

APPENDIX I

LETTER OF RESEARCH PERMISSION



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
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Nomor : 1189/UN48.7.1/DT/2022

19 Mei 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Denpasar
di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Gst. Ayu Mayang Priskilla Dewi
NIM	: 1812021033
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: STUDENTS' PERCEPTION OF ONLINE ENGLISH LANGUAGE LEARNING IN JUNIOR HIGH SCHOOL DURING COVID-19 PANDEMIC

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

APPENDIX II

RESEARCH INSTRUMENTS

A. Questionnaire

Kuesioner “Students’ Perception of Online English Language Learning in Junior High School during Covid-19 Pandemic”

Instruksi:

1. Silahkan baca kuesioner dibawah ini dengan seksama dan jawab dengan jujur sesuai dengan pengalaman anda.
2. Silahkan isi kuesioner ini dengan memberikan tanda centang (√) di salah satu jawaban alternatif yang telah disediakan.

Note:

- 1 : Strongly Disagree (Sangat Tidak Setuju)
- 2 : Disagree (Tidak Setuju)
- 3 : Agree (Setuju)
- 4 : Strongly Agree (Sangat Setuju)

Nama :

Kelas :

Jenis Kelamin :

No	Pernyataan	Jawaban Alternatif			
		1	2	3	4
1.	Saya suka belajar bahasa Inggris secara daring dengan menggunakan teknologi (Google Meet, Google Classroom, dan WhatsApp).				
2.	Pembelajaran bahasa Inggris secara daring memungkinkan pertemuan bisa dilaksanakan secara teratur dan tepat waktu sehingga membuat saya merasa bersemangat dan rajin mengikuti proses pembelajaran.				

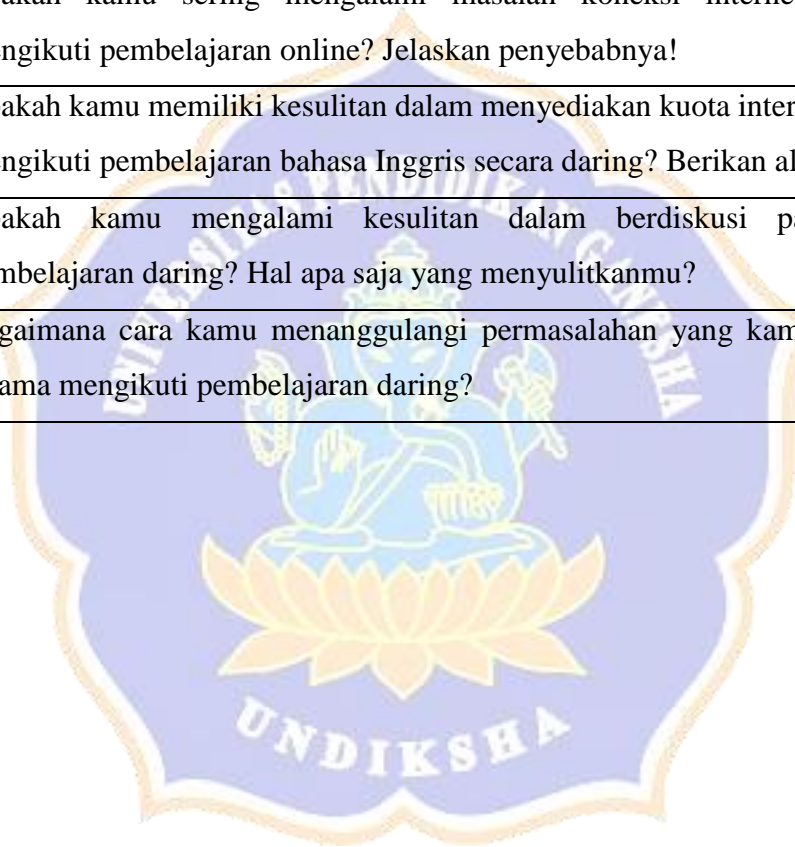
3.	Saya suka segala sesuatu tentang teknologi (Google Meet, Google Classroom, dan WhatsApp), sehingga saya suka belajar bahasa Inggris ketika dilakukan secara daring.				
4.	Belajar bahasa Inggris secara daring memotivasi saya dalam belajar bahasa Inggris karena saya sudah terbiasa dalam menggunakan teknologi (Google Meet, Google Classroom, dan WhatsApp).				
5.	Saya merasa terdorong untuk giat mengikuti kelas bahasa Inggris secara daring karena saya merasa hal ini dapat meningkatkan keterampilan berbahasa Inggris saya.				
6.	Materi pembelajaran bahasa Inggris lebih mudah dimengerti pada saat pembelajaran daring dibandingkan luring karena media pembelajarannya berbentuk teks, gambar, suara, dan audio-visual.				
7.	Menurut saya, pembelajaran daring lebih memungkinkan lebih banyak siswa berpartisipasi dalam diskusi di kelas dibandingkan ketika pembelajaran dilakukan secara luring.				
8.	Pembelajaran bahasa Inggris menjadi lebih praktis selama pandemic karena saya bisa melakukannya dengan hanya menggunakan HP saya.				
9.	Saya lebih menyukai suasana belajar bahasa Inggris secara daring dibandingkan luring.				
10.	Pembelajaran bahasa Inggris secara daring lebih mudah diikuti karena dilaksanakan melalui platform E-learning (Google Meet, Google Classroom, dan WhatsApp) yang bisa diakses dimana saja.				
11.	Saya lebih menyukai belajar bahasa Inggris secara daring karena waktu belajarnya lebih fleksibel dibandingkan pembelajaran bahasa Inggris secara luring.				
12.	Pembelajaran bahasa Inggris secara daring harus dilaksanakan selama masa pandemic karena pemerintah melarang adanya kontak sosial jarak dekat dengan orang lain.				
13.	Pembelajaran bahasa Inggris yang dilaksanakan secara daring di seluruh pertemuan selama pandemic tidak mengurangi kehadiran saya pada saat jam pelajaran bahasa Inggris.				

