

**STUDENTS' PERCEPTION ON VIDEO USE IN ENGLISH
ONLINE LEARNING AT SMAN 2 PALOPO**

A Thesis

*Submitted to the English Language Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of
Requirements for S.Pd Degree in English Education*



IAIN PALOPO

Written By:

FITRIANI SAPUTRI LEONG

17 0202 0189

**ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

**STUDENTS' PERCEPTION ON VIDEO USE IN ENGLISH
ONLINE LEARNING AT SMAN 2 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo as Partial
Fulfillment of Requirements for S.Pd Degree in English Education*



IAIN PALOPO

By:

FITRIANI SAPUTRI LEONG

17 0202 0189

Advisors;

- 1. Amalia Yahya, S.E., M.Hum**
- 2. Dr. Magfirah Thayyib, S.S., M.Hum.**

**ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

STATEMENT OF ORIGINALITY

I, who undersigned below,

Name : Fitriani Saputri Leong
Reg Number : 17 0202 0189
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism, duplication of others work that I acknowledge as my own work or thought.
2. All parts of the theses are my own work except the citation, whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, August 18th 2022
Regards,



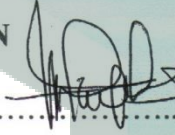


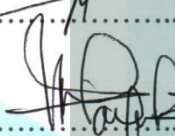
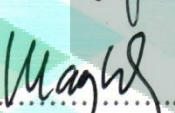
Fitriani Saputri Leong
Reg Nu. 17 0202 0189

THESIS APPROVAL

This thesis, entitled "*Students Perception on Video Use in English Online Learning at SMAN 2 Palopo*" written by **Fitriani Saputri Leong, Reg. Number 17 0202 0189**, English Educational S1 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 **Thursday, August 18th 2022**, coincided with **Muharram 20th 1444 H**. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching.

Palopo, August 18th 2022
Muharram 20th 1444 H .

COMMITTEE OF EXAMINATION

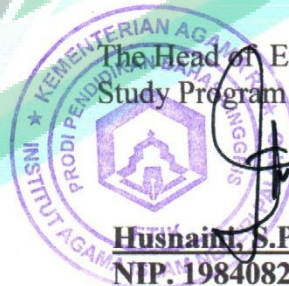
- | | | |
|--|----------------|---|
| 1. <i>Amalia Yahya, S.E, M. Hum</i> | Trial Chairman | (..... ) |
| 2. <i>H. Madehang, S.Ag., M.Pd</i> | Examiner I | (..... ) |
| 3. <i>Dewi Furwana, S.Pd.I., M.Pd</i> | Examiner II | (..... ) |
| 4. <i>Amalia Yahya, S.E, M. Hum</i> | Consultant I | (..... ) |
| 5. <i>Dr. Magfirah Thayyib, S.S, M.Hum</i> | Consultant II | (..... ) |

Approved by:



Dr. H. Sukirman, S.S., M.Pd.
NIP. 19670516 200003 1 002

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP. 19670516 200003 1 002



Husnaini, S.Pd.I., M.Pd.
NIP. 19840820 200902 2 007

Husnaini, S.Pd.I., M.Pd.
NIP. 19840820 200902 2 007

ACKNOWLEDGMENT



Alhamdulillah Rabbil Alamin, praise and thanks to Allah swt. Without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for the degree of Sarjana Pendidikan (S.Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title *"Students' Perception on Video Use in English Online Learning at SMAN 2 Palopo"*. To our beloved prophet, the chosen one Muhammad saw. Safety and peace be upon him.

The researcher realizes that this thesis exists by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

1. Prof. Dr. Abdul Piroi, M. Ag as the Rector of State Islamic Institute of Palopo.
2. Dr. Nurdin K, M. Pd as the Dean of Tarbiyah and Teacher Training Faculty.
3. Amaliyah Yahya, S.E., M. Hum as the Chief of English Language Education Study Program of IAIN Palopo and all staff members who have helped the researcher process the graduating paper administration.
4. Amaliyah Yahya, S.E., M. Hum as the first consultant and Dr. Magfirah Thayyib, S.S, M.Hum., as the second consultant who has given guidance, explanations, corrections, suggestions, and ideas wisely in completing this thesis.

5. Dr. Masruddin, S.S., M. Hum., and Dewi Furwana, S.Pd.I., M.Pd. as the validators of this research's instruments. Highest appreciation for their guidance, support, attention, knowledge, and sincere kindness during this research.
6. Dr. H. Rustan S, M. Hum as the academic advisory lecturer.
7. All the lecturers in the English Language Education Study Program of IAIN Palopo who have educated the researcher during her study.
8. 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 School Principal of SMAN 2 Palopo and all the teachers, especially ST. Marfuah Nurjannah, S.Pd, an English teacher who gave permission and wholeheartedly helped during this research.
10. The eleven-grade students of SMAN 2 Palopo who have cooperated with the researcher to complete this thesis.
11. The researcher's beloved parents: her father, Leong, and her mother, Nurhana, have nurtured and educated the researcher with great love and sacrifices, prayers, financial support, and encouragement during her study. As well as her brother Muh Fitra for love and support. May Allah SWT gather all of us in His heaven someday.
12. The researcher's best friends: Amalia Asokawati and Ayu wandira, always provided assistance, support, ideas, and entertainment. As well as Sri

Wahyuni, Qubra, and Intan Dieniah DT always accompany and convince the researcher and become enthusiastic about completing her thesis.

13. The researchers' friends in the English Education Study Program, especially all AMB17ION members, a.k.a BIG A, for their support and solidarity during the study at IAIN Palopo.

The researcher realizes that this thesis's writing is far from perfect. The remaining errors are the researcher's own. Therefore, constructive criticism and suggestions will be highly appreciated. Moreover, the researcher hopes that the writing of this final thesis project can provide a positive contribution. Finally, the researcher prays, may Allah SWT reward all who have helped the researcher and bless all our efforts, Aamin.

Palopo, 26 July 2022

The researcher



Fitriani Saputri Leong

Nim: 17 0202 0189

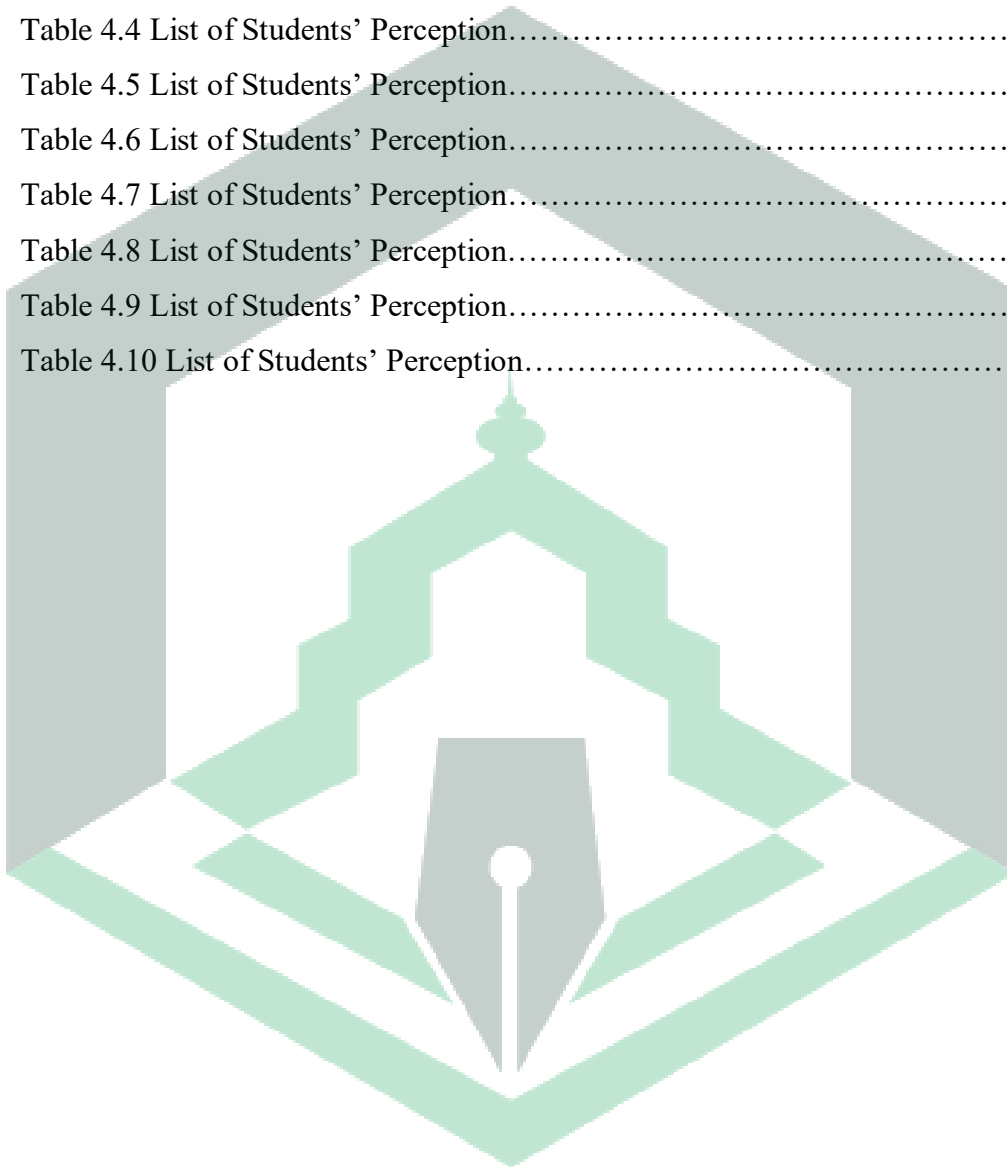
TABLE OF CONTENTS

COVER PAGE.....	i
TITLE PAGE.....	ii
STATEMENT OF ORIGINALITY.....	iii
THESIS APPROVAL.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Scope of the Research	2
C. Research Question.....	3
D. The objective of the Research	3
E. Significances of the Research	3
CHAPTER II REVIEW OF RELATED LITERATURE.....	5
A. Previous Related Research Findings.....	5
B. Some Pertinent Ideas.....	9
1. Perception.....	9
2. Types of Perception.....	10
3. Factors Affecting Perception.....	11
4. Strategy in English Teaching.....	12
5. Online Learning.....	15
6. Video Learning.....	19
7. Types of Video Learning.....	19
C. Conceptual Framework.....	22

CHAPTER III RESEARCH METHOD.....	23
A. Research Design.....	23
B. Time and Location of the Research.....	23
C. The subject of the Research.....	23
D. Data and Data Source.....	24
E. Research Instrument.....	25
F. The Technique of the Data Collection.....	26
G. Data Validity Check.....	26
H. The Technique of Data Analysis.....	27
CHAPTER IV FINDING AND DISCUSSION.....	29
A. Finding.....	29
B. Discussion.....	45
CHAPTER V CONCLUSION AND SUGGESTION.....	52
A. Conclusion.....	52
B. Suggestion.....	52
BIBLIOGRAPHY.....	54
APPENDICES	

LIST OF TABLES

Table 4.1 List of Students' Perception.....	29
Table 4.2 List of Students' Perception.....	31
Table 4.3 List of Students' Perception.....	32
Table 4.4 List of Students' Perception.....	34
Table 4.5 List of Students' Perception.....	36
Table 4.6 List of Students' Perception.....	37
Table 4.7 List of Students' Perception.....	39
Table 4.8 List of Students' Perception.....	41
Table 4.9 List of Students' Perception.....	42
Table 4.10 List of Students' Perception.....	44



LIST OF APPENDIXES

Appendix 1 Surat Izin Meneliti

Appendix 2 the Instruments Validation by the Experts

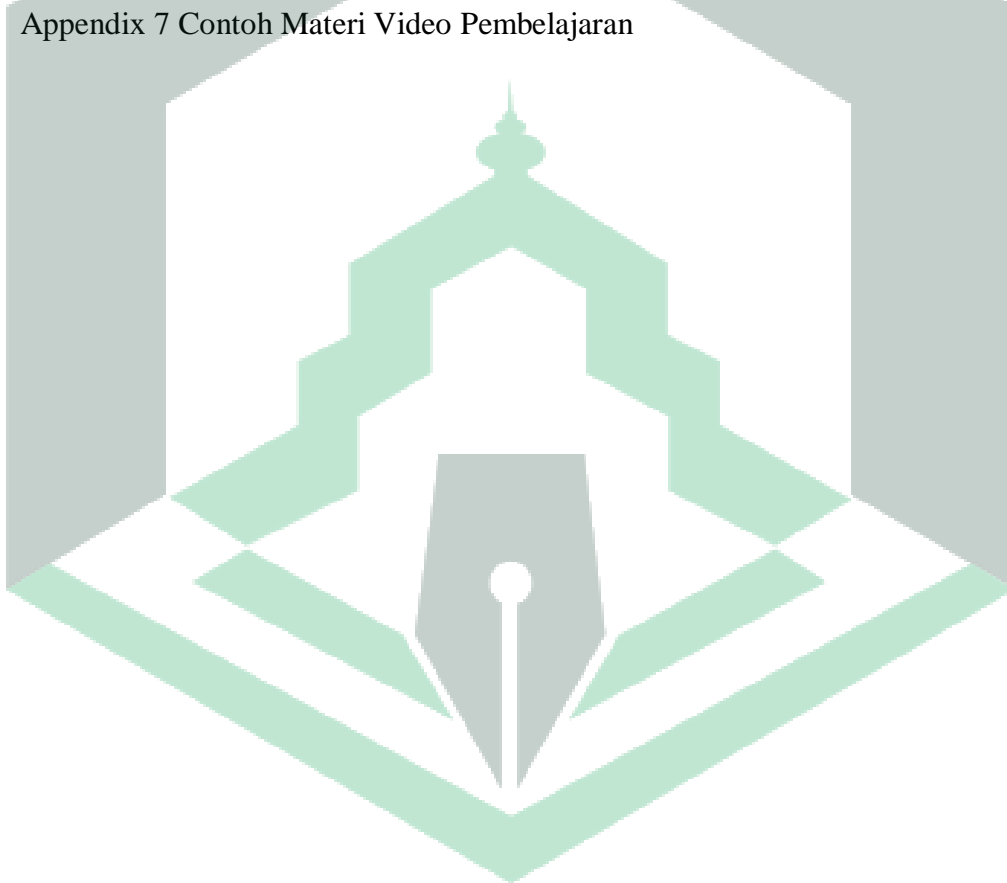
Appendix 3 Student Interview Transcript

Appendix 4 Documentation

Appendix 5 Surat Keterangan Telah Meneliti

Appendix 6 Surat Keterangan Uji Turnitin

Appendix 7 Contoh Materi Video Pembelajaran



ABSTRACT

Fitriani Saputri Leong, 2022 *“Students’ Perception on Video Use in English Online Learning at SMAN 2 Palopo”*. A thesis of English Education Study Program, Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Supervised by (1) Amalia Yahya and (2) Magfirah Thayyib.

The research objective is to find out the students’ perception of video use in online English learning at SMAN 2 Palopo. It answered the research question: “How is the students’ perception on video use in English online learning at SMAN 2 Palopo?”. Furthermore, this research employed a qualitative method. The researcher used an instrument, namely an interview. The type of interview used by the researcher was structured or guided discussions—a list of previously prepared questions directed this type of interview. In the interview, the researcher asked ten questions about students’ perception of video use in online English learning at SMAN 2 Palopo. The researcher also asked for an explanation of various aspects of the problem in the teaching and learning process through video learning. The researcher interviewed the students face to face and recorded their answers. The result of this research showed that the students positively perceived the students’ perception of video use in online English learning at SMAN 2 Palopo were the online media help students to understand the lesson quickly and add insight and references, increase students’ motivation and interest in the learning, learning is more interesting, fun, relaxed, and not dull, and prevent and decide the spread of Covid-19 and effective, efficient and saving time. Whereas there were also some negative perceptions of the use of online learning videos in English, which as less understanding or difficulty in knowledge because they do not speak English and cannot ask questions, sometimes the network connection is poor, and students cannot meet directly with the teacher.

Keywords: *Students Perception, Video Use, Online Learning*

CHAPTER I

INTRODUCTION

A. Background

Unfortunately, not all English teachers achieve curriculum goals in language teaching. Some English teachers are found less successful than others.¹ Therefore, to be more successful, they must create exciting classes to motivate their students to learn English; their motivation influences learners' success in learning the target language.²

In teaching English as a foreign language, teachers' strategies are of particular interest in the role of the teacher in the classroom, which is vital for a student to create an enjoyable English language learning experience. It is related to arguments that the core of teaching and learning success is dependent on teachers. English teaching and learning in a non-English speaking environment requires teachers with a unique ability to function with limited resources.³ Teachers should endeavour to obtain diverse English teaching and learning resources to create an enjoyable learning atmosphere in the classroom.

