

## CHAPTER IV

### FINDING AND DISCUSSIONS

This chapter presented the research findings and discussion of the research about students' perception on assignment given at English department state Islamic institute Parepare.

#### A. Findings

The research findings were the answering of the problems statement which is in the first chapter. This part also presents data analysis of students' perception on assignment given at English department state Islamic institute Parepare.

##### 1. The result of the students' perception

The researcher presents the results of the questionnaire that has been distributed. Questionnaire submitting to the kinds of perception. In analyzing the questionnaire, the researcher used the formulas as follow:

##### a) Self- perception

Table 4.1 item number 1: interest (minat)

(pemberian tugas online bermanfaat untuk menyeimbangkan waktu belajar)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	2	10
2.	Agree	4	15	60
3	Undecided	3	12	36
4	Disagree	2	0	0
5	Strongly disagree	1	1	1
TOTAL			30	107

Furthermore, after the data is in the form of a frequency distribution table, the next step is the presentation of the data in the form of a histogram. The histogram form is as follows:

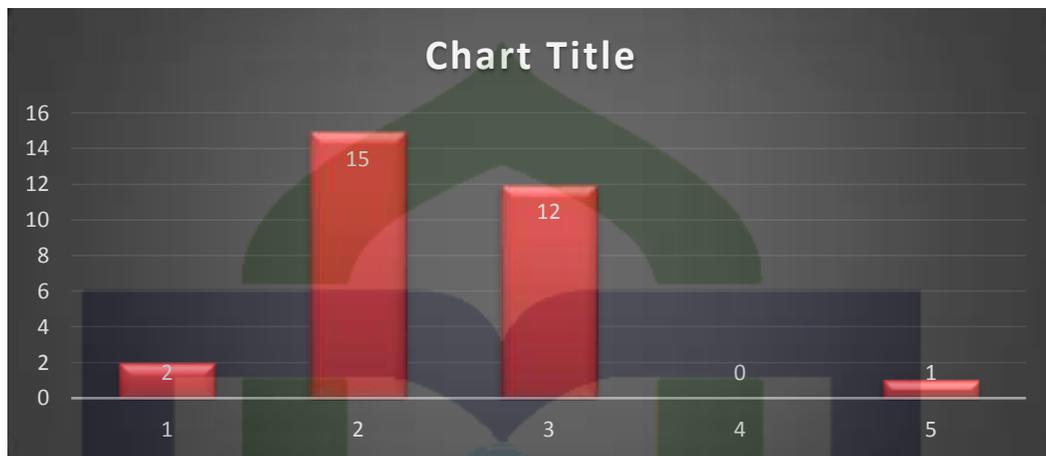


Figure 4.1 histogram

Based on the table 4.1, it is shown that 17 students who chose to agree, which means that there are 56.66% who think that online assignments useful for balancing learning time in addition,. It was concluded that students who give their responses firmly were more than students who did not give their opinions clearly, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree to the statement refers to visual aspect, namely  $107/150$  (maximum score)  $\times 100 = 71, 33\%$  so it is categorized strong.

Table 4.2 item number 2: interest (minat)

(pemberian tugas memberikan saya motivasi dalam belajar)

No	Category	Score	Frequent	Sum of score
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1.	Strongly agree	5	3	15
2.	Agree	4	11	44
3	Undecided	3	12	36
4	Disagree	2	4	8
5	Strongly disagree	1	0	0
TOTAL			30	103



*Figure 4.2 histogram*

Based on the table above, it is shown that they agreed, 14 students who chose agree, which means 46.66% who thought that the assignment gave motivation to students in learning. It was concluded that students who gave their opinions had a balance with students who were not firm in giving their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree to the statement refers to visual aspect, namely  $103/150$  (maximum score)  $\times 100 = 68,66\%$  so it is categorized strong.

