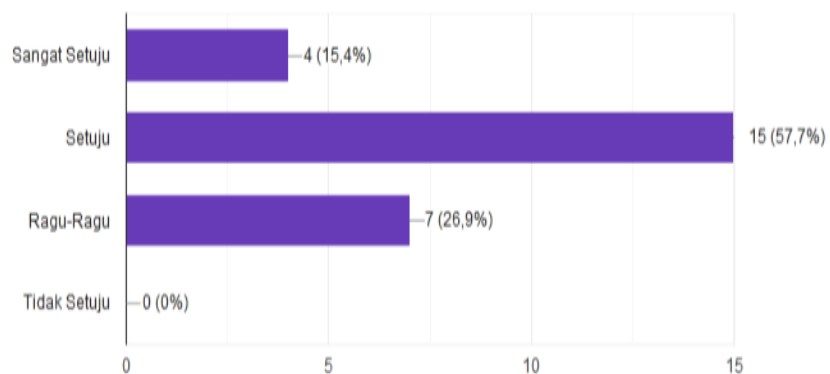
8. Website Kelase memberikan jadwal pengisian jurnal kehadiran dengan baik.

26 tanggapan



9. Website Kelase memberikan tempat diskusi agar dapat berkomunikasi dengan guru dan teman sekelas.

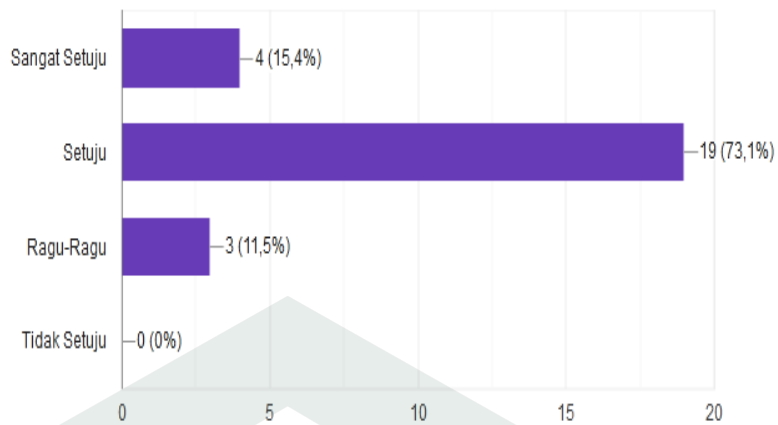
26 tanggapan



IAIN PALOPO

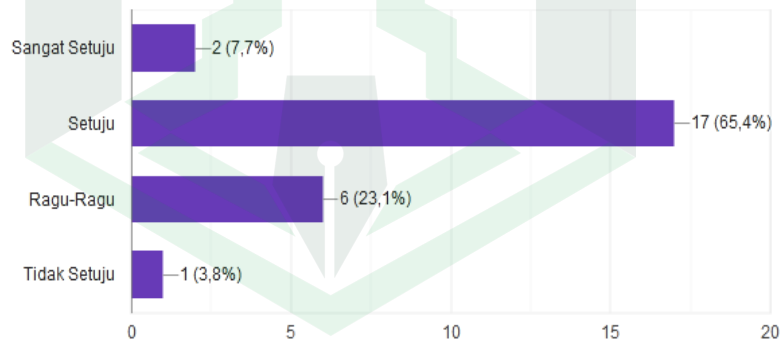
10. Para guru aktif memberikan tugas di aplikasi Google Classroom Kelase.

26 tanggapan



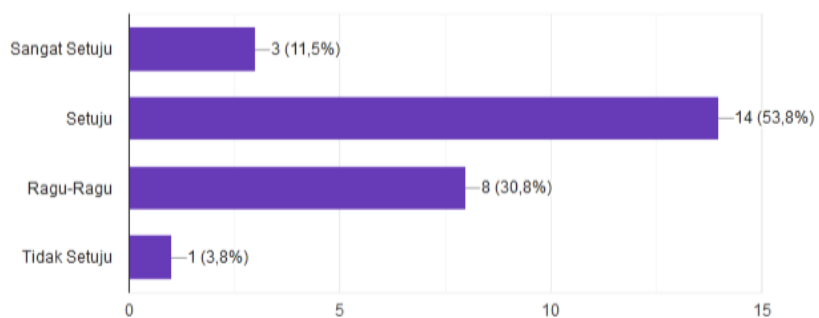
11. Guru memberikan materi dan pembahasannya dengan jelas dalam mata pelajaran Bahasa Inggris.