14.	Materi pembelajaran bahasa Inggris secara daring dapat diakses kapan saja sehingga belajar dapat dilakukan kapan saja.				
15.	Saya nyaman menggunakan platform E-learning (Google Meet, Google Classroom, dan WhatsApp) pada saat pembelajaran bahasa Inggris secara daring.				
16.	Saya merasa lebih mudah memahami materi pembelajaran bahasa Inggris yang disajikan dalam platform E-learning (Google Meet, Google Classroom, dan WhatsApp).				
17.	Saya lebih mudah memahami materi pembelajaran bahasa Inggris selama pembelajaran daring karena materi pembelajaran disajikan dalam berbagai bentuk seperti teks, gambar, suara, dan audio-visual.				
18.	Setelah mengikuti pembelajaran bahasa Inggris secara daring di masa pandemi ini saya merasa Google Meet, Google Classroom, dan WhatsApp) merupakan sarana penunjang pembelajaran yang bagus untuk kondisi pandemi/pembelajaran daring.				
19.	Menurut saya, jika di masa mendatang terjadi pandemi yang membuat tidak bisa terjadinya kontak jarak dekat, pembelajaran daring merupakan solusi terbaik untuk menjamin keberlangsungan proses belajar-mengajar bahasa Inggris.				
20.	Berdasarkan manfaat pembelajaran daring yang telah saya rasakan, menurut saya penting bagi sekolah untuk lebih meningkatkan kapasitasnya dalam menyelenggarakan pembelajaran daring.				

B. Interview

No	Items
1	Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris yang dilaksanakan secara daring? Apakah menurutmu pembelajaran bahasa Inggris yang dilaksanakan secara daring sulit untuk diikuti? Jelaskan!
2	Apakah kamu mengalami kesulitan selama mengikuti pembelajaran bahasa Inggris yang dilaksanakan secara daring? Jika ada, tolong sebutkan dan jelaskan!

3	Apakah kamu kesulitan dalam memahami materi pembelajaran? Jelaskan alasannya!
4	Apakah kamu kesulitan dalam menyediakan fasilitas penunjang pembelajaran (Hp/ Laptop/ Komputer) untuk mengikuti pembelajaran bahasa Inggris secara daring? Apa yang menyebabkan hal tersebut?
5	Apakah partisipasi kamu dalam bertanya dan menjawab pertanyaan guru menjadi berkurang selama mengikuti pembelajaran bahasa Inggris secara daring? Mengapa demikian?
6	Apakah kamu sering mengalami masalah koneksi internet selama mengikuti pembelajaran online? Jelaskan penyebabnya!
7	Apakah kamu memiliki kesulitan dalam menyediakan kuota internet untuk mengikuti pembelajaran bahasa Inggris secara daring? Berikan alasannya!
8	Apakah kamu mengalami kesulitan dalam berdiskusi pada saat pembelajaran daring? Hal apa saja yang menyulitkanmu?
9	Bagaimana cara kamu menanggulangi permasalahan yang kamu hadapi selama mengikuti pembelajaran daring?



APPENDIX III

EXPERT JUDGEMENT VALIDITY FORM

Questionnaire

Dimension	Sub-dimension	Items		Relevant	Irrelevant	Note
<p>Perceiver The perceiver refers to the person who makes perception. The personal characteristic of the perceiver affect the perceptual process (Langton et al., 2015).The perceiver factor focuses on internal factors that influence</p>	<p>Interest Interests influence an individual's focus on stimulus selection. Interest" is defined as a content-specific motivational variable that can tell us why individuals are motivated to engage and learn something (Hidi, 2000).</p>	1	I like to learn English online using technology (Google Meet, Google Classroom, and WhatsApp)	√		
		3	I love everything about technology (Google Meet, Google Classroom, and WhatsApp), so I love learning English when it is carried online.	√		

someone's (Langton et al., 2015).	Motive	4	Learning English online motivates me to learn English because I am used to using technology (Google Meet, Google Classroom, and WhatsApp).	√		
	something and affect their perception (Folmer,2016).	5	I feel compelled to actively take online English classes because I think this can improve my English skills.	√		
	Attitude Attitude refers to feelings, behavior, or judgment about a person, object, or	15	I am comfortable using E-learning platforms (Google Meet, Google Classroom, and WhatsApp) when learning English online.	√		