Table 4.3 item number 3: interest (minat)

(saya lebih suka bermain game daripada mengerjakan tugas online)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	2	2
2.	Agree	2	5	10
3	Undecided	3	5	15
4	Disagree	4	7	28
5	Strongly disagree	5	11	55
TOTAL			30	110



Figure 4.3 histogram

Based on the table above, it shown that 18 students had the opinion of disagree it means that there are 59.99% who do not agree with the questions. above. It can be concluded that the number of students who give their opinion firmly is far more than the students who do not give their opinion clearly, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
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-	SL	L	E	S	VS
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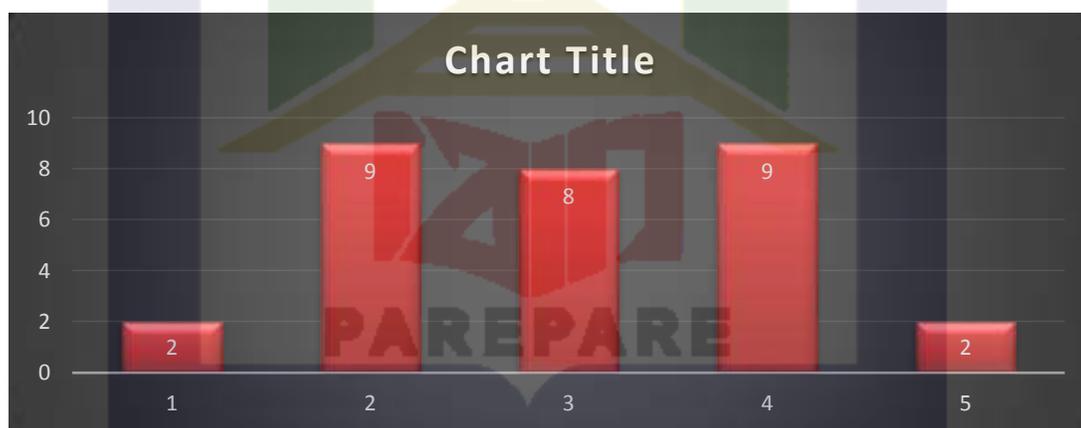
The data above shows that the students agree to the statement refers to visual aspect, namely  $110/150$  (maximum score)  $\times 100 = 73,33\%$  so it is categorized strong.

Table 4.4 item number 4: interest (minat)

(menurut saya pemberian tugas sangat membosankan)

No	Category	Score	frequent	Sum of score
1.	Strongly agree	1	2	2
2.	Agree	2	9	18
3	Undecided	3	8	24
4	Disagree	4	9	36
5	Strongly disagree	5	2	10
TOTAL			30	90

Figure 4.4 histogram



Based on the table above, it is shown that 11 students who agree, which means that there are 36.66% of students who agree that giving online assignments is very important. boring. It was concluded that students who gave their opinions based on

the statements above were more than students who did not give their opinions unclearly, to be valid data, by continuum can be shown below:

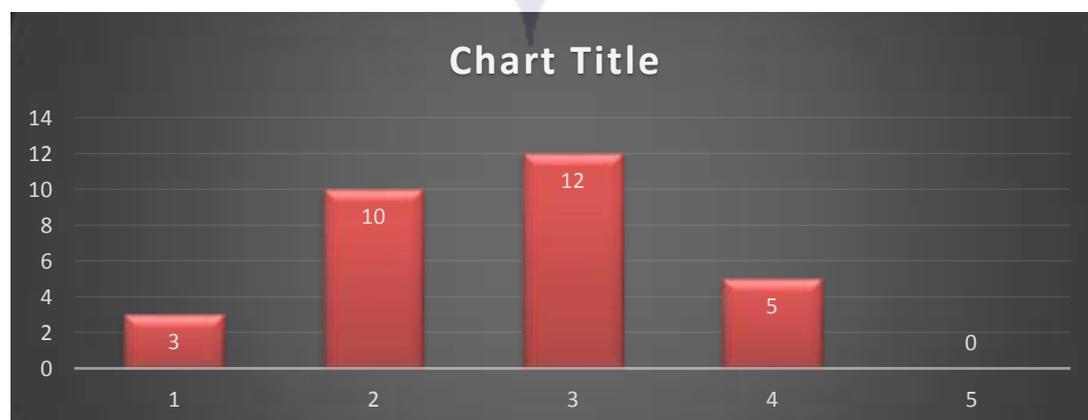
0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree/disagree to the statement refers to visual aspect, namely  $90/150$  (maximum score)  $\times 100 = 60\%$  so it is categorized enough.

Table 4.5 item number 5: interest (minat)

(pemberian tugas sangat berkontribusi besar bagi saya terhadap minat belajar saya)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	3	15
2.	Agree	4	10	40
3	Undecided	3	12	36
4	Disagree	2	5	10
5	Strongly disagree	1	0	0
TOTAL			30	101



*Figure 4.5 histogram*

Table 4.5 indicates that 13 who agree, which means that there are 43.33% of students who think that giving online assignments has a major contribution for students' interest in learning. It was concluded that students who responded to the statement above firmly balanced with students who did not give their opinions clearly,, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree to the statement refers to visual aspect, namely  $101/150$  (maximum score)  $\times 100 = 67, 33\%$  so it is categorized strong.