26 tanggapan



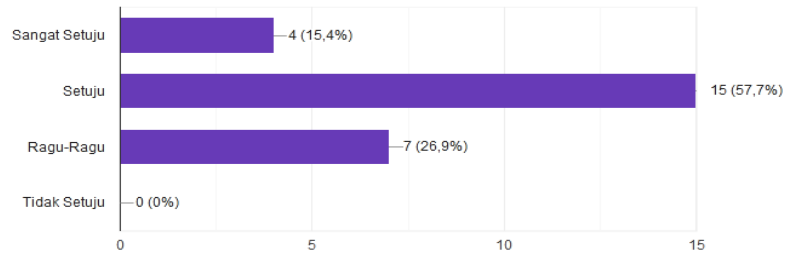
12. Belajar Bahasa Inggris dengan menggunakan Website Kelase membuat saya lebih paham.

26 tanggapan



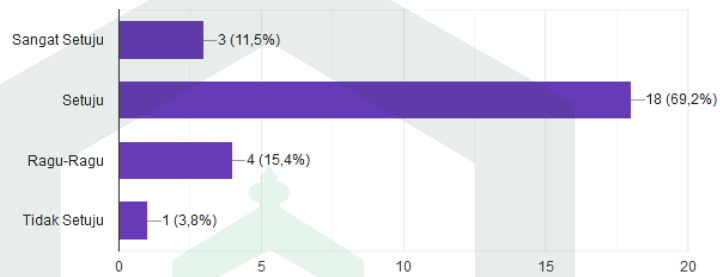
13. Website Kelase dapat menghemat waktu terutama pada pembelajaran Bahasa Inggris.

26 tanggapan



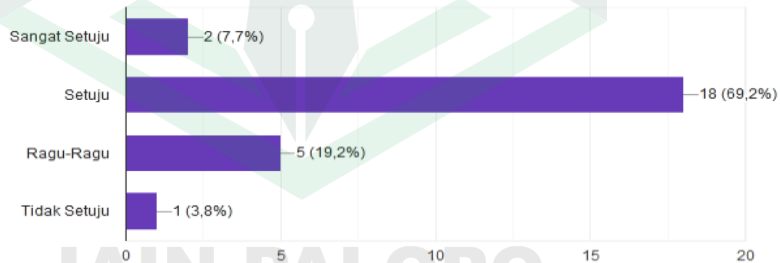
14. Pembelajaran Website Kelase sangat membantu dalam jurusan saya.

26 tanggapan



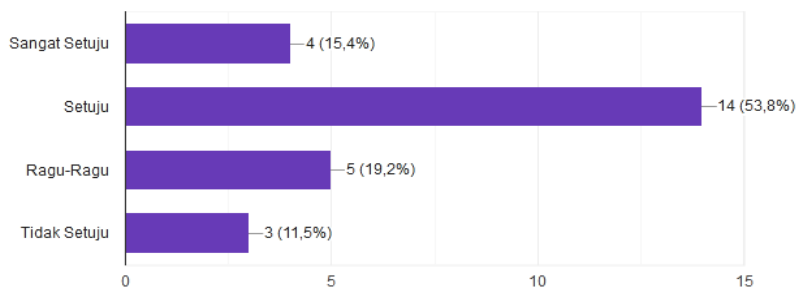
15. Website Kelase membuat saya tertarik dalam belajar Bahasa Inggris

26 tanggapan



16. Website Kelase membuat penguasaan skill bahasa Inggris saya membaik.

26 tanggapan





**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No. 136/ In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Hernawati  
NIM : 16 0202 0162  
Semester : X (sepuluh)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 10 Maret 2021

Mengetahui,  
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.  
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001