	event (Olufemi 2012).	16	I find it easier to understand English learning materials presented on E-learning platforms (Google Meet, Google Classroom, and WhatsApp).	√		
	Experience Their previous experiences influence a person's perception of things. A person's experience in the past can affect a person's perception because if someone has not experienced the same event in the past, it can	17	It is easier for me to understand English learning materials during online learning because the learning materials are presented in various forms such as text, images, sound, and audio-visual.	√		
		18	After participating in online English learning during this pandemic, I feel that Google	√		

	be more influential in the person's perception process (Jantzen, 2013).		Meet, Google Classroom, and WhatsApp are good learning support facilities for pandemic conditions/online learning.			
	Expectation Expectation related with individuals anticipation of a specific behavior (Correll & Ridgeway, 2006).	19	In my opinion, if there is a pandemic that prevents close contact in the future, online learning is the best solution to ensure the continuity of the English teaching and learning process.	√		
		20	Based on the benefits of online learning that I have experienced, I think it is essential for schools to increase further	√		

			their capacity to conduct online learning.			
<p>Target</p> <p>The target factor here refers to the characteristic s of the object that caused perceptions (Robbins et a., 2016). The characteristic s of the target to be observed will significantly affect what someone will perceive (Langton et al., 2015). The target factor focuses on external factors that affect someone's</p>	<p>Intensity</p> <p>The intensity principle says that the greater the intensity of the stimulus received, the easier it is to be perceived (Thoha, 2016).</p>	2	Learning English online allows meetings to be held regularly and on time to make me feel enthusiastic and diligent in participating in the learning process.	√		
		13	The English learning carried out online in all meetings during the pandemic did not reduce my attendance during English lesson hours.	√		
	<p>Contrast</p> <p>Contrast is a phenomeno n in which the external appearance of stimuli is opposite to the</p>	6	English learning materials are easier to understand when learning online than offline because the learning media are text,	√		

<p>perception about something (Langton et al., 2015).</p>	<p>background or the surrounding environment and is beyond expectations (Thoha, 2016).</p>		<p>images, sound, and audio-visual.</p>			
		7	<p>In my opinion, online learning allows more students to participate in discussions in class than when learning is done offline.</p>	√		
	<p>Novelty Novelty is new or unique targets can be easily perceived. Stimulus novelty refers to the phenomena in which the brain and behavioral responses to a certain stimulus (e.g., the sight of an object)</p>	8	<p>Learning English has become more practical during the pandemic because I can do it using only my phone.</p>	√		
		10	<p>Learning English online is easier to follow because it is carried out through E-learning platforms (Google Meet, Google Classroom, and WhatsApp)</p>	√		

	change after repeated exposure (Barto et al., 2013).		which can be accessed anywhere.			
<p>Situation</p> <p>The situation refers to the atmosphere felt during the perception process and where the perception process takes place (Langton et al., 2015). Attention is influenced by the moment we observe an object or event, as well as location, light, heat, and a variety of other situational</p>	<p>Time</p> <p>Time refers to the time setting when the perception process takes place (Langton et al., 2015).</p>	11	I prefer learning English online because the learning time is more flexible than learning English offline.	√		
		14	Online English learning materials can be accessed at any time so that learning can be done at any time.	√		
	<p>Social Setting</p> <p>The strength of situational clues influences social perception. Some situations give clear</p>	9	I prefer the atmosphere of learning English online rather than offline.	√		
		12	Learning English online must be carried out during the pandemic because the government	√		

<p>elements (Langton et al., 2015).</p>	<p>indications on how to act. We assume that the situation can explain the individual's behavior and that it does not necessarily reflect the individual's disposition in these settings (Langton et al., 2015).</p>	<p>prohibits close social contact with other people.</p>			
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Singaraja, 18 May 2022

Judge 1



I Putu Ngurah Wage Myartawan, S.Pd.,M.Pd.

NIP.198210052006041005

EXPERT JUDGEMENT VALIDITY FORM

Interview

No	Items	Relevant	Irrelevant	Note
1	What do you think about online English language learning? Do you think learning English conducted online is difficult to follow? Please explain!	√		
2	Did you experience difficulties while participating in online English learning? If so, please mention it and explain!	√		
3	Do you have difficulty in understanding the learning material? Please explain the reason!)	√		
4	Do you have difficulty in providing learning support facilities (Hp/Laptop/Computer) to participate in online English learning? What causes this?	√		
5	Has your participation in asking and answering the teacher's	√		

	questions decreased during online English learning? Why is that?			
6	Do you often experience internet connection problems during online learning? Please explain the cause!	√		
7	Do you have difficulty providing an internet quota to participate in online English learning? Give the reason!	√		
8	Do you have difficulty in discussing during online learning? What are the things that make it difficult for you?	√		
9	How do you deal with your problems while participating in online learning?	√		