Table 4.6 item number 6: interest (minat)

(pemberian tugas online sangat abstrak sehingga membuat saya malas untuk menyelesaikannya)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	5	5
2.	Agree	2	6	12
3	Undecided	3	12	36
4	Disagree	4	6	24
5	Strongly disagree	5	1	5
TOTAL			30	82



Figure 4.6 histogram

Table 4.6 indicates that 11 students who agree, which means that there are 36.66% of students who think that online assignments are abstract so that students feel lazy to do it. So it can be concluded that students who agree with the questions above are almost the same as students who do not express their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	U	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $82/150$  (maximum score)  $\times 100 = 54,66\%$  so it is categorized enough.

Table 4.7 item number 7: interest (minat)

(saya lebih senang diberikan tugas secara tatap muka daripada online)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	4	4
2.	Agree	2	8	16
3	Undecided	3	16	48
4	Disagree	4	2	8
5	Strongly disagree	5	0	0

TOTAL	30	76
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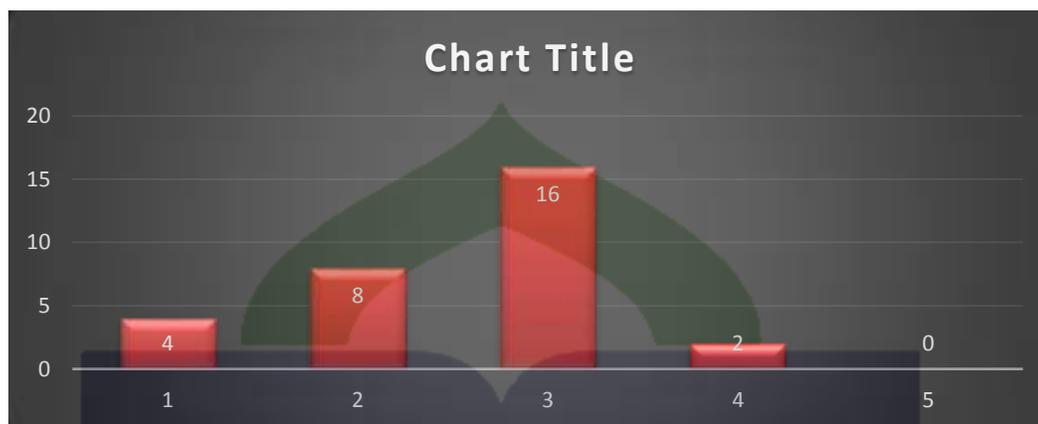


Figure 4.7 histogram

Table 4.7 indicates that 12 students who agree, which means there are 39.99% of students who agree that they prefer given the task face-to-face rather than online. It was concluded that there were only a few students who gave their opinion, while the students who did not expressly gave their opinion were very dominant, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $76/150$  (maximum score)  $\times 100 = 50,66\%$  so it is categorized enough.

Table 4.8 item number 8: response (respon)

(pemberian tugas secara online membuat saya lebih aktif dalam belajar)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	4	20

2.	Agree	4	7	28
3	Undecided	3	18	54
4	Disagree	2	1	2
5	Strongly disagree	1	0	0
TOTAL			30	104



*Figure 4.8 histogram*

Table 4.8 indicates that 18 students (60%) were undecided in determining their answers of students who agree that the assignment online made them more active in learning. It was concluded that students who gave their opinions were much lower than students who did not express their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $104/150$  (maximum score)  $\times 100 = 69,33\%$  so it is categorized strong.

Table 4.9 item number 9: response (respon)

(pemberian tugas online membuat saya kurang terampil)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	1	1
2.	Agree	2	6	12
3	Undecided	3	16	48
4	Disagree	4	6	24
5	Strongly disagree	5	1	5
TOTAL			30	90



Figure 4.9 histogram

Table 4.9 indicates that 16 students (53.33%) did not express their opinion on the statement of students who feel that giving online assignments makes them less skilled. It was concluded that students who gave their opinions with those who did not express their opinions had a balance, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
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-	SL	L	E	S	VS
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The data above shows that the students undecided to the statement refers to visual aspect, namely  $90/150$  (maximum score)  $\times 100 = 60\%$  so it is categorized enough.