To make the teaching process enjoyable, English teachers must understand the English language correctly and speak English fluently to make the teaching process enjoyable.⁴ In other words, they have to be so proficient in the English

¹ Zhi Huang, "What Makes a Successful EFL Teacher in China? A Case Study of an English Language Teacher at Nanjing University of Chinese Medicine," *English Language Teaching* 3, no. 3 (2010): 20–28, <https://doi.org/10.5539/elt.v3n3p20>.

² Lifrieri Veronica, "A Sociological Perspective on Motivation to Learn EFL: The Case of Escuelas Plurilingües in Argentina," 2005.

³ H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth edit (White Plains, NY: Pearson Education, 2007, 2007).

⁴ Chitravelu Nesamalar, Sithamparam Saratha, and Teh Soo, Choon, *ELT Methodology: Principles and Praticce*, second edi (Shah Alam : Oxford Fajar, 2005).

language that they can use English to teach the materials, interact with students, and give instructions, corrections, and feedback on the learner language. Furthermore, to raise students' interest in learning English, the teachers should teach contextually by relating the topic to students' daily activities. English teachers must vary students' teaching activities and know to avoid a boring class.

The researcher conducted pre-observation by asking several questions about obstacles they experienced during online learning at the time and the teachers' strategies when teaching English. The researcher found the strategy adopted by the teacher in teaching English at eleven SMAN 2 Palopo was using video learning in teaching English. First, It causes the researcher to choose this strategy because it is most widely used during online learning. Second, students still do not understand when learning through videos because they still lack the English vocabulary they know. Third, the limited time makes students need to explain their learning material.⁵

Based on the description above, the researcher wants to know students' perceptions by conducting a research entitled, "Students' Perception on Video Use in English Online Learning at SMAN 2 Palopo".

B. Scope of the Research

This research focuses on students' perception on video use in English online learning at SMAN 2 Palopo.

⁵ Conducted on January 31, 2021. Students in the XII IPS class, at SMAN 2 Palopo

C. Research question

Based on the background above, the researcher formulates the research question:

How is the students' perception on video use in English online learning at SMAN 2 Palopo?

D. The Objectives of the Research

Based on the problem statement, the objective of the research is as follows:

To find out the students' perception on video use in English online learning at SMAN 2 Palopo.

E. Significances of the Research

The result of this research is expected to be used theoretically and practically:

1. Theoretically

a. The result of the research can be used as input in understanding the teachers' strategy in English online learning.

2. Practically

a. For the teachers

This research can be used as a reference or reflection for the teachers to increase their strategy during the English online learning process. Also, it can help the teacher to be more creative in teaching online EFL.

b. For the students

It can be helpful for students to know what they need in online learning, what problems they face, and whether the video learning is appropriate for them.

c. For future researcher

The result can be used as a model and review for those who want to research more deeply about online teaching through video learning.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

The related studies are taken from five previous theses. The first research conducted by Hasnidar (2020) is entitled “students’ Perception of Using Online Learning Materials.” The objective of the research is to find out the students’ perceptions of using online learning materials in the Seventh Semester of the English Department in Makassar Muhammadiyah. The researcher used descriptive qualitative research as a design method because it was comparable to collecting the data from students' perceptions and gave an interview to collect the data. University in the year 2018/2019 from BG.VIII. The research findings showed that the results of the students' interviews showed that mostly the students gave good perceptions about online learning. They improved their online learning and got a new experience of the new media applied by the lecturer in media online learning. Whereas, some students gave the perception that online learning has obstacles that bad network, the quality of mobile phone of the student itself, and the capacity of the application used in online learning.⁶ Hasnidar’s thesis focused on determining the students' perception of using online learning materials in the teaching and learning process. In contrast, this research will focus on students’ perception of video use in online English learning.

The second research was conducted by Nurrica Harlinda (2019), entitled “Students’ Perceptions in Using YouTube as Media for Learning English as a

⁶ Hasnidar, “Students’ Perception of Using Online Learning Materials,” 2020.

Foreign Language.” This study was carried out to find out the perception of the students of the English Education Study Program at IAIN Palangka Raya. This research used quantitative analysis with a survey of 120 students, generation 2016–2018 using YouTube as media for learning English as a Foreign Language. The result of the study (a) 59.3% of students agreed using YouTube videos independently enhances the students’ confidence to practice English. (b) 55.0% of students perceive using YouTube as a good source for practising a listening skill. Finally, based on the result above, most of the students in the English Education Study Program were capable of learning English as a foreign language independently and had the freedom to choose and control their learning. This also means that using YouTube as media in learning English as a foreign language developed Autonomous learners to improve their language skills and language components.⁷ The difference is that Nurrlica’s thesis used quantitative research the researcher used qualitative research.

The third research was conducted by Sari Riski Aninda (2016), entitled “Students’ Perception on the Video Project in Their Speaking Class: A Study of 11th Grade of SMAN 1 Kasihan Students”. This study was conducted to find out the students’ perception of the video project in their speaking class. This research uses survey research. The questionnaire result showed that most students had an excellent perception of the video project. They thought that a video project helped them to train their speaking skills. Through a video project, the interview result also showed that a video project allows them to realize their mistakes, so they can

⁷ Nurrlica Harlinda, “Students’ Perception in Using Youtube as Media for Learning English as a Foreign Language,” 2019.

overcome that mistakes to be better speakers. It meant that a video project was appropriate to be applied in English class.⁸ Riski's thesis is similar to this research; Riski's thesis also focuses on finding out the students' perception of the video project in their speaking class. The difference is that Riski's thesis used survey research while the researcher used qualitative research.

The fourth research was conducted by Prucesia Kumara Silva (2013), entitled "Improving Students' Speaking Skills Through the Use of Video Clips of the Eighth Grade Students of SMP IT Abu Bakar Yogyakarta in the Academic Year Of 2012/2013". This study aimed to investigate how video clips could improve students speaking skills of the class VIII G students of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013. The data of the study were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking, interviewing the students of class VIII G and the English teacher, discussing with the collaborator and taking pictures and video recordings. Meanwhile, the quantitative data were acquired through pre-test, post-test, and speaking tasks. The result of Prucesia's thesis is that the research findings showed that using video clips as the teaching media combined with speaking activities and classroom English was proven to improve the students' speaking skills. It could draw students' attention and increase their learning motivation. The students could better understand the use of English in real situations since they got appropriate models of English through the native speakers' talks. They also had adequate opportunities to practice speaking

⁸ Riski Aninda Sari, "Students' Perception on The Video Project in Their Speaking Class: A Study of 11th Grade of SMAN 1 KASIHAN Students," 2016, https://repository.usd.ac.id/7303/2/121214043_full.pdf.

to speak fluently and confidently. The students who just gained 6.8 in the pre-test increased their score to 13.89 in the post-test. It indicated that they improved speaking skills such as fluency, pronunciation, grammar, vocabulary, and comprehension.⁹ The difference is that Prucesia's thesis used two qualitative and quantitative methods while the researcher only used the qualitative method.

The last study related to this study was Aprilia Prabawati (2021), entitled "The Students' Perception of the Online Media Used by Teacher in Learning English." This research aimed to find (1) The kinds of online media used by the teacher in learning English; (2) The students' perception of the online media used by the teacher in learning English. The researcher used Qualitative research; the instrument was an interview. The research findings showed the kinds of online media used by the teacher when learning English were Google Classroom, YouTube, Google form, and WhatsApp (WA). The researcher also gave some positive perception toward the online media used by the teacher in learning English that is: The media help students to understand the lesson quickly and add insight and references, Increase students' motivation and interest in the learning, and learning is more interesting, fun, relaxed and not boring, prevent and decide the spread of Covid-19 and effective, efficient and saving time. In contrast, there were also some negative perceptions toward the teacher's online media in learning English: lack of understanding or difficulty in understanding the material and doing the assignment given by the teacher, boring and less fun and ineffective,

⁹ Prucesia Kumara Silva, "Improving Students' Speaking Skills Through The Use of Video Clips of the Eight Grade Students of SMP IT Abu Bakar Yogyakarta in The Academic Year of 2012/2013," n.d.

inefficient and not saving time.¹⁰ Similar to this current research, Aprilias' thesis also used Qualitative research.

B. Some Pertinent Ideas

1. Perception

Some experts define perception. Perception is a process where one will form an impression about someone or something. Perception is constructed as a result of individual observation of certain things or events that occur around them, which will produce perception. Perception involves more thinking processes due to the sensory systems' information regarding certain things or events. It is an output process where an individual has judgments or beliefs influencing their thoughts and feelings.¹¹ Perception is the process of the individual in interpreting, organizing, and giving meaning to the stimulus that comes from the environment where the individual is located, which is the result of the learning process and experience.¹²

On the other hand, perception is the way you notice things, especially with the sense. Perception deals with the human feelings that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose), and taste (tongue).¹³ It means that perception and human sense involve the organization of the acquired data or information. In other words, the human feelings and reactions involved in human minds happen as an instinct.

¹⁰ Aprilia Prabawati, "The Students' Perception of The Online Media Used by Teacher in Learning English," 2021.

¹¹ Jerry Anak Ahen, "Student's Perception Towards English For Self Expression," 2009.

¹² M Asrori, *Psikologi Pembelajaran, International Education Research*, 1st ed. (Bandung Wacana Prima, 2009), <https://doi.org/10.12735/ier.v1i2p65>.

¹³ Arsyad Azhar, *Media Pembelajaran*, Edisi Revi (Jakarta : Rajawali Pers,2014, n.d.).

For example, the speed with which an individual bats the eyelid on sighting an object rushing in the direction of the eyes, people's reaction to sound, and sharp objects that touch the skin are examples of automatic behaviours based on processed information.

Based on the definitions above, the researcher can conclude that perception is how people think of something in their surroundings, which is interpreting, organizing, and giving meaning to the stimulus that comes from the environment where the individual is located.

2. Types of Perception

Perception is divided into several types. There are five necessary steps of perception¹⁴:

- a. Self-perception is based on self-esteem, self-concept, and self-efficacy. It means that self-perception is to know about myself and what I can do only myself.
- b. Environmental perception is formed based on the context in which the information is received. It is meant that perception has been planned and has to know what can do.
- c. Learned perception is typically formed around our life.
- d. Four, physical perception is an accurate perception, for example, how ears see and how the brain processes it. It is meant that physical perception is something fundamental we have own.

¹⁴Resi Khothori, "The Correlation Between Students' Perception On Video Used By The Teacher As Instructional Media And Students' Motivation In Learning English," no. 1630104056 (2020).

- e. Cultural persons' perception is a significant perception that differs from one city to another. It is intended that culture personal is something perceptions are different from one another, such as city people and village people have other traditions and ceremonial.

Based on the theory above, it can be concluded that there are some types of perception. It means that perception can give someone much knowledge, and they can prove their experience and objects or events. So the kind of perception used by the researchers in this study is self-perception.

3. Factors Affecting Perception

There are some factors considered necessary in the process of perceiving humans or things. Three factors influence perception; the first is strong stimulus. It has to make individuals aware so that they can directly perceive it.¹⁵ The apparent stimulation may influence perception. The second is physiology and psychology. Physiology relates to sensory tools in our body, while psychological aspects include experiences, motivation, and thinking ability. Last is the environment. A situation that causes stimulus also influences perception, especially if the object is human. In this case, different people have diverse social backgrounds and produce different perceptions.

Additionally, factors that influence perceptions are; first is selective attention. As humans encounter many stimuli from our setting, we do not respond to all the incentives. Thus, humans only focus or give attention to any stimulation. The next factor is an individual's values, needs, and past experiences. Everybody

¹⁵ Bimo Walgito, *Pengantar Psikologi Umum*, Ed.4, Cet. (Yogyakarta Andi 2004, n.d.)

has their background and values, which influence the perception process. The third is the characteristic of the object, such as motion, sounds, size, proximity, etc. Big things can be more interesting than small ones to be perceived.¹⁶

4. Strategy in English Teaching

Effective teachers can figure out what they want to teach and how they do it so that students can understand and use the new information and skill.¹⁷ These teachers know that teaching is not just talking, and learning is not just listening. Similarly, the other expert proposes that teachers should be concerned about using resources in terms of time, space, and equipment, the interactional pattern observed in a lesson, and the tactic and strategy used by a teacher and learners when the method is being used.¹⁸

Furthermore, the broader explanation of strategies that an English teacher needs to teach English successfully will be discussed below.¹⁹

a. Teachers Use English

English teachers should teach and interact with students in English. Therefore, they are required to be proficient in the English language first. Many important aspects of teachers' teaching, such as their ability to become a good language model for their students, to maintain the use of English in their class, explain the contents, and instruct in English, as well as correct learners' language

¹⁶ Zikri Neni iska, *Psikologi Pengantar Pemahaman Diri Dan Lingkungan*. (Jakarta : Kizi Brothers, 2006, n.d.).

¹⁷ Linda Darling-Hammond and John Bransford, *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*, 2019.

¹⁸ H. Douglas Brown, *Principles of Language Learning and Teaching*.

¹⁹ Nurul Fajriah, Sosyan Abdul Gani, and Iskandar Abdul Samad, "Students' Perception Toward Teacher's Teaching Stragies, Personal Competence, and School Facilities," n.d.

and to give feedback for each material are influenced by both English teachers' proficiency and their English language use in teaching.²⁰

b. Teachers Teach Contextually

successful classes carried by teachers often depend on their skills in getting students' interest and involvement at the start of the lesson by using the strategies such as relating the topic to something of great interest to the students in class, using pictures, models, diagrams, or natural objects to draw attention and invite comment, and attracting students' previous experiences.²¹

c. Teachers Use Media

There are two important aspects related to each other in the teaching and learning process: teaching strategies and media.²² The use of specific teaching strategies will influence the media needed. However, other elements need to be considered in choosing media, such as the study's objective, task, and response that students must achieve after the teaching and learning process, teaching context, and students' characteristics.

Therefore, teachers must consider the medium through which the message is conveyed for the material to be effectively delivered. Media are used as a tool in teaching that influences the classroom's atmosphere, situation, and environment created by a teacher. Moreover, in deciding what instructional media should be used, a teacher needs to consider students' interests, ability, proficiency level,

²⁰ J. C. Richard and T. S. C. Farrel, *Practice Teaching : A Reflective Approach* (New York: Cambridge University Press, 2011).

²¹ Chitravelu Nesamalar, Sithamparam Saratha, and Teh Soo Choon, *ELT Methodology Principles and Practise*, 2nd ed. (Shah Alam : Oxford Fajar,2005, n.d.).

²² Arsyad A, "Media Pembelajaran," no. 1 (2014): 224–46.

sociocultural background, the lesson's content, and the media's availability, cost, and effectiveness.

d. Teachers give understandable instructions

Students must know precisely what they have to do and how to do instructions in the teaching and learning process. Other experts add that students sometimes confuse their teachers' instructions or explanations²³. Therefore, it is suitable for teachers to give instructions or illustrations with familiar words to understand them better.

e. Teachers set students to learn in pairs or group

In a language class, group-based learning can help promote self-esteem and increase students' talking time and motivation by creating a comfortable circumstance for language practice.²⁴

f. Teachers provide time to practice

English teachers always provide an opportunity for students to develop and extend their linguistic resources, both grammatical and discourse, and for interactive and collaborative use of language among students.²⁵ Teachers must also manage who gets the chance to speak, what they talk about, and what each participant does with the different speaking opportunities. Teachers need to observe the interaction within the classroom because it can determine the learning opportunities students get. Similarly, other experts agree that teachers should

²³ Thomas K Cowl, Sally Kaminsky, and David M Podell, *Educational Psychology*, Second Edi (New York: Times Mirror Higher Education Group, Inc,1997, n.d.).

²⁴ Richard and Farrel, *Practice Teaching : A Reflective Approach*.

²⁵ Ibid.

allow students to use their interlanguage²⁶ . This will hopefully enable them to apply what they have already gained at the end of the learning process. Thus, even though a teacher is required to instruct and explain in the teaching process, teachers should beware of the unnecessary talking they do since the more the teacher talks, the fewer opportunities students have to speak.²⁷

Teachers also need to remind themselves that in most state schools, each class has about 30 to 40 students, and English subject has only about 180 minutes a week, which means that students have limited practicing time in English class. In this circumstance, it is unsurprising that most students are not good at speaking English. However, to overcome this problem, teachers are expected to plan their teaching effectively and arrange activities for the instructional process providing much time for students to practice, such as oral work, pair work, and group work.

g. Teachers give feedback and correction

Feedback is a crucial factor in the enriching environment in the classroom.²⁸ It should be a part of the learning about every 30 minutes. Feedback, however, is not always from the teacher. It takes many forms, including peer evolution, journal writing, predicting activities, group presentations, and rubrics.