Singaraja, 18 May 2022

Judge 1



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

NIP.198210052006041005



EXPERT JUDGEMENT VALIDITY FORM

Questionnaire

Dimension	Sub-dimension	Items	Relevant	Irrelevant	Note
<p>Perceiver</p> <p>The perceiver is the person who perceives. The perceiver's personal characteristics influence the perceptual process (Langton et al., 2015). The perceiver factor focuses on internal factors that influence</p>	<p>Interest</p> <p>An individual's focus on stimulus selection is influenced by their interests. "Interest" is defined as a content-specific motivational variable that can explain why people want to engage in and learn something (Hidi, 2000).</p>	1	I like to learn English online using technology (Google Meet, Google Classroom, and WhatsApp)	√	
		3	I love everything about technology (Google Meet, Google Classroom, and WhatsApp), so I love learning English when it is carried online.	√	

someone's perception (Langton et al., 2015).	Motive	4	Learning English online motivates me to learn English because I am used to using technology (Google Meet, Google Classroom, and WhatsApp).	√		
	The physiological processes that affect a person's thoughts, feelings, and behaviour as well as how they perceive things (Folmer, 2016).	5	I feel compelled to actively take online English classes because I think this can improve my English skills.	√		
	Attitude	15	I am comfortable using E-learning platforms (Google Meet, Google Classroom, and WhatsApp) when learning English online.	√		
	Attitudes are feelings, actions, or judgments about a person, object, or event					

	(Olufemi 2012).	16	I find it easier to understand English learning materials presented on E-learning platforms (Google Meet, Google Classroom, and WhatsApp).	√		
	<p>Experience A person's perception of things is influenced by their previous experiences. A person's past experience can influence their perception because if they have not experienced the same event in the</p>	17	It is easier for me to understand English learning materials during online learning because the learning materials are presented in various forms such as text, images, sound, and audio-visual.	√		
		18	After participating in online English learning during this pandemic, I feel that Google	√		

	past, it can be more influential in the person's perception process (Jantzen, 2013).		Meet, Google Classroom, and WhatsApp are good learning support facilities for pandemic conditions/online learning.			
	Expectation Individuals' anticipation of a specific behaviour is associated with expectation (Correll & Ridgeway, 2006).	19	In my opinion, if there is a pandemic that prevents close contact in the future, online learning is the best solution to ensure the continuity of the English teaching and learning process.	√		
		20	Based on the benefits of online learning that I have experienced, I think it is essential for schools to increase further	√		

			their capacity to conduct online learning.			
<p>Target</p> <p>The target factor in this context refers to the properties of the object that caused the perceptions (Robbins et al., 2016). The characteristic s of the target to be observed will have a significant impact on what someone perceives (Langton et al., 2015). The target factor is concerned with external factors that</p>	<p>Intensity</p> <p>According to the intensity principle, the greater the intensity of the stimulus received, the easier it is to perceive (Thoha, 2016).</p>	2	Learning English online allows meetings to be held regularly and on time to make me feel enthusiastic and diligent in participating in the learning process.	√		
		13	The English learning carried out online in all meetings during the pandemic did not reduce my attendance during English lesson hours.	√		
	<p>Contrast</p> <p>Contrast is a phenomenon in which the external appearance of stimuli is diametrically opposed to</p>	6	English learning materials are easier to understand when learning online than offline because the learning media are text,	√		

influence someone's perception of something (Langton et al., 2015).	the background or surrounding environment and is unexpected (Thoha, 2016).		images, sound, and audio-visual.			
		7	In my opinion, online learning allows more students to participate in discussions in class than when learning is done offline.	√		
	Novelty Novelty refers to new or distinct targets that are easily perceived.	8	Learning English has become more practical during the pandemic because I can do it using only my phone.	√		
Stimulus novelty is the phenomenon in which the brain and behavioral responses to a specific stimulus for example,		10	Learning English online is easier to follow because it is carried out through E-learning platforms (Google Meet, Google Classroom, and WhatsApp)	√		

	the sight of an object changes after repeated exposure (Barto et al., 2013).		which can be accessed anywhere.			
<p>Situation</p> <p>The situation in this context refers to the atmosphere felt during the perception process as well as the location where the perception process occurs (Langton et al., 2015). The moment we observe an object or event, as well as location,</p>	<p>Time</p> <p>Time refers to the time when the perception process occurs (Langton et al., 2015).</p>	11	I prefer learning English online because the learning time is more flexible than learning English offline.	√		
		14	Online English learning materials can be accessed at any time so that learning can be done at any time.	√		
	<p>Social Setting</p> <p>The strength of situational cues influences social perception.</p>	9	I prefer the atmosphere of learning English online rather than offline.	√		
		12	Learning English online must be carried out during the	√		

<p>heat, light and a variety of other situational factors, all influence perception (Langton et al., 2015).</p>	<p>Some situations provide clear cues on how to proceed. We assume that the situation can explain the individual's behavior and that it does not necessarily reflect the individual's disposition in these situations (Langton et al., 2015).</p>		<p>pandemic because the government prohibits close social contact with other people.</p>			
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Singaraja, 18 May 2022

Judge 2



Dewa Ayu Eka Agustini, S.Pd., M.S.