Table 4.10 item number 10: view (pandangan)

(pemberian tugas tidak menyulitkan saya dalam mengatasi masalah pembelajaran)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	1	5
2.	Agree	4	4	16
3	Undecided	3	19	57
4	Disagree	2	6	12
5	Strongly disagree	1	0	0
TOTAL			30	90



Figure 4.10 histogram

Table 4.10 indicates that 19 students (63.33%) were undecided in giving their opinions of students who give their opinion that giving online assignments makes it difficult for them in overcoming learning problems. It was concluded that there were only a few students who gave their opinions while the other students did not give their opinions explicitly or it could be said that there were more students who did not express their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $90/150$  (maximum score)  $\times 100 = 60\%$  so it is categorized enough.

b) External perception

Table 4.11 item number 11: view (pandangan)

(pemberian tugas online berpengaruh dalam meningkatkan bahasa inggris saya)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	1	5
2.	Agree	4	4	16
3	Undecided	3	16	48
4	Disagree	2	7	14
5	Strongly disagree	1	2	2
TOTAL			30	85

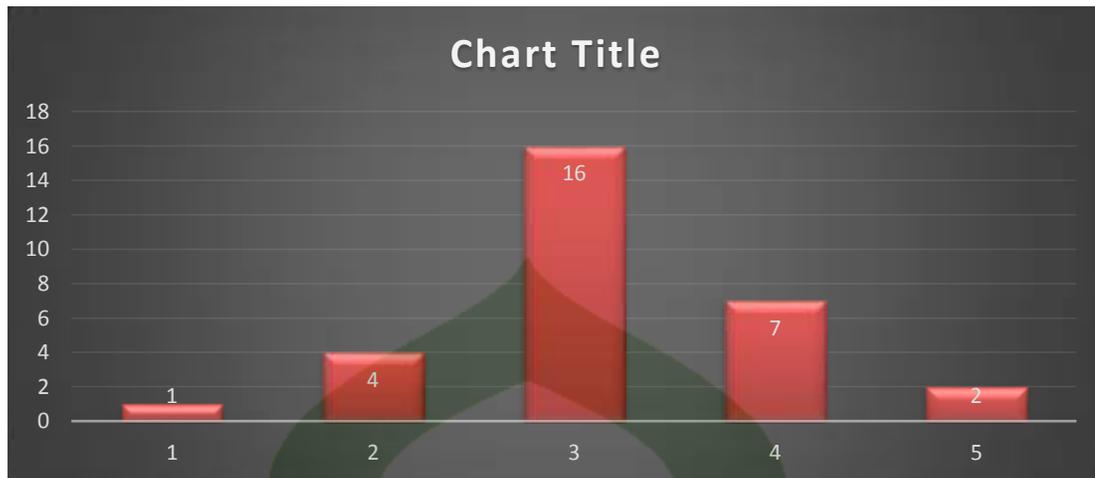


Figure 4.11 histogram

Table 4.11 indicates that 16 students (53.33%) undecided in giving their statement of students who agree that giving online assignments has an influence on improve their English. It was concluded that there was a balance between students who gave statements with students who could not give their statements unequivocally, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $85/150$  (maximum score)  $\times 100 = 56,66\%$  so it is categorized enough.

Table 4.12 item number 12: view (pandangan)

(menurut saya pemberian tugas secara online memberikan peningkatan waktu belajar)

No	Category	Score	frequent	Sum of score
1.	Strongly agree	5	2	10

2.	Agree	4	13	52
3	Undecided	3	13	39
4	Disagree	2	2	4
5	Strongly disagree	1	0	0
TOTAL			30	90



*Figure 4.12 histogram*

Table 4.12 indicates that 15 students agree, meaning that there are 49.99% of students who agree with the statement that giving online assignments provides increased study time. It was concluded that students who gave their opinion based on the statement above were more than students who did not express their opinion, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree to the statement refers to visual aspect, namely  $90/150$  (maximum score)  $\times 100 = 60\%$  so it is categorized enough.

Table 4.13 item number 13: response (respon)

(pemberian tugas online membantu saya dalam meningkatkan pengetahuan)

No	Category	Score	frequent	Sum of score
1.	Strongly agree	5	2	10
2.	Agree	4	12	48
3	Undecided	3	15	45
4	Disagree	2	1	2
5	Strongly disagree	1	0	0
TOTAL			30	105



Figure 4.13 histogram

Table 4.13 indicates that 14 students agree, it means that there are 46.66% of students who think that giving online assignments helps improve their knowledge. It was concluded that there was a balance between students who gave their opinions

firmly and students who were not firm in giving their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $105/150$  (maximum score)  $\times 100 = 70\%$  so it is categorized strong.