5. Online Learning

Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of

²⁶ Ibid.

²⁷ Michael Lewis and Jimmie Hill, "Practical Techniques for Language Teaching," 1992.

²⁸ Donna E. Walker Tileston, *Ten Best Teaching Practises: How Brain Research, Learning Styles and Standards Define Teaching Competencies*. (California: Corwin Press, Inc,2000, n.d.).

technology in exchanging ideas and providing access to more people.²⁹ Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The primary method for uniting distance learning instructors with remote students is networking.

Online learning is also suitable for gifted students because the approach is more individualized and student-centred. Overall, most studies of the effectiveness of internet and internet-based language learning materials highlight that they create a new, conducive, and encouraging environment for students.³⁰

1. Advantages and Disadvantages of Online Learning

Advantages:

- a) **Extendibility, Accessibility, and Suitability** - Users can proceed through a training program at their own pace and in their place. They can also access the training anytime, receiving only as much as they need. In other words, "just in time and just enough."
- b) **Quicker (and cheaper) turnaround** of the finished product.
- c) **Collaborative and exploratory** learning environments.
- d) **Easy and affordable training delivery** - Chances are (and you'll want to access this before embarking on WBT) your audience has access to a browser. Validate what browser(s) your audience has and what version(s) you can capitalize on the delivery vehicle.

²⁹ S Collins, "IT and Accelerated Learning: The Perfect Combination," 2002.

³⁰ Dana L. Thomson, "Beyond the Classroom Walls: Teachers' and Students' Perspectives on How Online Learning Can Meet the Needs of Gifted Students Dana" 21 (2010), <https://manual.audacityteam.org/>.

- e) **Cross Platform** - WBT can be accessed by web browsing software on any platform: windows, MAC, UNIX, etc. You can deliver your training course to any machine over the Internet or company intranet without having to develop a different approach for each unique platform.
- f) **Inexpensive worldwide distribution** - No separate or distinct distribution mechanism is needed (i.e., distributing CD-ROMs for CBT training). WBT can be accessed from any computer anywhere in the world while simultaneously keeping delivery costs down.
- g) **Reduced technical support** - Web-based training courses decrease some of the more “potent and deadly” technical support issues that often enshroud technology-based training.
- h) **Ease of content update** - The changes you make to any of your content are immediately available to your learning audience across the world.
- i) **Installation options** on private networks for security or greater bandwidth. If you opt for intranet delivery, you have more control over plug-ins and bandwidth, giving you more options for inclusion in your WBT
- j) **Travel cost and time saving**-learning is delivered to the learner instead of the other way around

2. Disadvantages:

- a) **Limited formatting of content in current browsers** - The WBT you create will not resemble the CBT you might be familiar with because of Net bandwidth constraints. So if your content relies on many media “bells and

whistles” or particular formatting, the Net might not be the best delivery medium.

b) **Bandwidth/browser limitations may restrict instructional methodologies.**

Again, technology constrains you. If your content relies on many videos, audio, or intense graphics, and your audience isn't on a T1 line, Net delivery will only frustrate your learners.

c) **Limited bandwidth means slower performance** for sound, video, and large

graphics. Know the bandwidth available to your audience—and what's reasonable “wait” time for them—before you commit to the net. Most mobile end users still run on a 28.8 kpbs connection.

d) **Someone must provide web server access, control usage, and bill users (if**

applicable) - The Net doesn't magically solve all your resource issues. Plan on having someone oversee some of these issues.

e) **Time required for downloading applications** - Again, be very aware of

download times—and we still recommend looking at delivery options considering a 28.8 kpbs modem if you deliver training to an external audience or over the Internet. Your training might be excellent, but if your audience isn't patient enough to wait for it to download, it doesn't matter.

f) **Student assessment and feedback are limited** - The Internet provides an

excellent means to get all kinds of information back and forth to your audience. Still, assessing some types of student feedback and input is harder.

g) **Many, if not most, of today's web-based training programs are too static,**

with little interactivity - This is probably due to the bandwidth limitation.

Still, if we deliver poor, page-turning training, we can't expect stellar results from our learners.

- h) **Cannot design and develop robust multimedia courses** - The bandwidth limitations of the Net constrain what can be delivered effectively.
- i) **Are computers replacing human contact?** - The Net is unsuitable for all training.
- j) **Newness** - It may take longer to design and develop WBT courses the first time around. Because of its recent emergence in the training arena, new technologies always require time, experience, and money to take full advantage of their capabilities. The great thing, however, are you'll learn new skills and knowledge with each new course.³¹

6. Video learning

Video learning refers to learning experiences facilitated through a video that presents educational materials for learning a topic, with its ability to combine camera footage, animation, graphics, text, and audio³².

7. Types of video

Three basic types of video can be used in the classroom as learning media³³:

- (1) Off-air Programs. It includes program recorders from a television channel that can be engaging for students. Some off-air videos are complicated for students

³¹ Gary James, "Advantages and Disadvantages of Online Learning," n.d.

³² Hemmer, Alexandra, "What is video-Based Learning? The Future of Learning Explained", 2021, <https://www.easygenerator.com/en/blog/e-learning/what-is-video-based-learning/>, 02 September 2021.

³³ Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition (Edinburg: Pearson Education Ltd, 2007, n.d.).

to understand, mainly where particular accents or colloquial language are used. The best programs can be used for various activities, including prediction, teaching language, cross-cultural awareness, or stimulating students' creativity.

(2) Real-world Video. Real-world video deals with featured films, exercise manuals, wildlife documentaries, comedy, etc. In selecting the videos, the teacher must choose based on how engaging and understandable the extract is likely to be, whether it has multi-use potential and the extract's length that matches the time allocation of activities in the classroom.

(3) Language Learning Videos. Language learning videos are free-standing videos to accompany course books. The main advantage of these videos is that they have been designed for students at a particular level. Thus, they are comprehensible, designed to appeal to students' interests, and multi-use as they can be used for language study and several activities.

So the type of video used by the teacher at the SMAN 2 Palopo when learning English during online learning is a learning video taken from YouTube called a slideshow video. Slideshow video is a media presentation model in the form of image or videos. which contains the types of programs that can support, explain, add to, and encourage students in doing learning by combining systems conventional and modern.³⁴

³⁴ <https://www.youtube.com/watch?v=LYXUC2K2bQk>

Some benefits of using videos for young learners are as follows:

1) **Psychological Aspect**

Video adds variety to the teaching and learning process so that students find it fun, stimulating, and highly motivating. It can make the learning experience successful and thus develop positive attitudes and confidence in the target language and language learning.

2) **Linguistic Aspect**

Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use, making the learning more accessible and memorable.

3) **Cognitive Aspect**

Video can improve the students' curiosity and provide up-to-date information. It enables students to maximize their abilities to infer from context. Moreover, video can develop students' motor skills, knowledge and research skills, communication skills, and independent learning.

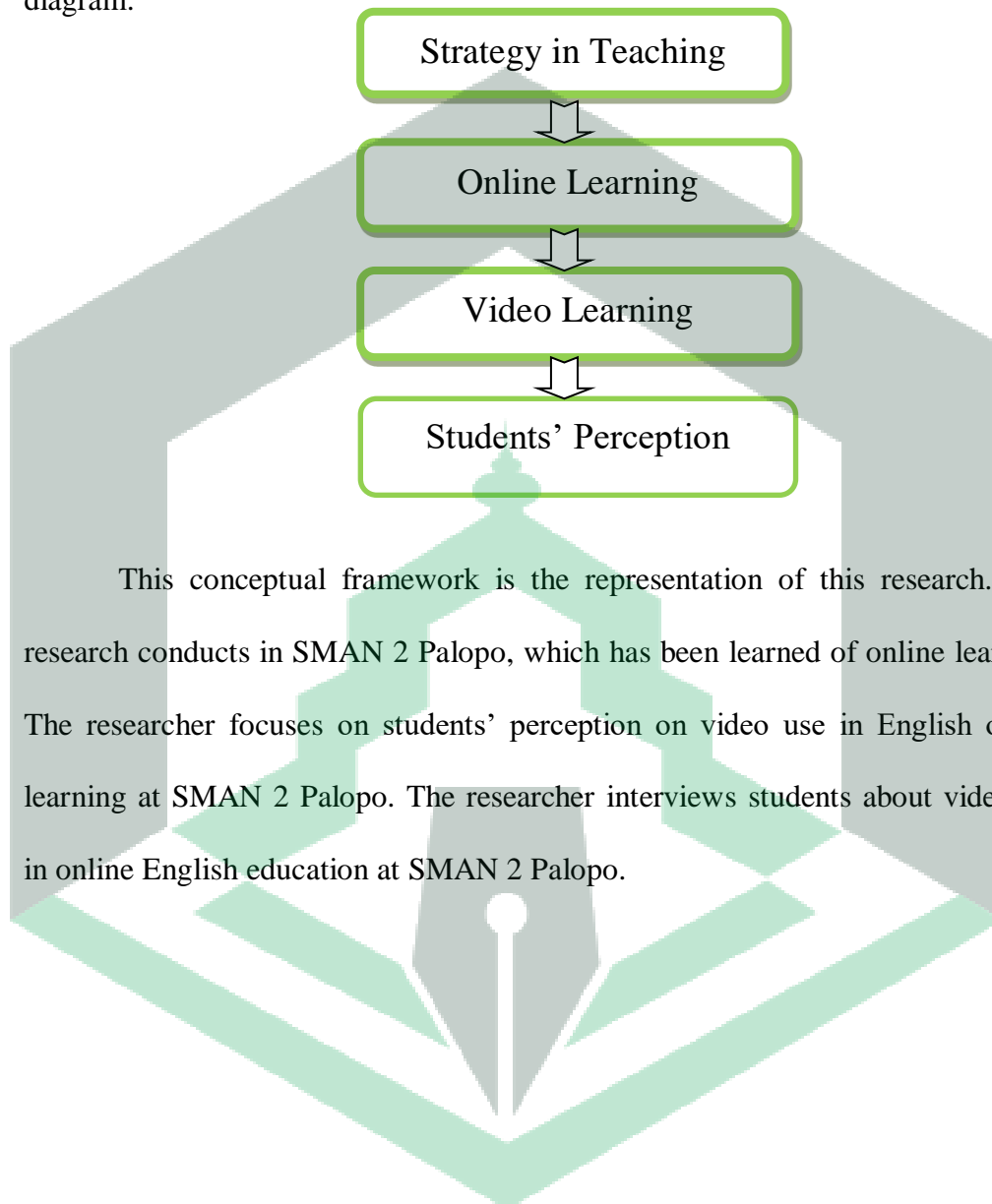
4) **Cultural Aspect**

5) From a cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridge the cultural gap by providing background cultural information.³⁵

³⁵ Jean Brewester, Gall Ellis, and Denis Girard, *The Primary English Teacher's Guide* (Essex: Penguin Press.(New Ed.).2000, n.d.).

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:



This conceptual framework is the representation of this research. This research conducts in SMAN 2 Palopo, which has been learned of online learning. The researcher focuses on students' perception on video use in English online learning at SMAN 2 Palopo. The researcher interviews students about video use in online English education at SMAN 2 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research design

This research used the qualitative method. Qualitative research explores and understands the meaning individuals or groups ascribe to a social or human problem. The research process involves emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data.³⁶ This research design describes students' perception on video use in online English learning at SMAN 2 Palopo.

B. Time and Location of the Research

a. Time

This research was conducted in January 2021.

b. Location

The research was conducted at SMAN 2 Palopo.

C. The Subject of the Research

The researcher consider choosing a research problem with the availability of existing data sources. In qualitative research, the data source is understanding of social phenomena or phenomena, namely The respondents of this research were the fifteen students at eleven grade semester one IPS 1 in SMAN 2 Palopo.

As the subject in the study, the data collection that researcher did pre in the form of primary and secondary sources.

³⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston, MA: Pearson,2012, n.d.).

D. Data and Data Source

In qualitative research, the data source is understanding social phenomena, namely the student at SMAN 2 Palopo as the subject in the study. Then the data collection that the researcher will do can be in the form of primary and secondary sources.

1) Primary Sources

Primary sources are data directly collected by researcher from the first source. The primary sources are 15 English students who study at SMAN 2 Palopo. The researcher chose students in eleven grade ips one as research subjects in this study. At SMAN 2 Palopo school, the process of learning English at the time of covid 19 impacted schools, causing students not to be able to go to school directly but students must study from home or commonly called online learning, where students must learn through online learning. Therefore language teachers in English at SMAN 2 Palopo decided to use learning videos as a learning method. The material taught by the teacher to students at that time was asking and giving an opinion.

The researcher found that the most complaints were from class eleven grade IPS 1. There where fifteen students of class eleven social 1 who were studied by researcher where they had the same IT skills, they knew how to use cellphones it is just that some of them did not understand English because of lack of vocabulary. In addition, some students still have difficulty in some aspects, for instance, using internet media to provide material, and the other reasons are internet connection and quota. In contrast, the others are pretty good at using

internet media. The format of the subject or field of study at the school follows the existing format so that the knowledge and experience of students in learning at school are segmented according to the segments of knowledge being studied so that the knowledge and understanding of students are fragmented and incomplete according to the development of children who still need knowledge and skills. Holistic experience. Meanwhile, in online learning, children only watch and listen to the material provided without question and answer segments and interactions experienced by children.

2) Secondary Sources

Secondary sources are supporting sources other than primary sources, as supporting materials in research discussions that researcher often also need. This source is usually in the form of documentation or reports data that has been provided. The secondary data source is documentation.

E. The Instrument of the Research

The researcher used an instrument, namely an interview. In the interview, the researcher asked ten questions about students' perception of video use in online English learning at SMAN 2 Palopo. The researcher also asked for an explanation of various aspects of the problem in the teaching and learning process through video learning. The type of interview that researcher used was structured or guided interviews. A list of previously prepared questions suggests this type of interview.

F. The Technique of Data Collection

The procedure of collecting data as the following steps:

The researcher conducted an Interview to get further learning information, where the interviewer was given some questions to be answered by the interviewee. The researcher interviewed the students face to face and recorded their answers. The researcher told the interviewee that the interview would remain confidential and would not affect the value of English lessons.

G. Data Validity Check

In qualitative research, it is necessary to apply the validity of the data to avoid the usual or invalid data. This is to prevent dishonest answers from informants. It tested the validity of the data in this study using triangulation techniques, namely the technique of trying the validity of the data by utilizing something other than the existing data to test the validity of the data or as a comparison of existing data.

Triangulation is carried out to check the data's validity consisting of sources, techniques, and time. In testing the validity of the Data was carried out in this study, and the researchers carried out two kinds of source and technical triangulation.

Triangulation using a technique is done by comparing the results of observation data with the results of interviews so that it can be concluded again to obtain the degree and source so that it becomes accurate data according to this study. The researcher conducted observations, interviews, and documentation to get this data.

H. The technique of Data Analysis

The data analysis technique used in this research is an interactive analysis model. This model has three analysis components: data collection, data reduction, data display, and conclusion drawing. The four activities in interactive model analysis can be explained as follows:

1. Data Collection

After identifying the problem, the researcher collected the data by interviewing students for information on the teaching and learning process to gain more supporting data. All recorded data were collected, and then the researcher wrote the transcript of the recording. From the transcription, the researcher gets the data. At this stage, the researcher was identifying students' perceptions.

2. Data reduction

It minimizes the amount of data that needs to be stored in a data storage environment. In this research, the researcher selected data obtained at the time of research regarding the user students' perception on video use in online English learning at SMAN 2 Palopo, the data was classified and selected.