NIP. 198108142009122002

EXPERT JUDGEMENT VALIDITY FORM

Interview

No	Items	Relevant	Irrelevant	Note
1	What do you think about online English language learning? Do you think learning English conducted online is difficult to follow? Please explain!	√		
2	Did you experience difficulties while participating in online English learning? If so, please mention it and explain!	√		
3	Do you have difficulty in understanding the learning material? Please explain the reason!)	√		
4	Do you have difficulty in providing learning support facilities (Hp/Laptop/Computer) to participate in online English learning? What causes this?	√		
5	Has your participation in asking and answering the teacher's	√		

	questions decreased during online English learning? Why is that?			
6	Do you often experience internet connection problems during online learning? Please explain the cause!	√		
7	Do you have difficulty providing an internet quota to participate in online English learning? Give the reason!	√		
8	Do you have difficulty in discussing during online learning? What are the things that make it difficult for you?	√		
9	How do you deal with your problems while participating in online learning?	√		

Singaraja, 18 May 2022

Judge 2



Dewa Ayu Eka Agustini, S.Pd., M.S.

NIP. 198108142009122002



APPENDIX IV

THE QUESTIONNAIRE DATA OF STUDENTS' PERCEPTION OF ONLINE ENGLISH LANGUAGE LEARNING DURING COVID-19 PANDEMIC

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	P19	Q20	Total	Average
1	4	4	3	4	3	3	4	3	4	3	2	2	4	4	3	3	3	3	3	3	65	3,25
2	2	2	4	1	2	2	2	2	2	3	3	1	2	3	2	2	1	3	2	3	44	2,2
3	4	4	4	4	1	4	2	3	2	3	2	4	4	4	3	3	3	3	3	2	62	3,1
4	3	4	3	2	4	4	2	4	2	4	3	2	4	4	4	4	4	4	4	2	67	3,35
5	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3	3	4	4	4	76	3,8
6	4	3	4	3	4	3	1	4	1	4	2	4	4	4	4	4	3	4	4	4	68	3,4
7	3	3	3	3	3	2	1	3	2	3	3	3	3	3	3	3	2	3	3	3	55	2,75
8	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	79	3,95
9	4	4	4	3	4	2	2	3	2	4	2	3	4	4	4	4	4	4	4	3	68	3,4
10	4	3	3	3	4	3	2	3	2	3	3	4	3	3	3	3	3	3	3	3	61	3,05
11	3	4	3	3	3	3	4	3	3	3	4	4	4	3	4	3	3	3	3	4	67	3,35
12	3	3	3	3	4	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	63	3,15
13	4	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4	61	3,05
14	3	3	3	3	3	3	1	2	2	3	2	3	3	4	3	3	3	3	3	3	56	2,8
15	4	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	4	3	60	3
16	2	3	2	3	3	3	3	2	2	4	1	1	2	3	2	2	3	2	3	4	50	2,5
17	3	2	3	2	2	2	2	2	2	3	2	3	4	3	3	2	2	3	4	2	51	2,55
18	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	2	2	3	4	3	55	2,75
19	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	62	3,1
20	3	4	4	4	4	4	2	3	3	4	3	4	4	4	4	4	4	4	4	3	73	3,65
21	3	4	3	4	4	1	4	4	4	4	4	4	4	4	1	1	4	4	4	4	69	3,45
22	3	3	3	3	3	2	2	3	2	3	2	3	4	3	3	2	3	3	3	3	56	2,8