Table 4.14 item number 14: View (pandangan)

(menurut saya pemberian tugas membuat saya merasa tertekan)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	0	0
2.	Agree	2	8	16
3	Undecided	3	12	36
4	Disagree	4	8	32
5	Strongly disagree	5	2	10
TOTAL			30	94



Figure 4.14 histogram

Table 4.14 indicates that 12 students (40%) were undecided in giving their opinion of students who think that giving online assignments makes them depressed. It was concluded that the students who gave their opinion about the statement above were far more than the students who did not express their opinion explicitly or in doubt, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $94/150$  (maximum score)  $\times 100 = 62,66\%$  so it is categorized enough.

Table 5.6 item number 15: response (respon)

(pemberian tugas secara online kurang menyenangkan dibanding dengan pemberian tugas secara offline)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	2	2
2.	Agree	2	7	14
3	Undecided	3	14	42
4	Disagree	4	5	20
5	Strongly disagree	5	2	10
TOTAL			30	88

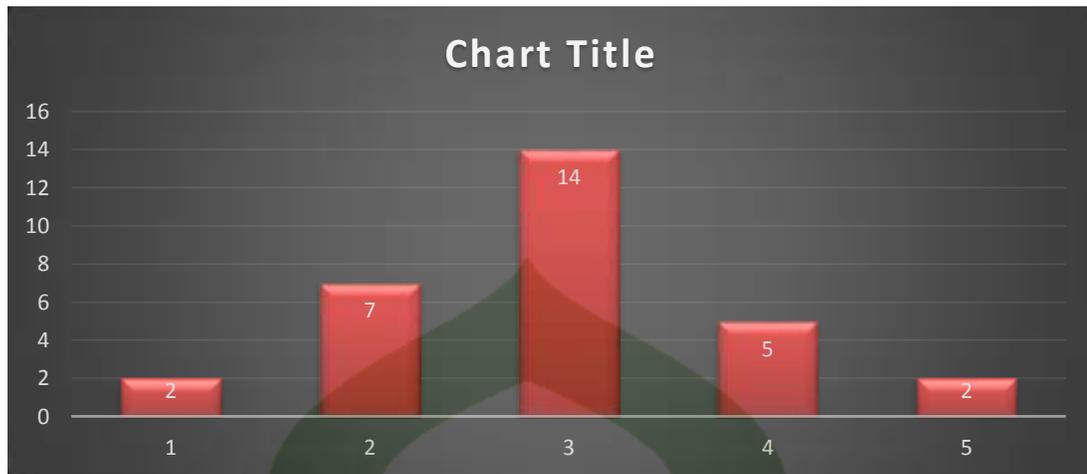


Figure 4.15 histogram

Table 4.15 indicates that 14 students (46.66%) were undecided in giving the above statement who think that giving online assignments is less fun compared to giving assignments offline. It was concluded that students who gave opinions firmly had a balance with students who were unable to express their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $88/150$  (maximum score)  $\times 100 = 58,66\%$  so it is categorized enough.

Table 4.16 item number 16: view (pandangan)

(pemberian tugas secara online memiliki waktu yang sangat terbatas)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	5	5
2.	Agree	2	11	22
3	Undecided	3	10	30