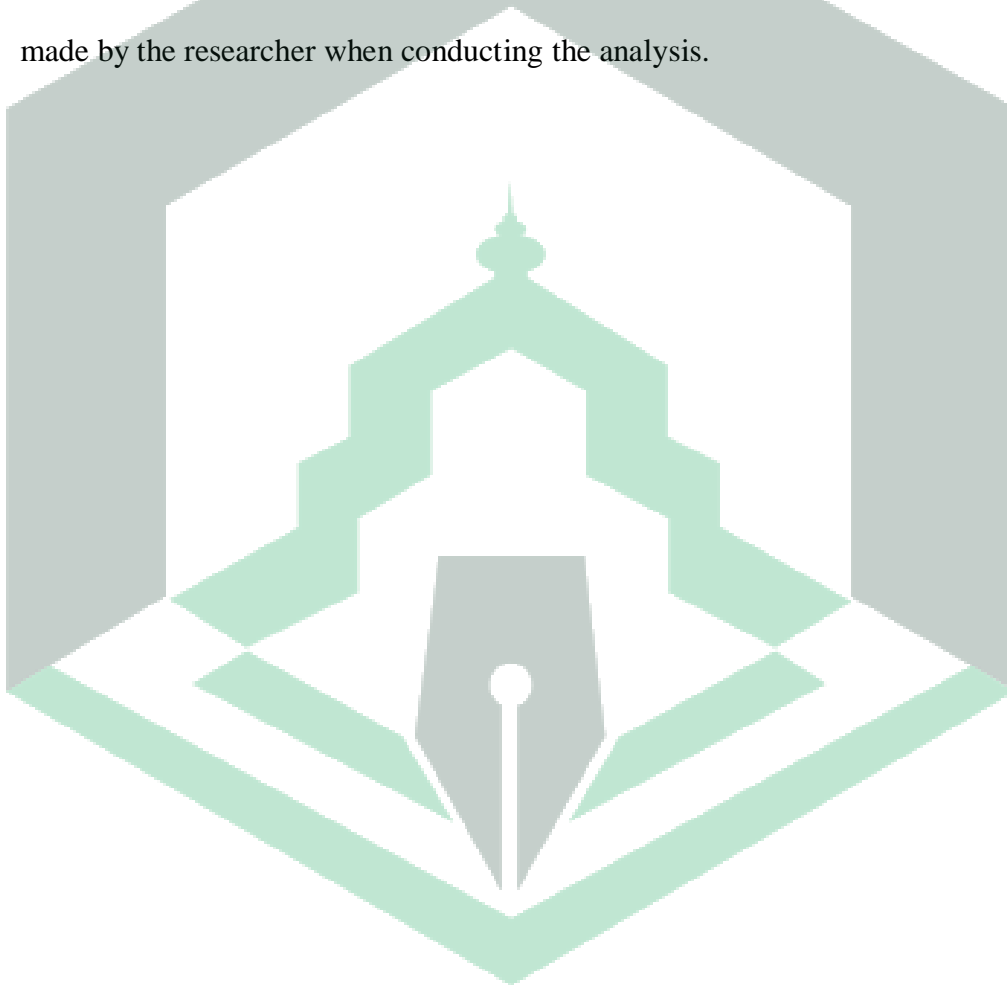
3. Data display

At this stage, the researcher developed a structured description of the information to draw a conclusion and take action. The presentation of data commonly used in this research is narrative text form. The purpose of narrative text is that the researcher describes previously classified information about students' perception of the online media used by the teacher in learning English

then conclusions are presented in narrative text form. It analyzed and described the data qualitatively.

D. Conclusion drawing

The researcher concluded and verified by looking for the meaning of symptoms obtained from this research's object. At this stage, the researcher concluded the data to be finished, and then it matched the notes and observations made by the researcher when conducting the analysis.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher obtained data using interviews to determine the students' perception on video use in English online learning. The results of the data obtained are as follows:

- 1) The students perception about the process of learning English using online learning videos.

“What do you think about the process of learning English using online learning videos?”

Table 4.1 List of students' perception

AMR:	Sometimes it is difficult, sometimes it is easy because usually there is a video, and friends are challenging to work with.
AA:	Good, because it is better than coming to school.
A:	<i>I do not understand because it is explained through the video.</i>
A:	<i>I do not understand because when the teacher explains, sometimes the voice is not clear.</i>
AY:	<i>I think it is good; it is just that I do not understand the explanation from the teacher because time is limited</i>
AM:	<i>It is difficult because the teacher usually asks students to memorize.</i>
AAZ:	In my opinion, the process of learning English through videos can help teachers and students learn online because in online learning, there are

only three choices, learning through WhatsApp, Google Classroom, and YouTube, and in video lessons, online learning is more accessible than via WhatsApp, Google Classroom, and YouTube.

AB: I think it is good to use this method for some people; *I do not understand it because I cannot ask repeatedly*

A: *It is hard because I have a younger sister where when I open the video at home, my sister must be noisy, so it makes me not focus when I am studying*

AS: *I do not think it is good because I do not understand the explanation*

A: *A bit more difficult because I do not understand, and we cannot ask questions.*

BIM: I do not understand because the teacher's explanation is only a little

DV: It is fun because it offers exciting pictures and explanations.

CA: *Learning English using video is difficult because we cannot understand the lesson. After all, no teacher gives us information, so it is difficult to understand the material presented.*

DA: In my opinion, learning online can increase student interest so that students do not get bored quickly

Based on the results of the interview conducted by the researcher, it can be concluded that most of them have negative responses because the process of learning English using video is difficult due to the following reasons. Students cannot ask questions because time is limited, sometimes when the teacher

explains the voice is not clear. Some students also have a positive response because learning to use online learning videos makes them happy and not easily bored when learning English.

2). The students' difficulties of learning English.

“Do you find learning English using online learning videos difficult?”

Table 4.2 List of students' perception

AMR:	<i>Yes, memorizing is difficult because I cannot speak English.</i>
AA:	No
A:	No
A:	<i>Hard to understand when using video</i>
AY:	<i>Difficult because I do not understand the explanation</i>
AM:	<i>It is difficult because I cannot speak English</i>
AAZ:	I do not find it difficult at all
AB:	No, because it is easy to understand
A:	<i>yes, because it uses English</i>
AS:	<i>yes, because I do not understand</i>
A:	I do not think so because the video is clear, <i>but we cannot ask questions</i>
BIM:	<i>Yes, because we cannot meet the teacher directly and the lesson is difficult to understand</i>
DV:	I do not think it is not easy because the video is clear and has pictures that can be seen, which makes it easy for me to understand
CA:	<i>I think it is not easy because it's not a teacher who explains directly, so</i>

it makes me less understanding

DA: The answer is no. I do not find it difficult at all because of that; I have a higher interest because of watching learning videos online

Based on the interview results conducted by the researcher, it can be concluded that most of them gave negative responses for some reason. Students find it difficult when learning to use online learning videos because they do not know English and also because the teacher does not directly provide explanations to students. Some students responded positively for the reasons that learning video displayed was evident because it was equipped with pictures and detailed descriptions.

3). In the third question, the student perception about the disadvantages of using online learning video

“Explain in your opinion what the disadvantages of using online learning videos in learning English are.

Table 4.3 List of students’ perception

AMR: Sometimes, the network is bad.

AA: The drawback is that when the teacher explains, the voice is usually not clear.

A: It is difficult because I do not understand it through video.

A: Sometimes, the network is bad.

AY: I think the drawback is that I do not understand when the teacher

explains through the learning video.

AM: I do not understand because I cannot speak English.

AAZ: The drawback is that we cannot ask questions because online video learning is in the form of videos, so we cannot ask questions directly to the teacher.

AB: The drawback is that I do not understand because there are a lot of English

A: I do not understand because I only know a little English vocabulary

AS: The drawback is that I do not know English. That is why I do not understand

A: We cannot ask questions

BIM: I think the disadvantage is that we cannot maximize our understanding because it is limited to interacting between teachers and students

DV: I think it has no drawbacks.

CA: The drawback is that we cannot understand the material in the video because it is rather difficult for us to give our questions to the teacher about what material we do not understand

DA: I think the drawback is that maybe there are still some students who do not understand if it is explained through a video

Based on the results of the interview conducted by the researcher, it can be concluded that by using the online learning video, the student said they could not give questions to the teacher

4). In the fourth, the student perception about the advantages of using online learning videos in learning English.

"Explain in your opinion the advantages of using online learning videos in learning English?"

Table 4.4 List of students' perception

AMR:	It is normal sometimes if you make a mistake, you can repeat it in the video
AA:	It is easier because you have to access it via cellphone
A:	It is good because the learning video can be repeated
A:	The advantage is that we can play back the learning video if our task is not finished
AY:	Interesting because there are pictures that are shown in the learning video
AM:	The advantage is that it is interesting to see because explanations accompany pictures
AAZ:	I think the advantage of using online learning is that students feel more comfortable learning English because it is included with learning videos that have accurate explanations so that students do not feel bored easily
AB:	can add insight that the teacher does not teach

A: The advantage is that there is a lot of time that can be used to do assignments

AS: The advantage is that there are a lot of learning materials

A: The advantage of learning videos is that we can do assignments at home

BIM: Understandable because the video can be repeated, it can also be with the help of Google

DV: The advantage is that if we do not understand the material in the video, we can repeat the video and see it again

CA: The learning videos are interesting because they are accompanied by moving animations

DA: In my opinion, the advantages are that firstly we do not get bored quickly and secondly, it increases students' interest when using learning videos

Based on the results of the interview conducted by the researcher, it can be concluded that by using the online learning video, the student said that they were happy because the learning video provided was exciting. After all, it contained complete material, and the learning video could be played repeatedly when students did not understand the material.

5). In the fifth question, the student perception about how using learning videos can increase students' creativity in learning English.

“What is your opinion regarding using online learning videos to increase students' creativity in learning English?”

Table 4.5 List of students' perception

AMR:	No
AA:	I do not think so
A:	I think it can increase students' creativity
A:	in my opinion cannot increase student creativity
AY:	I think it can increase creativity for those who are creative
AM:	In my opinion, cannot improve student creativity
AAZ:	In my opinion, online video learning can increase students' creativity because students can develop their insights with learning videos
AB:	I do not think it can improve students' creativity
A:	In my opinion, it can be because from the examples of learning videos given by our teachers, we can also make learning videos via YouTube
AS:	I do not think so
A:	A little, because it can increase the intention to learn English
BIM:	I think it can happen if we as students can maximize its use
DV:	Yes, it can improve because through the learning video in which there are moving pictures or animations, it can help students' thinking power increase when given the task of memorizing by the teacher
CA:	In my opinion, it can increase students' creativity, such as making videos with friends in English because when we have made videos in English with our friends, we will edit the video, so that's where students' creativity will emerge naturally.

DA: In my opinion, using online videos does increase students' creativity so that students can be more creative on their own when watching learning videos

Based on the interview results conducted by the researcher, it can be concluded that most of them gave positive responses to learning through online learning videos that can increase students' creativity.

6). In the sixth question, the students perception about the use of online learning videos in learning English that can increase students' enthusiasm in doing English assignments

“What do you think about using online learning videos in learning English that can increase students' enthusiasm for doing English assignments?”

Table 4.6 List of students' perception

AMR: In my opinion can improve because the learning videos are fun

AA: Yes, I am more enthusiastic because I learn through online learning videos

A: I agree because learning through online learning videos is more interesting

A: In my opinion, it can be because, in the learning video, there are pictures that are displayed, which makes it interesting

AY: In my opinion, it is fun because it is displayed using learning videos

AM: I think learning with learning videos can increase student enthusiasm and also make students not bored when learning English

- AAZ: I agree with the statement because the learning video includes moving pictures and animations that can attract a lot of students' attention so that students become enthusiastic about learning English.
- AB: I do not think it can increase students' enthusiasm because I do not understand the teacher's explanation
- A: In my opinion, it makes students lazy because a lot of time is given by the teacher so that it makes us postpone doing assignments
- AS: No, in my opinion, students become lazy because through online learning videos
- A: I agree because it is interesting to see the learning video so that it makes students more enthusiastic about learning
- BIM: In my opinion not because if we study at home, it makes us lazy
- DV: I think it can increase students' enthusiasm because we can find new vocabulary and some other knowledge that we do not know
- CA: I think yes because if we are given a task, we can do it together with friends at home
- DA: Yes, I agree; for example, when doing English assignments and watching learning videos, students become more enthusiastic because watching them can attract students' interest, so they are more enthusiastic about doing tasks.

Based on the interview results conducted by the researcher, it can be concluded that most of them gave positive responses to learning through learning

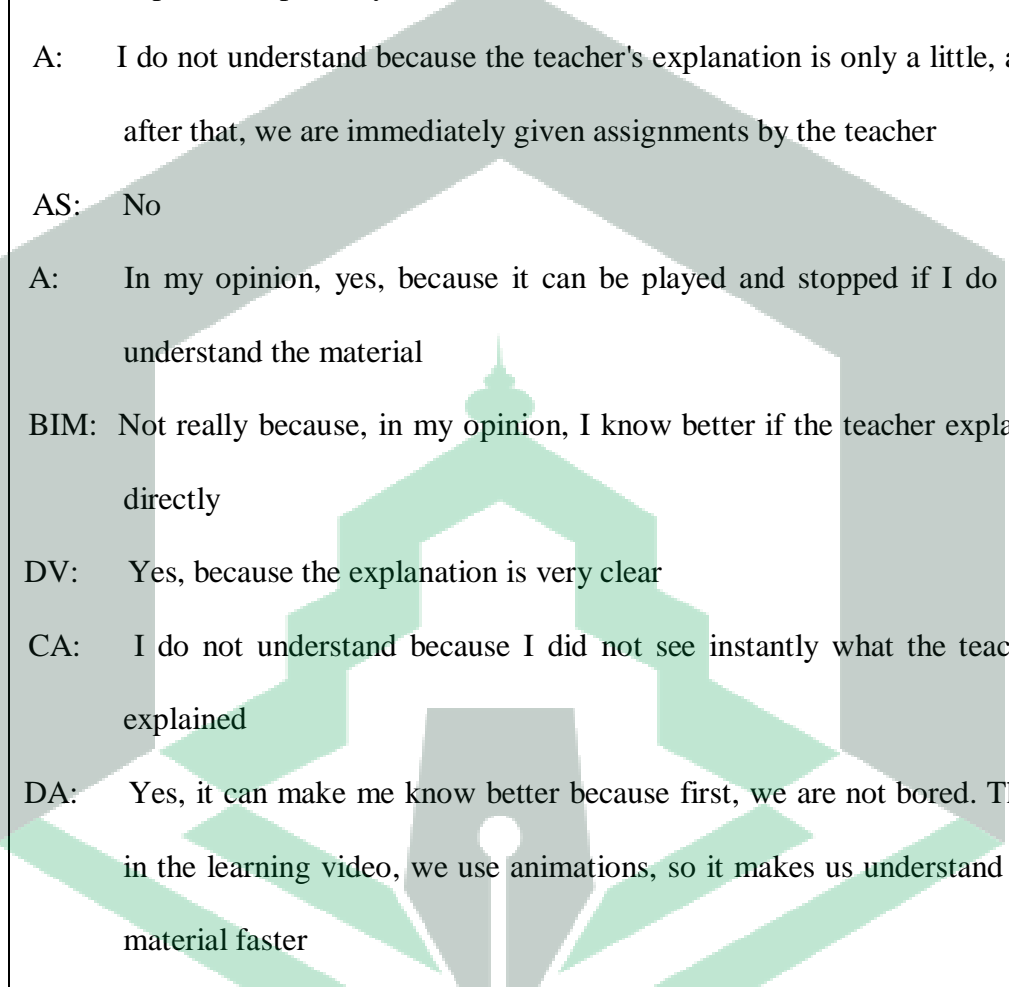
videos due to the following reasons students felt happy, interested, and not bored when learning through online learning videos. And five students gave negative responses due to several reasons. The following reason it makes students lazy because a lot of time is provided by the teacher so that it makes us postpone doing assignments

7). In the seventh question, the students perception about do students understand learning using learning videos

"Does learning English using online learning videos make you know better? Why?"

Table 4.7 List of students' perception

AMR:	No, because if we study face-to-face, the teacher will explain more clearly
AA:	No, because if we learn face-to-face, the teacher will explain more clearly
A:	Yes, because there is an explanation video, so it is interesting to see and understand
A:	In my opinion, it is good because if I do not understand the assignment given by the teacher, I can play back the learning video and fix it.
AY:	I do not understand
AM:	Yes, because online learning videos are exciting, so we do not get bored studying them; it is just that we are usually asked to memorize
AAZ:	Learning English using online learning videos can make me understand



	better because the explanation in the video explains the essence of the lesson to be learned
AB:	I do not understand because I am a typical student who has to be explained repeatedly before I understand
A:	I do not understand because the teacher's explanation is only a little, and after that, we are immediately given assignments by the teacher
AS:	No
A:	In my opinion, yes, because it can be played and stopped if I do not understand the material
BIM:	Not really because, in my opinion, I know better if the teacher explains directly
DV:	Yes, because the explanation is very clear
CA:	I do not understand because I did not see instantly what the teacher explained
DA:	Yes, it can make me know better because first, we are not bored. Then in the learning video, we use animations, so it makes us understand the material faster

Based on the interview results conducted by the researcher, it can be concluded that students who gave positive and negative responses are balanced about using online learning videos to make them understand better.

8). In the eighth question, the student perception about the using online learning video can add new vocabulary

“Do you think using online learning videos can add to your new vocabulary in English?”