23	3	3	4	4	4	3	3	4	3	4	4	3	3	4	3	3	3	4	4	3	69	3,45
24	2	3	2	3	3	2	4	3	2	3	3	3	3	4	3	3	2	4	4	4	60	3
25	3	3	3	3	4	2	2	3	2	3	2	3	4	3	3	3	3	3	3	3	58	2,9
26	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	59	2,95
27	4	3	4	3	3	1	2	3	3	3	2	4	4	4	4	3	3	3	3	4	63	3,15
28	3	3	2	2	3	2	2	2	2	3	2	4	4	4	3	2	2	3	4	2	54	2,7
29	1	1	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	4	4	38	1,9
30	3	1	4	2	1	2	2	3	1	2	1	3	4	4	4	1	2	3	1	1	45	2,25
31	3	2	3	3	3	3	2	3	2	3	4	3	3	4	3	3	3	3	4	3	60	3
32	4	4	4	4	3	3	3	4	4	4	4	3	3	4	4	4	4	4	4	4	75	3,75
33	2	2	2	2	2	3	1	2	1	1	2	4	4	3	2	2	4	4	4	4	51	2,55
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35	3	2	3	3	2	2	3	3	2	3	3	4	3	3	3	3	3	3	3	3	57	2,85
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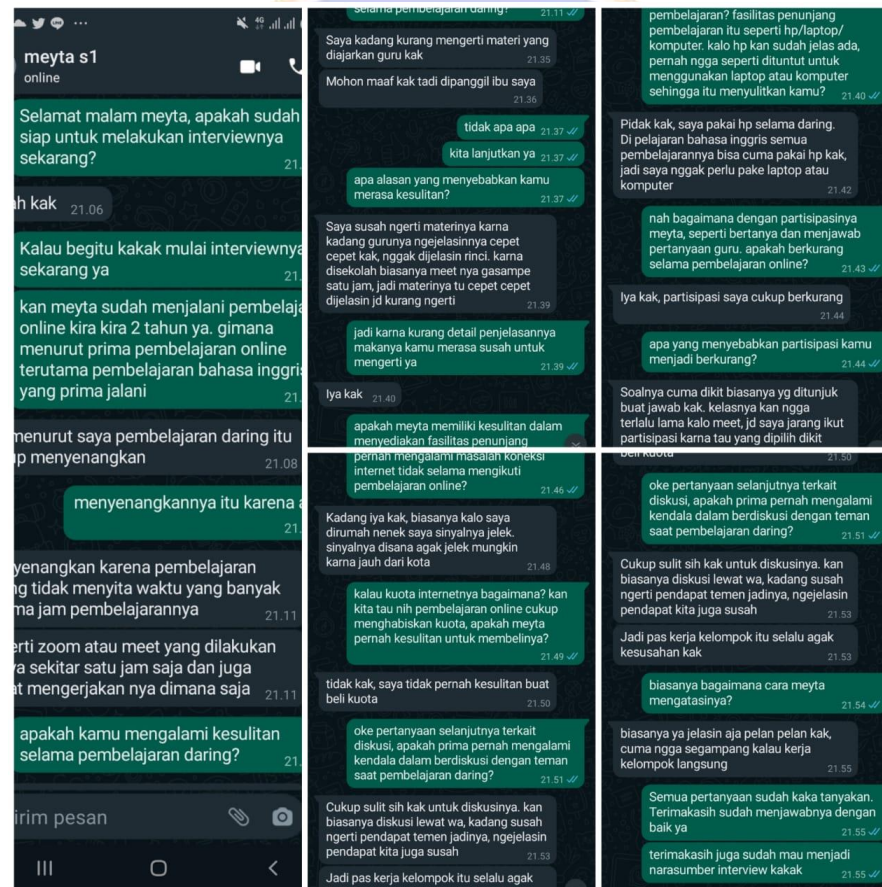
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199	3	2	2	3	2	2	2	3	2	2	3	2	3	3	2	2	2	3	3	2	48	2,4
200	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	3	3	3	3	57	2,85
201	2	3	4	3	3	4	4	4	2	3	3	4	3	4	3	3	4	3	4	4	67	3,35
202	3	2	3	2	2	2	2	2	1	3	3	3	2	3	2	2	2	3	3	3	48	2,4
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204	2	2	1	1	2	1	2	2	2	2	2	3	3	3	2	3	3	3	3	3	45	2,25
205	1	1	1	1	2	2	1	1	1	2	2	1	2	1	1	1	2	1	1	4	29	1,45
206	3	2	3	3	2	2	2	2	2	3	2	3	3	3	3	2	3	3	3	2	51	2,55
207	2	2	3	3	3	1	2	1	1	2	2	3	2	3	3	2	2	4	4	3	48	2,4
208	3	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	77	3,85
209	3	3	2	2	2	2	3	2	3	3	2	2	3	2	3	2	2	3	3	3	50	2,5