4	Disagree	4	3	12
5	Strongly disagree	5	1	5
TOTAL			30	74

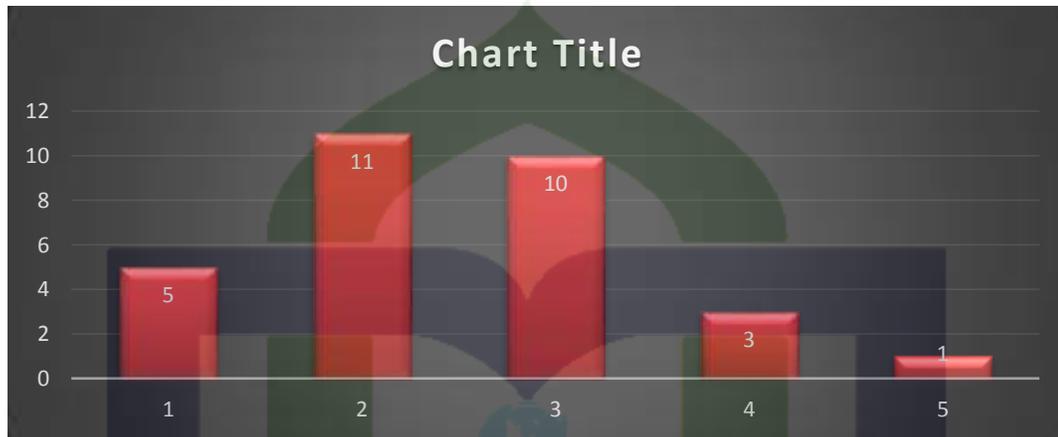


Figure 4.16 histogram

Table 4.16 indicates that 16 students agree, meaning that there are 53.32% who think that online assignments have very limited time. It was concluded that students who gave their opinions based on the above statements were more than students who did not express their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree to the statement refers to visual aspect, namely  $\frac{16}{30} \times 100 = 53.32\%$  so it is categorized enough.

Table 4.17 item number 17: view (pandangan)

(Pemberian tugas mempersulit saya dalam menyelesaikan persoalan dalam bahasa inggris)

No	Category	Score	frequent	Sum of score
1.	Strongly agree	1	2	2
2.	Agree	2	8	16
3	Undecided	3	15	45
4	Disagree	4	4	16
5	Strongly disagree	5	1	5
TOTAL			30	84



Figure 4.17 histogram

Table 4.17 indicates that 10 student agree, meaning that there are 33.32% who think that online assignments make it difficult for them and complete English language problems. It was concluded that students who thought that giving assignments made it difficult for them to solve problems in English were more likely

than students who did not give their opinions firmly, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $84/150$  (maximum score)  $\times 100 = 56\%$  so it is categorized enough.

Table 4.18 item number 18: view pandangan

(pemberian tugas secara online mendorong saya dalam menemukan ide-ide baru)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	5	25
2.	Agree	4	9	36
3	Undecided	3	14	42
4	Disagree	2	3	6
5	Strongly disagree	1	1	1
TOTAL			30	110



Figure 4.18 histogram

Table 4.18 indicates that 14 students agree, meaning that there are 46.66% of students who think that giving assignments online encourages them to find ideas. News ideas. It was concluded that students who gave opinions about giving online assignments encouraged them to find new ideas more than students who gave their opinions firmly, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided/agree to the statement refers to visual aspect, namely  $110/150$  (maximum score)  $\times 100 = 73, 33\%$  so it is categorized enough.

Table 4.19 item number 19: response (respon)

(pemberian tugas online yang terlalu monoton membuat saya bosan)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	1	5	5
2.	Agree	2	13	26
3	Undecided	3	5	15
4	Disagree	4	7	28
5	Strongly disagree	5	0	0
TOTAL			30	74

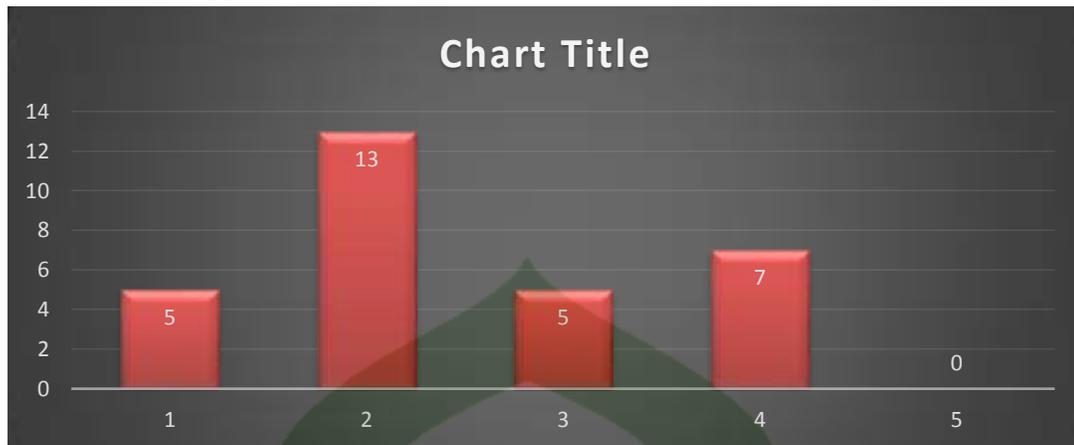


Figure 4.19 histogram

Table 4.19 indicates that 18 students who agree, meaning that there are 59.99% who think that giving online assignments is too monotonous to make them bored. It was concluded that students who responded to the statement above by giving their opinions were far more than students who did not express their opinions, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students agree to the statement refers to visual aspect, namely  $74/150$  (maximum score)  $\times 100 = 49,33\%$  so it is categorized enough.