Table 4.8 List of students’ perception

AMR:	Yes
AA:	I get a lot of new vocabulary while learning English through online learning videos
A:	Yes, for example, the vocabulary is insane, which means crazy
A:	Yes can
AY:	Yes, because there are many vocabularies that I never knew before, so I know because of the learning video
AM:	Yes can improve
AAZ:	Yes, there is a lot of new vocabulary that I found in the learning video
AB:	Yes, it can be improved
A:	Yes can
AS:	No, because I don't know
A:	In my opinion, yes, I found a lot of English vocabulary that I did not know before, but because of the learning video, I got to know the vocabulary
BIM:	Yes, the example of the vocabulary is ignored, which means to ignore
DV:	I think yes, I can add new vocabulary because a lot of the material in the video has new vocabulary
CA:	Yes, Can

DA: In my opinion, yes, it can increase new vocabulary in English

Based on the interview results conducted by the researcher, it can be concluded that students' positive response is due to the following reasons students get a lot of new vocabulary that they have never known before from online learning videos.

9). In the ninth, the students perception about their opinion using online video is easier to complete the assignment

“Does learning English using online learning video make it easier for you to complete English assignments?”

Table 4.9 List of students' perception

AMR:	Yes, sometimes I can
AA:	Yes, it can make it easier
A:	Yes
A:	Yes, because it can be done at home and can be repeated again
AY:	Yes, because we get more time to do assignments, and the learning videos can be repeated
AM:	Yes, because the video can be played back when at home
AAZ:	Learning in English using online learning videos makes it easier for me to do English assignments because the video explains the material in detail
AB:	Yes, because the video can be played back at home

A: No, because video learning makes me lazy because there is no supervision from the teacher so that it makes me delay doing my assignments

AS: No

A: Yes, it can make it easier for me because we can see Google and YouTube if we are given an assignment

BIM: Not really, because I still need a friend's help in doing my assignment

DV: Of course, it makes it easier for me because we can repeat the learning video at home if we do not understand

CA: Sometimes yes, sometimes no, but it is good that we can replay the learning video so we can understand it

DA: I do not think so, so it is up to us when we know the learning videos given to us; maybe students will understand, but perhaps some do not understand or even find it difficult.

Based on the interview results conducted by the researcher, it can be concluded that students gave positive responses for the following reasons students find it easier to do assignments because they can play back the learning videos provided by the teacher at home.

10). In the tenth question, the students perception about online learning videos can find new knowledge

“Whether by using online learning videos, you can find new knowledge that has not been obtained in classroom learning. Tell!”

Table 4.10 List of students' perception

AMR:	I think yes, for example, during a conversation with friends
AA:	In my opinion, yes, for instance, it can improve my skills in English
A:	Yes, I get a lot of knowledge from pictures that are equipped with explanations shown through videos
A:	I think no
AY:	I do not think there is; because online or offline learning is the same, there is no difference
AM:	I think no
AAZ:	Of course, learning through online learning videos is very different from face-to-face
AB:	I think no
A:	I think it is the same between online and offline learning
AS:	I think there is, but the problem is I do not know how to explain it
A:	Yes, for example, we can see more material in the video
BIM:	Yes, we can be more comfortable studying at home because no one is bothering us
DV:	Yes, we can, we can get it, for example, like we don't understand what the teacher is explaining, and we can watch the video and find out what the teacher does not explain.
CA:	Yes, of course, in online learning videos, we can find new knowledge in the video

DA: Yes, because if you use a video, it is a more detailed explanation so that we can find new lessons that I have not learned in class.

Based on the interview conducted by the researcher, it can be concluded that most students gave positive responses for the following reasons students can find lessons or materials they have not received in class. Still, they can get them learning through online learning videos, and the rest think that online and offline learning is the same. There is no difference.

B. Discussion

The researcher presented a discussion of the data interview, and the researcher collected the data to classify the conclusion of the answer to the interview. In addition, the researcher conducted interviews with fifteen students to find out the student's perceptions on video use in online English learning at SMAN 2 Palopo. The type of interview used by the researcher was structured or guided discussions—a list of previously prepared questions directed this type of interview. In the interview, the researcher asked ten questions about students' perception of video use in online English learning at SMAN 2 Palopo. The researcher also asked for an explanation of various aspects of the problem in the teaching and learning process through video learning. The researcher interviewed the students face to face and recorded their answers.

The research focuses on 15 students in the eleventh grade social sciences 1 and 30 students in the eleventh-grade social sciences 1 class. Based on the results of the researcher's questions before the researcher conducted interviews, students

in the eleventh grade of IPS 1 each had a cellphone. It is just that there were some obstacles to using the cellphone during online learning, one of which was a poor internet connection, small quota, as for problems that another is that they lack vocabulary

As presented in the findings, the interview result shows that respondents had a positive perception of the implementation of video in online English learning. It can be seen from the resulting interview. Below are the detailed answers to the research question.

The first question aimed to know student opinions about learning English using online learning videos: *What do you think about learning English using online learning videos?* It can be concluded that most of them have negative responses because learning English using video is difficult for the following reasons. Namely, students cannot ask questions because time is limited. Sometimes when the teacher explains, the voice is not clear, and some students also have a positive response because learning to use online learning videos makes them happy and not easily bored when learning English.

The second question aimed to know the difficulty of learning English using video: *Do you find it difficult to learn English using online learning videos?* It can be concluded that most of them gave negative responses due to the following reasons students find it difficult when learning to use online learning videos because they do not know English and also because the teacher does not directly provide explanations to students and some students who gave a positive

response for the following reasons, namely the learning video that was displayed was very clear because it was equipped with pictures and detailed explanations.

The third question aims to ask students about the disadvantages of using online learning videos: *Explain in your opinion the disadvantages of using online learning videos in learning English.* It can be concluded that by using online learning videos, the student said they could not give questions to the teacher.

The fourth question aims to ask students about the disadvantages of using online learning videos: *Explain in your opinion the advantages of using online learning videos in learning English.* By using the online learning video, students said they were happy because the learning video provided was exciting. After all, it contained complete material, and the learning video could be played repeatedly when students did not understand the material.

The fifth question was whether learning videos could increase students' creativity in learning English: *What is your opinion regarding using online learning videos that can improve students' creativity in learning English?* It can be concluded that most of them gave positive responses to learning through online learning videos that can increase students' creativity.

The sixth question aims to know how using online learning videos in learning English can increase students' enthusiasm in doing English assignments: *What do you think about using online learning videos to improve students' confidence in doing English assignments?* It can be concluded that most of them gave positive responses to learning through learning videos for the following reasons students felt happy, interested, and not bored when learning through

online learning videos. And five students gave negative responses due to several reasons. The following reason it makes students lazy because a lot of time is provided by the teacher so that it makes us postpone doing assignments

The seventh question was whether students understand learning using learning videos: *Does learning English using online learning videos make you know better? Why?* It can be concluded that students who gave positive and negative responses are balanced about using online learning videos to understand you better.

The eighth question was whether students understand learning using learning videos: *Do you think using online learning videos can add to your new vocabulary in English?* It can be concluded that students' positive response is due to the following reasons students get a lot of new vocabulary that they have never known before from online learning videos.

In the ninth question, they were determined to know about their opinion using online video is easier to complete assignments: *Does learning English using online learning video make it easier for you to complete English tasks?* It can be concluded that students gave positive responses due to the following reasons students find it easier to do assignments because students can play back the learning videos provided by the teacher at home.

The tenth question is whether online learning videos can find new knowledge: *Whether by using online learning videos, you can discover new knowledge that has not been obtained in classroom learning. Tell!* It can be concluded that most students gave positive responses for the following reasons

students can find lessons or materials they have not received in class. Still, they can get into learning through online learning videos, and the rest think that online and offline learning is the same. There is no difference.

Their perception mostly shows the advantages of using video in English online learning were good. Students feel that using videos in English online learning is suitable for all students. Students also said they were happy because the learning video was exciting. After all, it contained complete material, and the learning video could be played repeatedly when students did not understand the material.

From the data, it can be seen that many student respondents agree that the video used in English online learning is very beneficial for the students. Video Learning makes them more interested in learning. Also, be more active and responsible.

The findings of this study are systemically related to previous research on the student's perception on video use in English online learning related to previous research findings. Among the five previous related studies, all the results showed that students' perceptions on video use in English online learning were all used by students. On the other hand, there are also differences between the findings of this study and some previous research.

The first previous research was conducted by Hasnidar (2020). The study's findings showed that the results of the students' interviews showed that mostly the students gave good perceptions about online learning. They improved their online learning and got a new experience of the new media applied by the lecturer in

media online learning. Likewise, the findings of Nurrica Harlinda (2019). The result of the study (a) 59.3% of students agreed using YouTube videos independently enhances the students' confidence to practice English. (b) 55.0% of students perceive using YouTube as a good source for practising a listening skill. Finally, based on the result above, most of the students in the English Education Study Program were capable of learning English as a foreign language independently and had the freedom to choose and control their learning. This also means that using YouTube as media to learn English as a foreign language developed Autonomous learners to improve their language skills and components.

Other studies found similar findings to this study regarding positive responses to perceptions. Sari Riski Aninda's (2016) questionnaire result showed that most students had an excellent perception of the video project. They thought that a video project helped them to train their speaking skills. Through a video project, the interview result also showed that a video project allows them to realize their mistakes, so they can overcome that mistakes to be better speakers. It meant that a video project was appropriate to be applied in English class.

Further findings from Prucesia Kumara Silva (2013) also show that the results of this study have a positive perception. The result of Prucesia's thesis is that the research findings showed that using video clips as the teaching media combined with speaking activities and classroom English improved students' speaking skills. It could draw students' attention and increase their learning motivation. The students could better understand the use of English in real situations since they got appropriate models of English through the native

speakers' talks. They also had adequate opportunities to practice speaking to speak fluently and confidently. The students who just gained 6.8 in the pre-test increased their score to 13.89 in the post-test. It indicated that they improved some speaking skills such as fluency, pronunciation, grammar, vocabulary, and comprehension. In the fifth previous research conducted by Aprilia Prabawati (2021), the research findings showed the kinds of online media used by the teacher when learning English were Google Classroom, YouTube, Google form, and WhatsApp (WA). The researcher also gave some positive perception toward the online media used by the teacher in learning English that is: The media help students to understand the lesson easily and add insight and references, Increase students' motivation and interest in the learning, and learning is more interesting, fun, relaxed and not boring, prevent and decide the spread of Covid-19 and effective, efficient and saving time.

Previous research with this research shows that some students have students perceptions about video used in English online learning, why they think positively about video use in English online learning, and there are also negative responses about video used in English online learning, it is found that video can be a medium for learning and teaching less. Effective positive perceptions about video used in English online learning as an online learning medium tends to be popular and most widely used during pandemic times.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the interview, most students positively perceived video use in online English learning. They were the online media help students to understand the lesson easily and add insight and references, increase students' motivation and interest in the teaching, learning is more interesting, fun, relaxed and not boring, prevent and decide the spread of Covid-19 and effective, efficient and saving time. Whereas there were also some negative perception of the use of online learning videos in English, which as less understanding or difficulty in knowledge. They did not speak English and cannot ask questions, sometimes the network connection is poor, and students cannot meet directly with the teacher.

B. Suggestion

From the findings presented earlier in chapter four, some suggestions can be considered for English teachers, students, and future researchers.

1. For The English Teacher

English teachers need to give more attention to the students' video use difficulties in online English learning. Every student has problems. It is better to provide them with the opportunity to ask questions so that students can better understand the material being taught

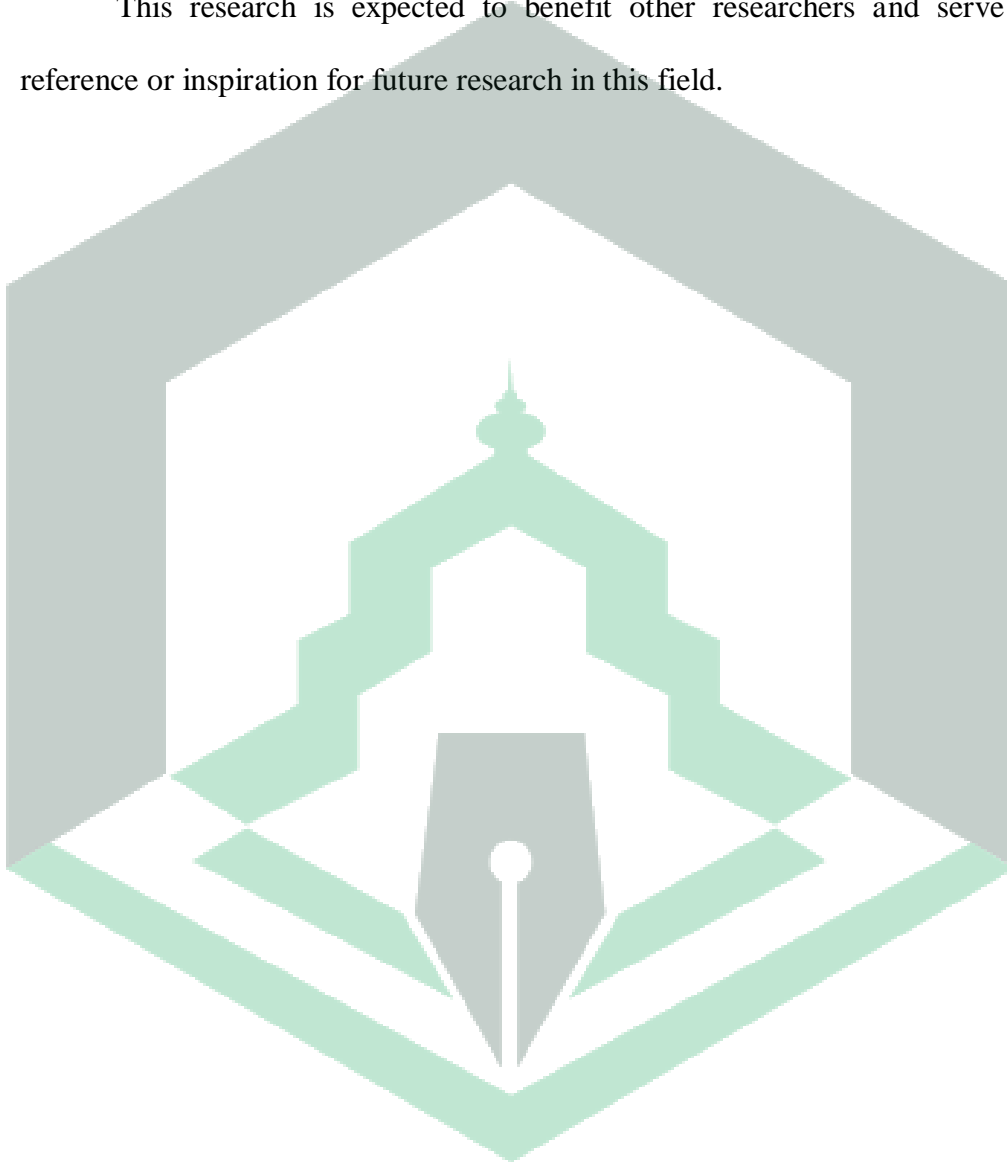
2. For The Students

Students must improve their knowledge in the online learning process using learning videos, memorize a lot of vocabulary to help them understand

English, and have a strong motivation to learn English; students should also practice their English skills as often as possible inside and outside the classroom.

3. For Future Researcher

This research is expected to benefit other researchers and serve as a reference or inspiration for future research in this field.



BIBLIOGRAPHY

- A, Arsyad. "Media Pembelajaran," no. 1 (2014): 224–46.
- Ahen, Jerry Anak. "Student's Perception Towards English For Self Expression," 2009.
- Asrori, M. *Psikologi Pembelajaran. International Education Research*. 1st ed. Bandung Wacana Prima, 2009. <https://doi.org/10.12735/ier.v1i2p65>.
- Azhar, Arsyad. *Media Pembelajaran*. Edisi Revi. Jakarta : Rajawali Pers,2014, n.d.
- Brewester, Jean, Gall Ellis, and Denis Girard. *The Primary English Teacher's Guide*. Essex: Penguin Press. (New Ed.).2000, n.d.
- Collins, S. "IT and Accelerated Learning: The Perfect Combination," 2002.
- Creswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston, MA: Pearson,2012, n.d.
- Crowl, Thomas K, Sally Kaminsky, and David M Podell. *Educational Psychology*. Second Edi. New York: Times Mirror Higher Education Group, Inc,1997, n.d.
- Dana L. Thomson. "Beyond the Classroom Walls: Teachers' and Students' Perspectives on How Online Learning Can Meet the Needs of Gifted Students Dana" 21 (2010). <https://manual.audacityteam.org/>.
- Darling-Hammond, Linda, and John Bransford. *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* 2019.
- Fajriah, Nurul, Sosyan Abdul Gani, and Iskandar Abdul Samad. "Students'

Perception Toward Teacher's Teaching Strategies, Personal Competence, and School Facilities," n.d.