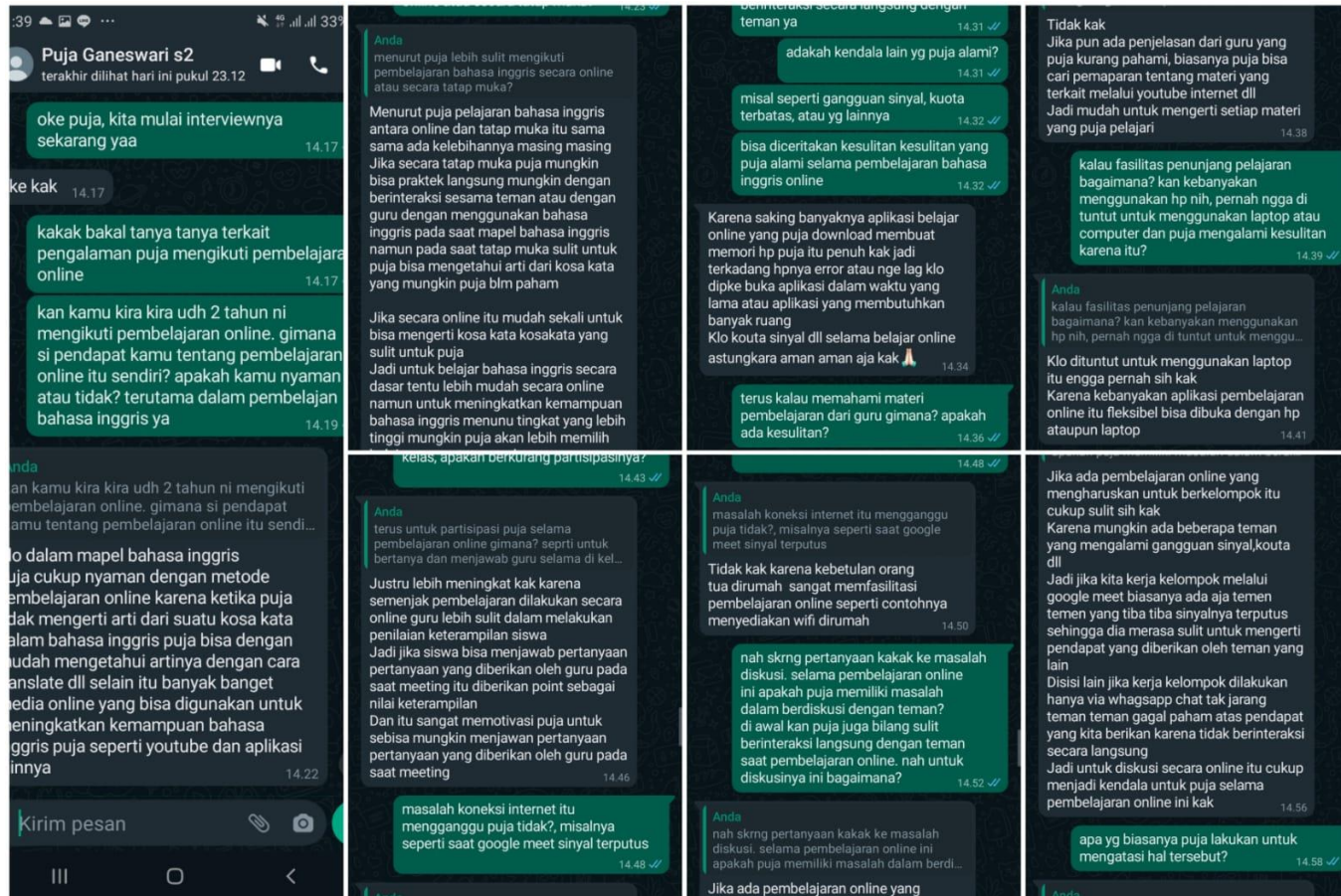
APPENDIX V

THE INTERVIEW DATA OF DIFFICULTIES EXPERIENCED BY STUDENTS DURING ONLINE ENGLISH LANGUAGE LEARNING

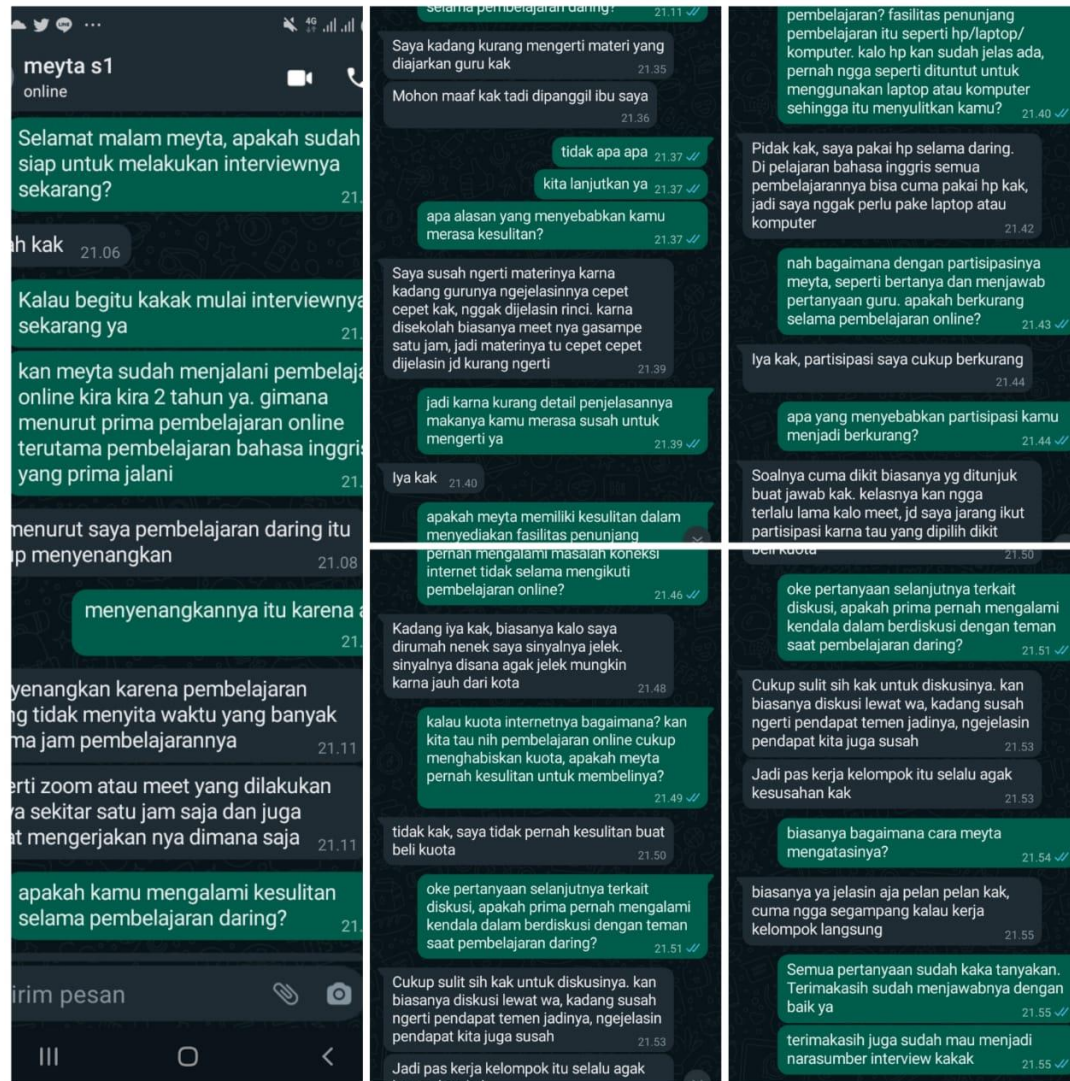
STUDENT 1



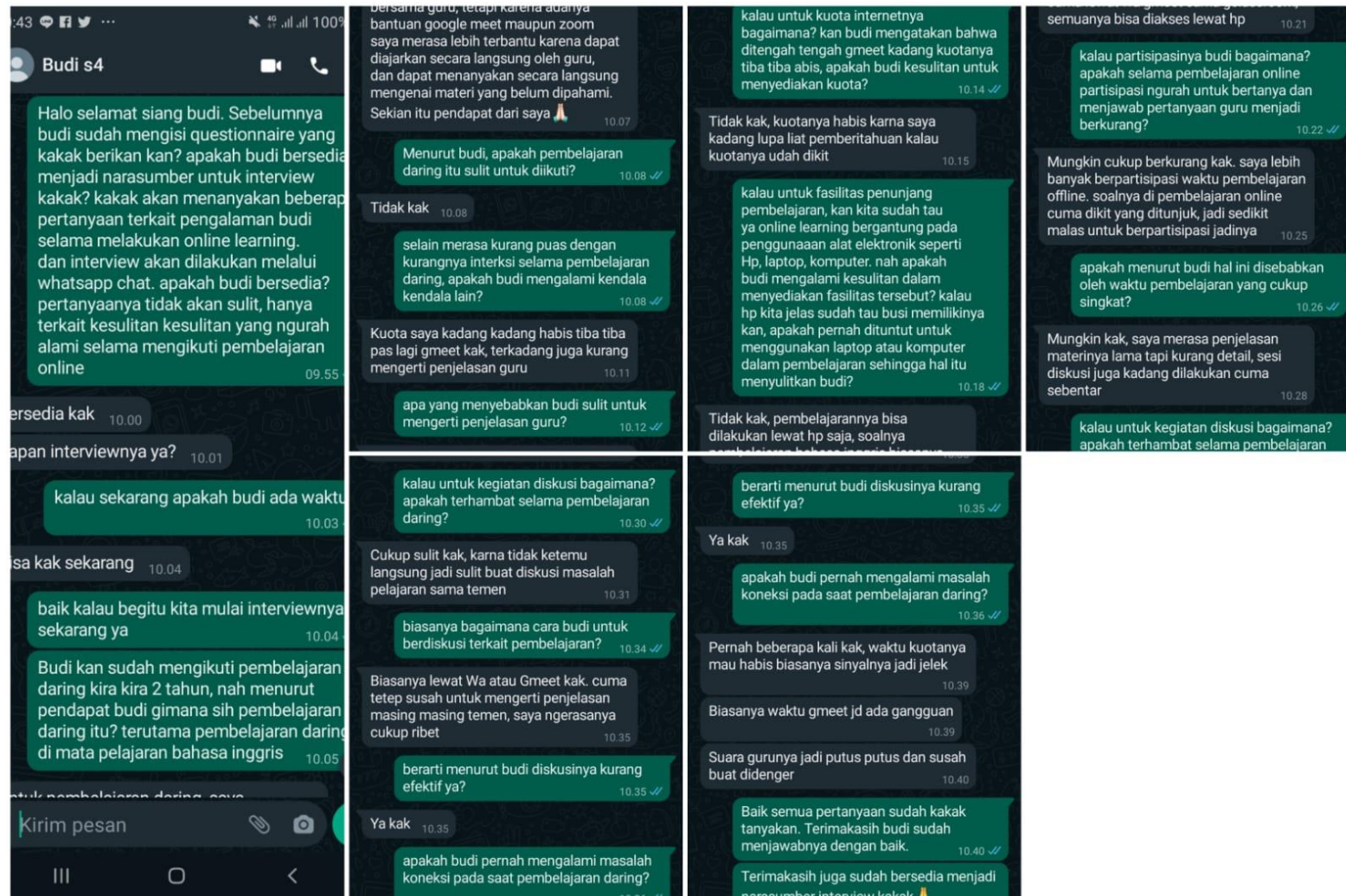
STUDENT 2



STUDENT 3



STUDENTS 4



RIWAYAT HIDUP



Gst. Ayu Mayang Priskilla Dewi lahir di Denpasar, 21 Maret 2000. Ibu dari penulis bernama Ni Gusti Rai Penawati dan ayah dari penulis bernama I Gusti Ngurah Arimbawa. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Br. Dawas, Desa Tibubeneng, Kecamatan Kuta Utara, Kabupaten Badung, Provinsi Bali. Penulis menyelesaikan Pendidikan dasar di SD Fajar Harapan dan lulus tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 2 Kuta Utara dan lulus tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 2 Mengwi jurusan Ilmu Pengetahuan Sosial (IPS). Dan melanjutkan Pendidikan di Universitas Pendidikan Ganesha dengan jurusan Pendidikan Bahasa Inggris. Pada semester akhir tahun 2022 penulis telah menyelesaikan skripsi yang berjudul *“Students’ Perception of Online English Language Learning in Junior High School during Covid-19 Pandemic”*. Selanjutnya, mulai dari 2018 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.