Gary James. "Advantages and Disadvantages of Online Learning," n.d.

H. Douglas Brown. *Principles of Language Learning and Teaching*. Fifth edit. White Plains, NY: Pearson Education, 2007, 2007.

Harlinda, Nurrica. "Students' Perception in Using Youtube as Media for Learning English as a Foreign Language," 2019.

Hasnidar. "Students' Perception of Using Online Learning Materials," 2020.

Huang, Zhi. "What Makes a Successful EFL Teacher in China? A Case Study of an English Language Teacher at Nanjing University of Chinese Medicine." *English Language Teaching* 3, no. 3 (2010): 20–28. <https://doi.org/10.5539/elt.v3n3p20>.

Jeremy Harmer. *The Practice of English Language Teaching*. 4th Editio. Edinburg: Pearson Education Ltd, 2007, n.d.

Khothori, Resi. "The Correlation Between Students' Perception On Video Used By The Teacher As Instructional Media And Students' Motivation In Learning English," no. 1630104056 (2020).

Lewis, Michael, and Jimmie Hill. "Practical Techniques for Language Teaching," 1992.

Nesamalar, Chitravelu, Sithamparam Saratha, and Teh Soo, Choon. *ELT Methodology: Principles and Practice*. Second edi. Shah Alam: Oxford Fajar, 2005.

Nesamalar, Chitravelu, Sithamparam Saratha, and Teh Soo Choon. *ELT*

Methodology Principles and Practise. 2nd ed. Shah Alam: Oxford Fajar, 2005, n.d.

Prabawati, Aprilia. "The Students' Perception of The Online Media Used by Teacher in Learning English," 2021.

Richard, J. C., and T. S. C. Farrel. *Practice Teaching: A Reflective Approach*. New York: Cambridge University Press, 2011.

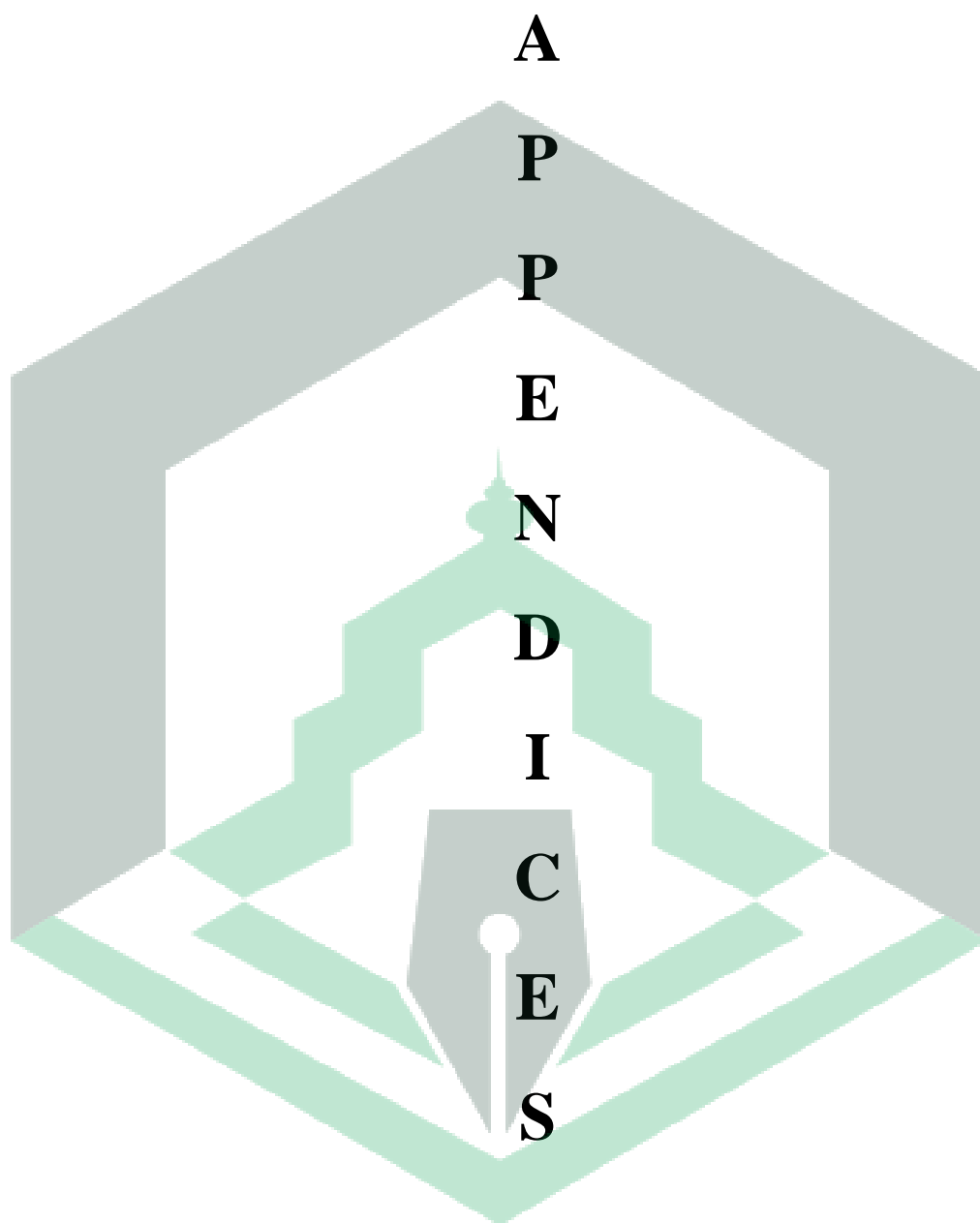
Riski Aninda Sari. "Students' Perception on The Video Project in Their Speaking Class: A Study of 11th Grade of SMAN 1 KASIHAN Students," 2016. https://repository.usd.ac.id/7303/2/121214043_full.pdf.

Silva, Prucesia Kumara. "Improving Students' Speaking Skills Through The Use of Video Clips of the Eight Grade Students of SMP IT Abu Bakar Yogyakarta in The Academic Year of 2012/2013," n.d.

Tileston, Donna E. Walker. *Ten Best Teaching Practises: How Brain Research, Learning Styles and Standards Define Teaching Competencies*. California: Corwin Press, Inc, 2000, n.d.

Veronica, Lifrieri. "A Sociological Perspective on Motivation to Learn EFL: The Case of Escuelas Plurilingües in Argentina," 2005.

Zikri Neni iska. *Psikologi Pengantar Pemahaman Diri Dan Lingkungan*. Jakarta: Kizi Brothers, 2006, n.d.





APPENDIX 1

SURAT IZIN MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 329048

ASLI

IZIN PENELITIAN
NOMOR : 974/IP/DPMTSP/XII/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelagiasan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : FITRIANI SAPUTRI LEONG
Jenis Kelamin : Perempuan
Alamat : Jl. Bangau VI Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1702020189

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

STUDENTS' PERCEPTION ON VIDEO USE IN ENGLISH ONLINE LEARNING AT SMAN 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO
Lamanya Penelitian : 23 Desember 2021 s.d. 23 Februari 2022

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 : 23 Desember 2021
Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

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



APPENDIX 2

**THE INSTRUMENTS VALIDATION BY
THE EXPERTS**

1st Validator

VALIDASI INSTRUMEN PENELITIAN (PEDOMAN WAWANCARA UNTUK SISWA)

A. Judul Penelitian

Students' Perception on Teacher Using Video in Teaching EFL Online at SMAN 2 Palopo

B. Fokus Penelitian

C. Penelitian ini akan difokuskan pada guru yang menggunakan video dalam mengajar EFL (English as Foreign Language) online.

D. Kriteria Validasi Wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda
3. Kejelasan yang diketahui dan ditanyakan
4. Kesesuaian soal dengan tujuan penelitian

E. Pedoman Wawancara

1. Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran?
2. Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran?
3. Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran dalam pembelajaran bahasa Inggris?
4. Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran dalam pembelajaran bahasa Inggris?
5. Bagaimana tanggapan anda mengenai penggunaan video pembelajaran dapat meningkatkan kreativitas anda dalam pembelajaran bahasa Inggris?
6. Bagaimana pendapat anda tentang penggunaan video pembelajaran dalam pembelajaran bahasa Inggris dapat menarik minat dalam mengerjakan tugas bahasa Inggris?
7. Jelaskan menurut anda apakah belajar bahasa Inggris dengan menggunakan video pembelajaran membuat anda lebih paham?
8. Bagaimana pendapat anda tentang pembelajaran bahasa Inggris menggunakan video pembelajaran dapat menghabiskan banyak kuota?
9. Menurut anda apakah penggunaan video pembelajaran dapat menambah kosakta baru anda dalam bahasa Inggris?
10. Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran memungkinkan anda untuk menyelesaikan tugas bahasa Inggris?

F. Validitas

No	Indikator/Validasi	Nilai				
		1	2	3	4	5
1.	Ketepatan dalam penggunaan kata maupun bahasa.				✓	
2.	Pertanyaan tidak menimbulkan penafsiran ganda.			✓		
3.	Kejelasan aspek yang ingin diketahui dan dipertanyakan.				✓	
4.	Kesesuaian soal dengan tujuan penelitian.					✓

Keterangan:

- 5=sangat baik
- 4= baik
- 3= sedang
- 2 = kurang baik
- 1=sangat kurang baik

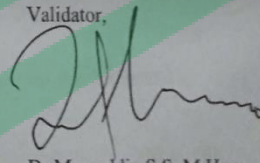
G. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

- a. Layak digunakan
- b. Tidak layak digunakan
- c. Layak digunakan dengan perbaikan sebagai berikut:

Palopo, 30 November 2021

Validator,



Dr. Masruddin, S.S., M.Hum

2nd Validator

VALIDASI INSTRUMEN PENELITIAN
(PEDOMAN WAWANCARA UNTUK SISWA)

A. Judul Penelitian
Students' Perception on Teacher Using Video in Teaching EFL Online at SMAN 2 Palopo

B. Fokus Penelitian

C. Penelitian ini akan difokuskan pada guru yang menggunakan video dalam mengajar EFL (English as Foreign Language) online.

D. Kriteria Validasi Wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda
3. Kejelasan yang diketahui dan ditanyakan
4. Kesesuaian soal dengan tujuan penelitian

E. Pedoman Wawancara

1. Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran?
2. Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran?
3. Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran dalam pembelajaran bahasa Inggris?
4. Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran dalam pembelajaran bahasa Inggris?
5. Bagaimana tanggapan anda mengenai penggunaan video pembelajaran ^{yg} dapat meningkatkan kreativitas ^{siswa} anda dalam pembelajaran bahasa Inggris?
6. Bagaimana pendapat anda tentang penggunaan video pembelajaran dalam pembelajaran bahasa Inggris ^{yg} dapat ^{meningkatkan semangat siswa} menarik minat dalam mengerjakan tugas bahasa Inggris?
7. Jelaskan menurut anda apakah belajar bahasa Inggris dengan menggunakan video pembelajaran membuat anda lebih paham? ^{kenapa?}
8. Bagaimana pendapat anda tentang pembelajaran bahasa Inggris menggunakan video pembelajaran dapat menghabiskan banyak kuota?
9. Menurut anda apakah penggunaan video pembelajaran dapat menambah kosakata baru anda dalam bahasa Inggris?
10. Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran ^{memungkinkan anda untuk} memudahkan ^{dlm} menyelesaikan tugas bahasa Inggris?

F. Validitas

No	Indikator Validasi	Nilai				
		1	2	3	4	5
1.	Ketepatan dalam penggunaan kata maupun bahasa.				✓	
2.	Pertanyaan tidak menimbulkan penafsiran ganda.				✓	
3.	Kejelasan aspek yang ingin diketahui dan dipertanyakan.					✓
4.	Kesesuaian soal dengan tujuan penelitian.				✓	

Keterangan:

- 5=sangat baik
- 4= baik
- 3= sedang
- 2 = kurang baik
- 1=sangat kurang baik

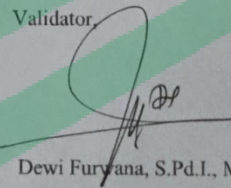
G. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

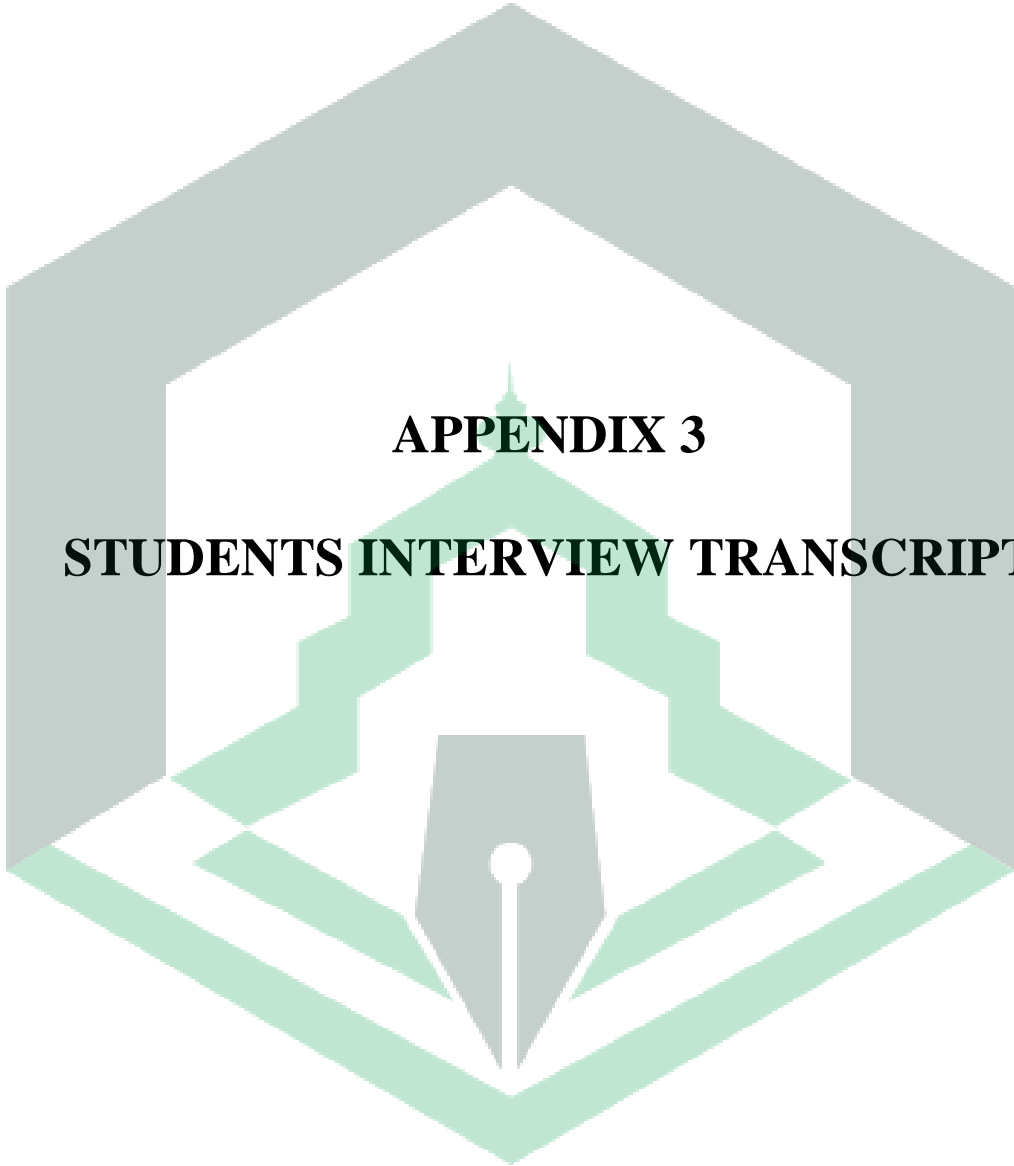
- a. Layak digunakan
- b. Tidak layak digunakan
- c. Layak digunakan dengan perbaikan sebagai berikut: → *silahkan ubah! di lembar awal.*

Palopo, 30 November 2021

Validator,



Dewi Furiyana, S.Pd.I., M.Pd.



APPENDIX 3

STUDENTS INTERVIEW TRANSCRIPT

INTERVIEW GUIDELINES

A. Data Respondent

Nama :

Kelas :

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa :

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa :

3. peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa :

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa :

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa :

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa :

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa :

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

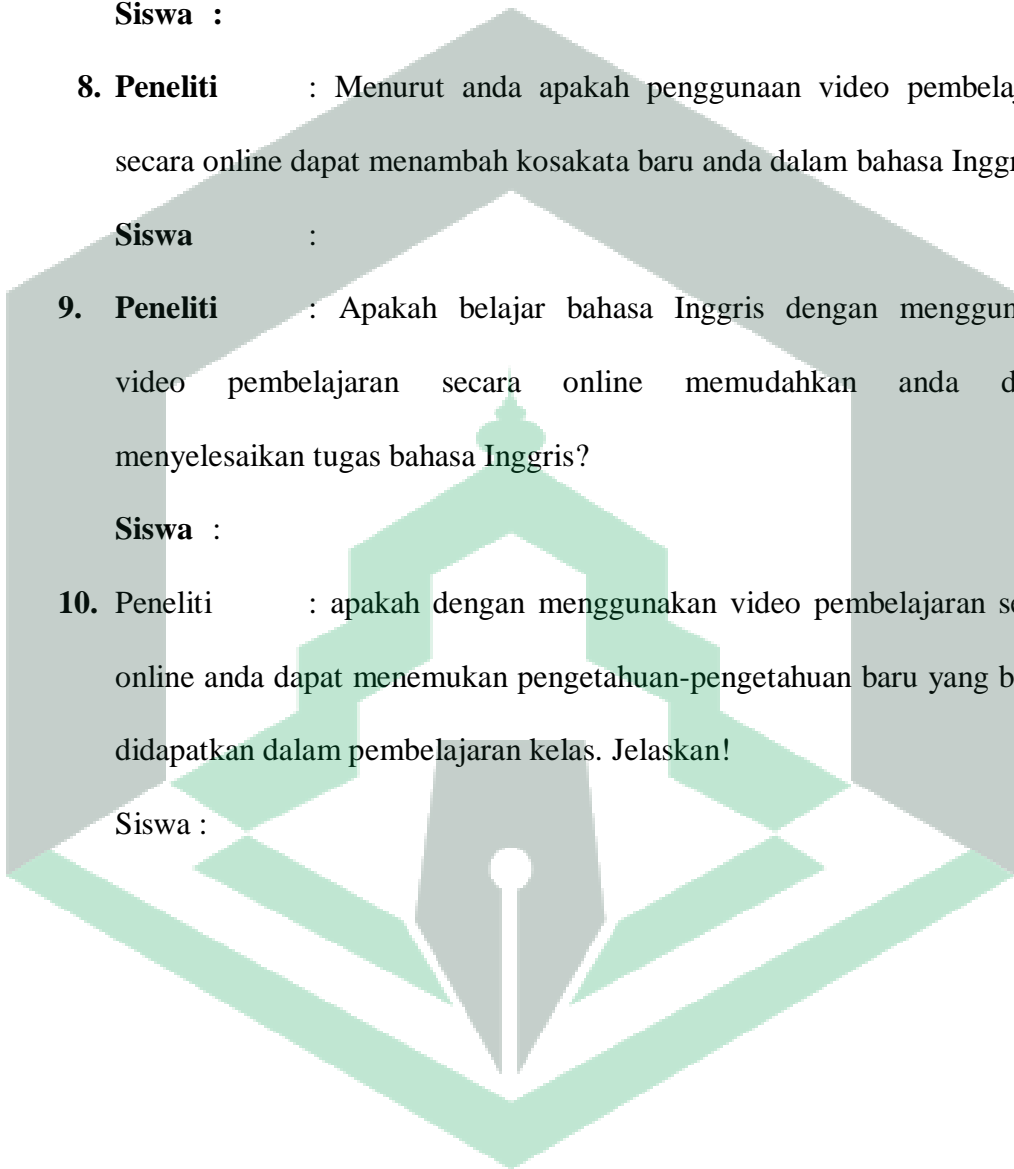
Siswa :

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa :

10. Peneliti : apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa :



Trankrip 1

B. Data Responden

Nama : A Muh RESKI

Kelas : 11 IPS 1

1. **Peneliti** : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Kadang susah kadang gampang karena biasanya kalau ada video teman-teman susah di ajak kerja sama.

2. **Peneliti** : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Iya, karena kalau mau dihapal susah karena ndak bias bahasa Inggris

3. **Peneliti** : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kadang jaringan jelek

4. **Peneliti** : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Biasa kadang kalau salah bias diulang kembali

5. **Peneliti** : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Tidak

6. **Peneliti** : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Bisa meningkatkan karena video pembelajarannya menyenangkan

7. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Tidak karena kalau secara tatap muka lebih jelas ibu guru menjelaskan

h. **Peneliti** : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya

i. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya, kadang bisa

j. **Peneliti** : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Iya dapat, contohnya pada saat percakapan bersama teman

Transkrip 2

C. Data Responden

Nama : ABDULLAH AZZAM

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Bagus kak, karena lebih muda daripada datang ke sekolah

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Tidak

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Anu kak, biasa jelek kalau anu sementara menjelaskan guru kadang ndak jelas suaranya

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Lebih mudah karena tinggal diakses lewat hp

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Tidak Dapat

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Iya kak lebih semangat karena lebih mudah lewat online

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? Kenapa?

Siswa : Kalau lebih paham ndak, lebih paham ka kalau secara langsung daripada lewat online

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya kak, dapat, dapat sekali

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya dapat memudahkan kak

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Iya dapat kak contohnya dapat meningkatkan skill saya dalam bahasa Inggris

Transkrip 3

D. Data Responden

Nama : ADINDA

Kelas : 11 IPS 1

1. **Peneliti** : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Kurang mengerti kak, karena dijelaskan lewat video

2. **Peneliti** : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Tidak kak

3. **Peneliti** : Jelaskan menurut anda APA kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Susah kak, karena tidak dipaham kalau lewat video

4. **Peneliti** : Jelaskan menurut anda APA kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Bagus kak karena video pembelajarannya bisa di ulang

5. **Peneliti** : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Bisa meningkatkan

6. **Peneliti** : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Setuju kak, karena menarik kalau melalui video pembelajaran

7. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? Kenapa?

Siswa : Iya karena ada video penjelasannya sehingga menarik perhatian untuk dilihat dan di pahami

8. **Peneliti** : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Dapat, contoh kosakatanya yaitu insane artinya gila

9. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya

10. **Peneliti** : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Iya, saya banyak mendapatkan pengetahuan – pengetahuan dari gambar- gambar yang dilengkapi dengan penjelasan yang di tampilkan melalui video

Transkrip 4

E. Data Responden

Nama : AISAH

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Kurang paham karena waktu guru menerangkan kadang suaranya ndak jelas

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Sulit dimengerti kalau lewat video

3. Peneliti : Jelaskan menurut anda APA kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Biasa jaringan jelek

4. Peneliti : Jelaskan menurut anda APA kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kalau divideo bisa di ualang kalau ndak selesaipi tugasnya kak

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Kalau menurutku tidak dapat

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Iya dapat karena ada gambar yang ditampilkan ke wat video pembelajarannya

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Iya bisa karena kalau tidak dipaham kak video bisa diulang kembali dan di perbaiki

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya dapat

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : ya, karena bisa dikerjakan dirumah dan bisa di ulang kembali

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa: Hmmm tidak

Transkrip 5

F. Data Responden

Nama : AISHA Y

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya bagus cuman penjelasan dari guru tidak terlalu saya paham dikarenakan waktu yang terbatas

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Sulit karena ndak paham dengan penjelasannya

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya kekurangannya yaitu saya tidak terlalu paham ketika guru menjelaskan melalui video pembelajaran

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menarik karena ada gambar-gambar yang ditampilkan

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya dapat meningkatkan kreativitas bagi mereka yang kreatif

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Menurut saya menyenangkan dikarenakan ditampilkan menggunakan video pembelajarannya

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : tidak terlalu

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya, karena ada banyak koskata yang tidak pernah saya tahu sebelumnya jadi saya tahu dikarenakan video pembelajaran

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya, karena kami mendapat waktu mengerjakan tugas lebih lama dan video pemebelajaranya bisa di ulang-ulang

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa: menurut saya tidak ada karena mau pembelajaran online ataupun offline itu Sama saja

Transkrip 6

G. Data Responden

Nama : ALDA M

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Susah karena biasa di suruh menghafal

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Sulit karena saya tidak bisa bahasa inggris

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Tidak dimengerti karena ndak paham bahasa inggris

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kelebihannya yaitu mearik dilihat karena ada gambar – gambar yang disertai penjelasan

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya tidak dapat menigkatkan kreativitas

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Menurut saya pembelajaran menggunakan video pembelajaran dapat meningkatkan semangat siswa dan juga membuat siswa tidak bosan ketika belajar bahasa Inggris

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Iya karena belajar melalui video pembelajaran itu sangat menarik sehingga kita tidak bosan mempelajarinya hanya saja biasa kami disuruh menghafal

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya dapat meningkatkan

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya karena videonya bisa diputar ulang ketika di rumah

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Menurutku tidak ada

Transkrip 7

H. Data Responden

Nama : ALIAH ATIKA ZULFA

Kelas : 11 IPS 1

1. **Peneliti** : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya proses pembelajaran bahasa Inggris melalui video pembelajaran dapat membantu guru dan siswa dalam belajar online e... karena dalam belajar online hanya ada tiga pilihan, belajar melalui Whatsapp, google classroom dan youtube dan dalam pelajaran video secara online lebih mudah dibandingkan lewat whatsapp, google classroom dan youtube

2. **Peneliti** : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Saya sama sekali tidak merasa kesulitan

3. **Peneliti** : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kekurangannya yaitu kita tidak bisa mengajukan pertanyaan sebab dalam pembelajaran video secara online itu dalam bentuk video sehingga tidak bisa langsung mengajukan pertanyaan kepada guru

4. **Peneliti** : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya kelebihan dari penggunaan pembelajaran secara online yaitu siswa lebih merasa nyaman dalam belajar bahasa Inggris karena disertakan dengan video pembelajaran yang memiliki penjelasan yang akurat sehingga membuat siswa merasa tidak mudah bosan

5. **Peneliti** : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut pendapat saya pembelajaran video secara online dapat meningkatkan kreativitas siswa karena siswa dapat mengembangkan wawasannya dengan adanya video pembelajaran

6. **Peneliti** : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Saya setuju dengan pernyataan tersebut karena di dalam video pembelajaran tersebut di sertakan dengan gambar dan animasi yang bergerak yang dapat menarik banyak perhatian siswa sehingga siswa menjadi semangat dalam belajar bahasa Inggris

7. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Belajar bahasa Inggris menggunakan video pembelajaran secara online dapat membuat saya lebih paham karena penjelasan dalam video tersebut menjelaskan tentang e... ini dari pelajaran yang akan di pelajari

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Yaa, ada banyak kosakata yang baru saya temukan dalam video pembelajaran

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : E... belajar dalam bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan saya dalam mengerjakan tugas bahasa Inggris karena dalam video tersebut menjelaskan materi secara rinci

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa: tentunya belajar melalui video pembelajaran online sangatlah berbeda dibandingkan dengan secara tatap muka

Transkrip 8

I. Data Responden

Nama : ALIF BAHAR

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya bagus melalui metode ini cuman anu kak kurang paham kak karena tidak bisaki bertanya berulang-ulang

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Tidak, karena mudah dipahami

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : E... kekurangannya yaitu tidak saya paham kak karena banyak bahasa inggrisnya

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Dapat menambah wawasan yang tidak diajarkan oleh guru

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya tidak dapat meningkatkan kreativitas siswa

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Menurut saya tidak dapat karena saya kurang paham penjelasan yang di jelaskan oleh guru

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Tidak terlalu kalau saya kak haruspi di jelaskan berapa kali baru saya paham

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya dapat meningkatkan

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya karena video nya bisa di putar kembali rumah

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan

Siswa : menurut saya tidak ada

Transkrip 9

J. Data Responden

Nama : AMANDA

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : E... anu kak susah karena biasa itu kak kalau video pembelajaran itu dibuka dirumah ada biasa adek ta mengganggu jadi tidak bisa kaa focus belajar karena ribut

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Iya karena pakai bahasa inggris

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kurang dipahami kak karena tidak terlalu banyak kosakata bahasa inggris saya tau

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

a. **Siswa** : Kelebihanya yaitu banyak waktu yang bisa dipakai untuk kerjakan tugas

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurutku kak, dapat karena dari contoh video pembelajaran yang di berikan guru kita juga bisa membuat video pembelajaran melalui youtube

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : E... justru membuat malas ka kak karena itumi banyak waktu yang diberikan ki jadi itu tugas ta bisa di tunda dikerja

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Kurang paham, karena kak karena penjelasan guru hanya sedikit, jadi biasa lasung dikasihki tugas

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya dapat

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Tidak kak, karena kalau lewat video pembelajaran malah bikin malas karena tidak ada pengawasan dari guru jadi bisa ditunda-tunda kerjakan tugasnya hehehe

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan !

Siswa : e... menurutku sama ji kak pemebalajaran melalui online atau offline



Transkrip 10

Data Responden

Nama : ARHAM S.

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurutku kurang bagus karena ndak saya pahami penejelasannya

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Iye, karena ndak ku mengerti kak

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kekurangannya itu ndak pahamka bahasa inggris kak jadi ndak kumengerti

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : E... kelebihan itu banyak materinya pemebelajarannya kak

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Hmmm menurutku tidak dapat

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Ndak kak, menurutku malah malas jiki kerjai karena melalui video pemebajaran

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : tidak

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Ndak karena tidak ada ku tau

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Tidak kak

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Iya kak tapi ndak ku tau jelakan ii

Transkrip 11

Data Responden

Nama : AYU

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Sedikit lebih sulit karena tidak terlalu dimengerti dan ndak bisaki juga bertanya

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Hmmm tidak karena jelasji videonya cuman ndak bisaki bertanya

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Keknya samaji kek ndak bisaki bertanya

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kelebihan video pemebalajaran yaitu bisa dikerjakan dirumah

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Sedikit karena supaya meningkatkan niat untuk belajar bahasa Inggris

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Saya setuju kak karena menarik tampilan video pembelajarannya sehingga membuat siswa jadi lebih semangat belajar

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Ya bisa karena bisa di pause – pause kalau tidak dimengerti bisa diulangi lagi sampainya mengerti

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya ada kosakata yang tidak setau kak jadi setau karena di dalam video pembelajarannya itu banyak kosakata yang belum pernah saya tau

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Iya karena bisaki liat di google, bisaki cari di youtube

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Hmm bisa contohnya seperti kita dapat melihat materi yang lebih banyak di dalam video tersebut



Transkrip 12

Data Responden

Nama : BAYU IRNANDA MUHLIS

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya kurang begitu paham karena penjelasan dari guru sedikit

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Iya karena tidak bertemu gurunya secara langsung jadi susah dimengerti pembelajaran

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya kekurangannya yaitu e... kita tidak dapat memaksimalkan pemahaman kita karena di batasi melakukan interaksi antara guru dan siswa

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Bisa dimengerti karena bisa diulang videonya bisa juga dengan bantuan google

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya. Hmm... itu dapat terjadi jika e... kita sebagai siswa dapat e... memaksimalkan penggunaannya

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Tidak karena kalau belajar dirumah agak malas kalau belajar

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : E... tidak terlalu karena menurut saya, saya lebih paham kalau dijelaskan secara langsung oleh guru

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Bisa contohnya ignore

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Tidak juga, karena saya e... tetap membutuhkan bantuan teman dalam mengerjakan tugas

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : bisa, kita jadi lebih nyaman belajar dirumah karena tidak ada yang mengganggu



Transkrip 13

Data Responden

Nama : DAVA SAFITRA

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya sangat menyenangkan karena disertai dengan gambar dan penjelasan yang menarik

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya tidak kesulitan karena videonya sudah jelas dan mempunyai gambar yang bisa dilihat sehingga membuat saya mudah mengerti

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya tidak ada kekurangannya

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kelebihannya yaitu jika kita tidak mengerti video tersebut kita mengulangi videonya dan bisa melihatnya kembali

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Ya dapat karena melalui video pembelajaran tersebut yang di dalamnya ada gambar atau animasi yang bergerak dapat membantu daya pikir siswa lebih meningkat ketika diberikan tugas menghafal oleh guru kak

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Menurut saya dapat meningkatkan semangat siswa karena kita bisa menemukan kosakta baru dan beberapa pengetahuan yang lainnya yang tidak kita ketahui

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Yaa, karena penjelasannya sangat jelas

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Menurut saya iya, dapat menambah kosakata baru karena banyak materi yang di dalam video tersebut memiliki kosakta baru

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Tentu memudahkan saya karena kita dapat mengulang kembali lagi video pembelajaran tersebut di rumah jika kalau kita tidak paham

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : ya bisa kita bisa mendapatkannya misalnya seperti kita tidak memahami apa yang dijelaskan oleh guru, kita bisa melihat video tersebut dan bisa mengetahui apa yang kurang dijelaskan oleh guru.



Transkrip 14

Data Responden

Nama : CESYA SAFITRA

Kelas : 11 IPS 1

1. Peneliti : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut saya pembelajaran bahasa Inggris menggunakan video agak susah karena kita tidak dapat memahami pelajarannya karena tidak ada guru yang memberikan kita penerangan sehingga kita agak sulit mengerti materi yang di berikan

2. Peneliti : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Eeee menurut saya iya karena bukan guru yang menjelaskan secara langsung sehingga membuat saya kurang paham

3. Peneliti : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kekurangannya yaitu kita tidak dapat memahami materi yang ada dalam video tersebut karena kita agak susah untuk memberikan pertanyaan kita terhadap guru tentang materi apa yang tidak kita pahami

4. Peneliti : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Kelebihannya yaitu videonya menarik karena disertai dengan animasi- animasi yang bergerak

5. Peneliti : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut dapat meningkatkan contohnya seperti membuat video bersama teman dalam berbahasa Inggris karena jikalau kita sudah membuat video berbahasa Inggris dengan teman kita pasti akan mengedit video itu sehingga dari situlah kreativitas siswa dapat keluar sendiri

6. Peneliti : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : Menurut saya iya karena jikalau diberikan tugas bisa dikerjakan bersama dengan teman dirumah

7. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? kenapa?

Siswa : Tidak, karena tidak bisaki hahaha pahami apa yang dimaksud karena ndak bisaki lihat secara langsung apa yang dijelaskan

8. Peneliti : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

Siswa : Iya bisa kak

9. Peneliti : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : Kadang bisa kadang tidak, kalau bisanya yaitu kita dapat mengulang-ulang video itu sehingga kita dapat memahami materi yang ada di dalam video tersebut

10. Peneliti : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Iya tentunya dalam video pembelajaran secara online kita dapat menemukan pengetahuan-pengetahuan baru dalam video tersebut



Transkrip 15

K. Data Responden

Nama : DIAN ASTRI

Kelas : 11 IPS 1

1. **Peneliti** : Bagaimana menurut anda proses pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Menurut pendapat saya pembelajaran secara online itu dapat meningkatkan minat siswa eeee sehingga siswa tidak cepat merasa bosan

2. **Peneliti** : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan video pembelajaran secara online?

Siswa : Mmmm jawabannya tidak, saya sama sekali tidak merasa kesulitan karena itu saya memiliki minat yang lebih tinggi karena menonton video pembelajaran secara online

3. **Peneliti** : Jelaskan menurut anda apa kekurangan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menurut saya kekurangannya yaitu eee mungkin masih ada beberapa siswa yang kurang mengerti jika dijelaskan secara video saja

4. **Peneliti** : Jelaskan menurut anda apa kelebihan dari penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris?

Siswa : Menurut pendapat saya eeee kelebihannya itu pertama agar kita tidak cepat merasa bosan lalu meningkatkan minat siswa ketika menggunakan video pembelajaran

5. **Peneliti** : Bagaimana tanggapan anda mengenai penggunaan video pembelajaran secara online yang dapat meningkatkan kreativitas siswa dalam pembelajaran bahasa Inggris?

Siswa : Menurut tanggapan saya e.... video menggunakan video secara online memang meningkatkan kreativitas siswa sehingga siswa jadi lebih bisa kereasi sendiri ketika menonton video pembelajaran

6. **Peneliti** : Bagaimana menurut anda tentang penggunaan video pembelajaran secara online dalam pembelajaran bahasa Inggris yang dapat meningkatkan semangat siswa dalam mengerjakan tugas bahasa Inggris?

Siswa : E..... Ketika mengerjakan tugas bahasa inggris dan setelah menonton video pembelajaran siswa menjadi lebih semangat lagi karena e... ketika menonton e.... menarik minatnya jadi dia lebih semangat lagi mengerjakan tugas

7. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online membuat anda lebih paham? Kenapa?

Siswa : E.... iya dapat membuat saya lebih paham karena pertama kita tidak bosan lalu jika menggunakan animasi-animasi kita lebih cepat memahami

8. **Peneliti** : Menurut anda apakah penggunaan video pembelajaran secara online dapat menambah kosakata baru anda dalam bahasa Inggris?

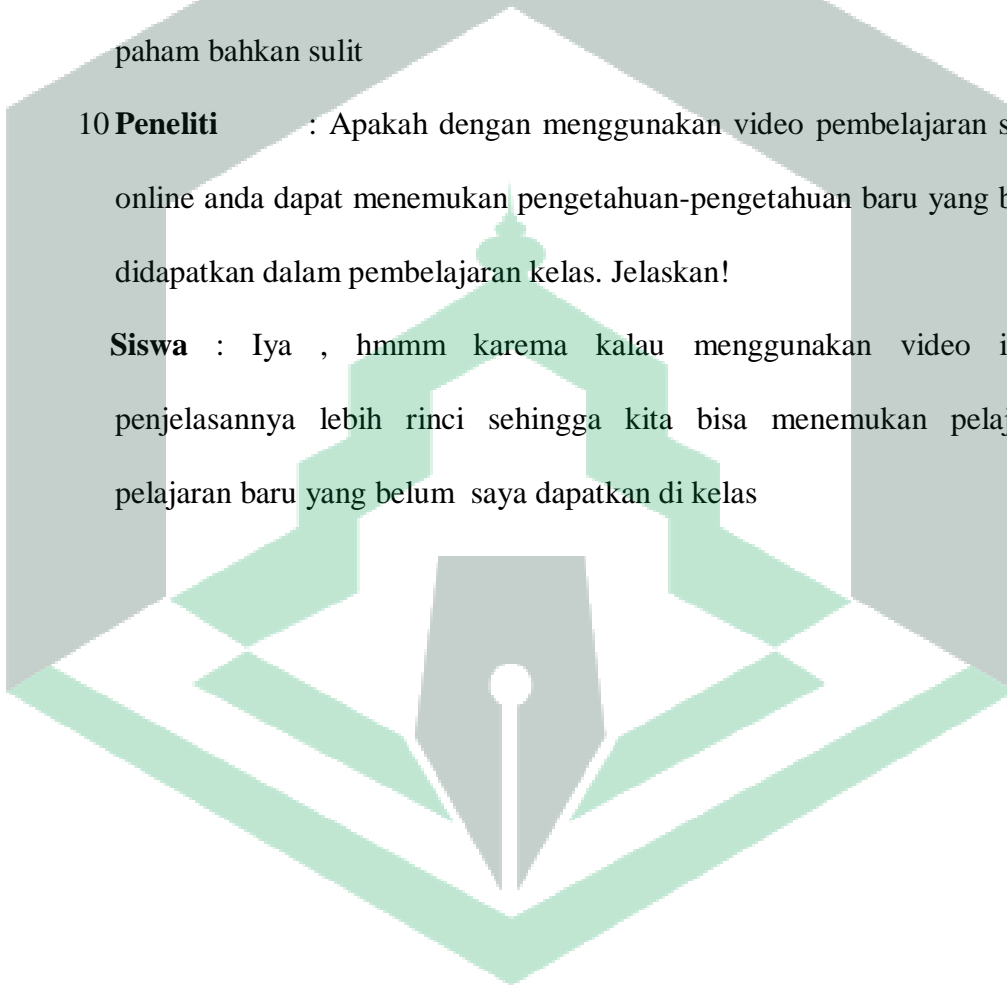
Siswa : Menurut pendapat saya iya, dapat meningkatkan kosata baru dalam berbahasa inggris

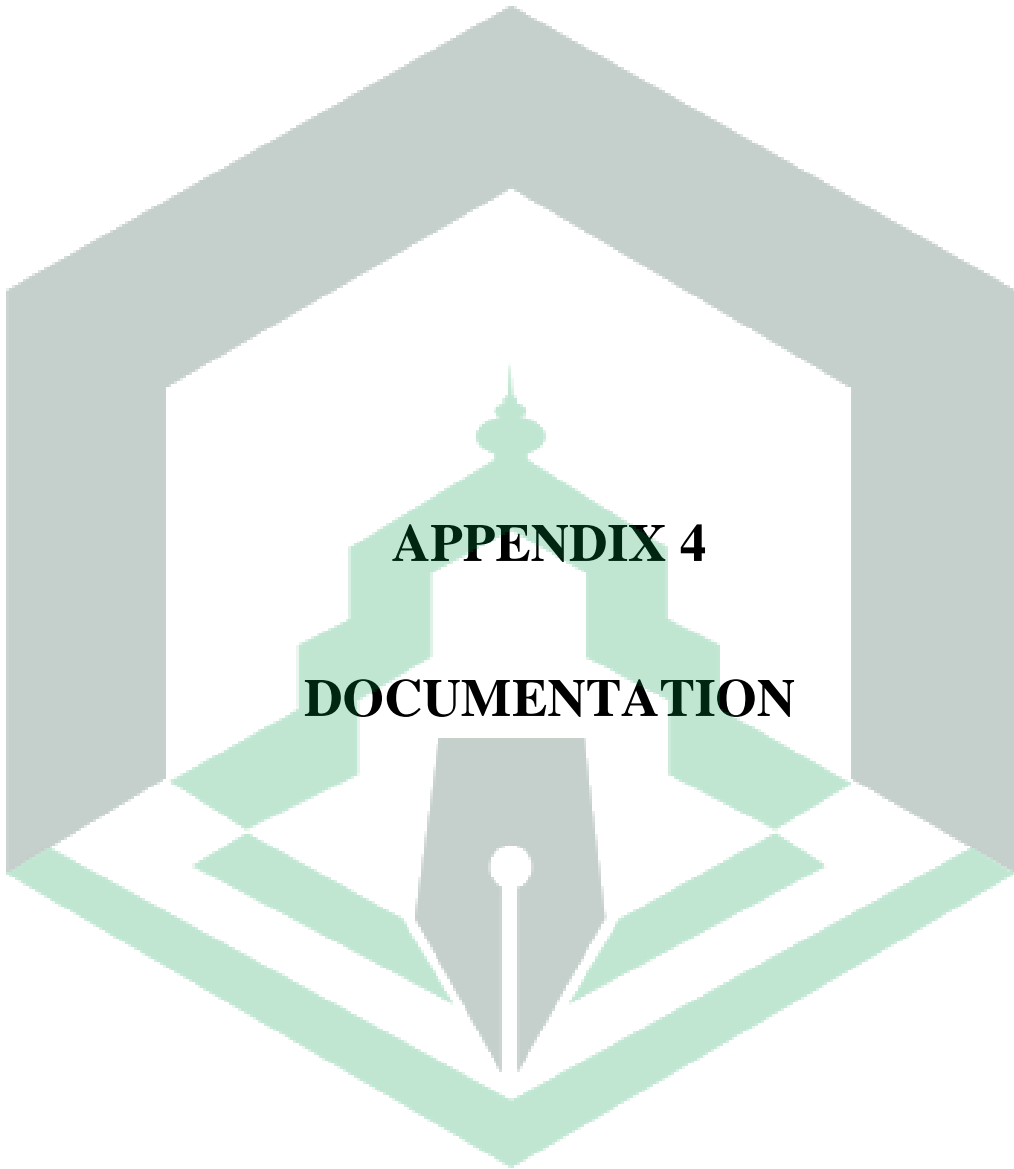
9. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan video pembelajaran secara online memudahkan anda dalam menyelesaikan tugas bahasa Inggris?

Siswa : E.... menurut saya tidak terlalu yaa, jadi tergantung kitanya saja ketika kita paham terhadap video yang diberikan kepada kami para siswa mungkin kami akan paham tetapi mungkin ada beberapa yang kurang paham bahkan sulit

10 **Peneliti** : Apakah dengan menggunakan video pembelajaran secara online anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dalam pembelajaran kelas. Jelaskan!

Siswa : Iya , hmmm karena kalau menggunakan video itu kan penjelasannya lebih rinci sehingga kita bisa menemukan pelajaran-pelajaran baru yang belum saya dapatkan di kelas





APPENDIX 4

DOCUMENTATION

Documentation During the Student Interview Process











APPENDIX 5

SURAT KETERANGAN TELAH

MENELITI



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI

UPT SMA NEGERI 2 PALOPO

AKREDITASI : A (AMAT BAIK)

Jalan : Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914



KETERANGAN PENELITIAN

Nomor : 421.3/023 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : FITRIANI SAPUTRI LEONG
NIM : 17 0202 0189
Tempat/Tgl.Lahir : Palopo, 08 Januari 1999
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Bangau Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul ***"STUDENTS' PERCEPTION ON VIDEO USE IN ENGLISH ONLINE LEARNING AT SMAN 2 PALOPO"***.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.



Hj. **KOSMILAH** S.Pd., M.Pd.
NIP. 19690912 199203 2 014



APPENDIX 6

SURAT KETERANGAN UJI TURNITIN



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.1575/In.19/FTIK/PBI/PP.00.9/07/2022

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

Nama : Fitriani Saputri Leong
NIM : 17 0202 0189
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, 26 Juli 2022

Admin Turnitin PBI,



Mengetahui,
Ketua Prodi,
Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006


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



Appendix 7

CONTOH MATERI VIDEO

PEMBELAJARAN

Animiz **English Media**

Asking and Giving Opinion

Asking and giving opinion artinya menanyakan dan memberi pendapat.
 Tujuan Penggunaan:
 untuk meminta, merespon dan memberi pendapat tentang suatu hal

Bullying (Perundungan)

- I think Bullying is dangerous. (Menurut saya bullying itu berbahaya)
- I think Bullying is not cool. (Bullying itu tidak keren)
- For me, Bullying doesn't represent Indonesian students

Giving opinion phrases
 Ungkapan memberikan pendapat

I think ... (saya pikir ...)

In my opinion ... (Menurut pendapat saya ...)

I personally believe that ... (Secara pribadi saya yakin bahwa ...)

As far as I know ... (Sejauh yang saya tahu)

If you ask me, I feel ... (Jika kamu bertanya padaku, aku rasa ...)

From my point of view (Dari pandangan saya ...)

Asking for Opinions (Informal)

Meminta pendapat (Tidak resmi)



1. What do you think about ...?

Apa/bagaimana pendapatmu tentang ...?

For example / Contohnya :

What do you think about my new look?

Apa pendapatmu tentang penampilan baruku?

What do you think about the new English teacher?

Bagaimana pendapatmu tentang guru Bahasa Inggris baru itu?

Asking for Opinions (Informal)

Meminta pendapat (Tidak resmi)



2. What's your opinion on ...?

Apa pendapatmu tentang ...?

For example / Contohnya :

What's your opinion on this matter?

Apa pendapatmu tentang/terkait masalah ini?

What's your opinion on our English task?

Bagaimana pendapatmu tentang tugas Bahasa Inggris kita?



Animiz English Media

Expressions

Asking for Opinion	<p>Untuk menanyakan pendapat</p> <p>1. What do you think about...? 2. How do you feel about...?</p> <p>3. What do you reckon about...? 4. What is your opinion of...?</p> <p>5. What are your views on...? 6. What is your reaction of...?</p>	
Giving Opinion	<p>Memberi pendapat.</p> <p>1. I think... 2. In my opinion,...</p> <p>3. I reckon... 4. In my point of view,...</p> <p>5. For me,... 6. I believe...</p>	
Responding Opinion	<p>Merespon pendapat</p> <p>Agreeing with an Opinion</p> <p>1. Of course. 2. I agree with this opinion.</p> <p>3. I think so. 4. That's a good point.</p> <p>5. This's absolutely right.</p>	



CURRICULUM VITAE

Fitriani Saputri Leong, usually called fitri was born on January 08, 1999 in Palopo. The researcher is the daughter of Leong and Nurhana. The researcher is the first child of two siblings. The researcher completed her education in elementary level at SDN 234 Temmalebba Palopo in 2011. In 2014, she graduated from SMPN 5 Palopo and graduated from SMAN 2 Palopo in 2017.

In the same year, the researcher continued her study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training Faculty of English Education Study Program. In the final stage of completing the study, the researcher compiles a thesis under the title “students’ perception on video use in English online learning at SMAN 2 Palopo” as a requirement to obtain the bachelor’s degree in the undergraduate program (S1). In her free time, the researcher mostly spend it by watching movie, listening to the music, reading and cooking.