Table 4.20 item number 20: response (respon)

(Saya sangat setuju bahwa pemberian tugas online adalah cara yang efektif dan inovatif)

No	Category	Score	Frequent	Sum of score
1.	Strongly agree	5	2	10

2.	Agree	4	7	28
3	Undecided	3	16	48
4	Disagree	2	3	6
5	Strongly disagree	1	2	2
TOTAL			30	94



Figure 4.20 histogram

Table 4.20 indicates that 16 students (53.33%) were undecided in making their choices of students who think that they strongly agree that giving online assignments is an effective and innovative way. It was concluded that students who responded to the above statement by giving their opinion had a balance with students who did not express their opinion, to be valid data, by continuum can be shown below:

0	0% - 20%	21% - 40%	41% - 60%	61% - 80%	85% -100%
-	SL	L	E	S	VS

The data above shows that the students undecided to the statement refers to visual aspect, namely  $94/150$  (maximum score)  $\times 100 = 62,66\%$  so it is categorized enough.

Determination of the category of student perception scores on the assignment is done by using the criteria in the form of percentages as follows:

Table 4.21 criteria for percentage

85-100%	Very strong
61-80%	Strong
41-60%	Enough
21-40%	Low
0-20%	Very low

The total score of the student perception variable obtained from the research results is 1856, the highest theoretical score for this variable is that each respondent  $5 \times 20 = 100$  has 30 respondents, then the criterion score is  $100 \times 30 = 3000$ , then the assignment of English is  $1856 : 3000 = 0.6186$  or 61.86% of the criteria set. So it can be concluded that the students' perception is strong category.

Based on the description above, it can be concluded that perceptions are categorized as strong, because during the current pandemic, learning is done from home or online so that assignments are also done online, this of course has an impact on how lecturers give assignments to students and whether online assignments have an impact positive for students. Of course this is a question for students about what they think about giving assignments online during a pandemic. Based on the results of field observations, it shows that giving English assignments online does not get a positive response from students due to various factors.

## B. Discussion

This section explained the discussion of the findings above, which is the answer and the problem formulation contained in chapter 1. This section would like to explain every item for a clearly explanation.

In order to know that someone's perception of something can be seen based on interest. Interest is something that comes from within someone's self in a particular object. Can be seen in terms of factors, like hobbies, lessons, so on. Interest itself is the desire or need that is needed. Interest is very influential on everyone's perception because if someone does not have an interest in an object, then that person does not have interest or considers it as something that is not important. The second is the response, the response is a behavior that appears due to a stimulus received from the environment response is one way to find out how a person's perception of an object they receive. Then the third is a view, a view is a person's opinion of the object he is observing. It is also a way to find out how a person's perception of an object.

Perception is a view or a response that is owned by every human being, where a perception can arise when someone identifies an object and then gives a response to the object. Perception itself comes from the stimulus received by the five senses and then transmitted by nerves to the brain. A person's perception will vary depending on how the person responds to it.

The researcher make tables to make it easier for reader to know the result obtained, as followed:

**Table 4. 22 Students Interest aspect**

Items	Agree	Undecided	Disagree
Q1	56,66%	40%	3,33%

Q12	49,99%	50%	3,33%
Q13	46,66%	40%	33,33%
Q11	16,66%	43,33%	6,66%
Q18	46,66%	46,66%	13,33%
Q20	29,99%	53,33%	16,66
Q8	36,66%	60%	3,33%

Based on the table above, it can be seen that the student's interest in giving online assignments is the highest according to 30 respondents, namely, is question number 1. Giving online assignments is useful for balancing study time where the value is 56,66% while for the lowest question items, namely at number 11, giving online assignments has an effect on improving my English, namely the value obtained is 16,66%. So it can be concluded that giving assignments online has great benefits in balancing student learning time while giving assignments online does not really affect the improvement of student's English.

**Table 4.23 response aspect**

Items	Agree	Undecided	Disagree
Q4	36,66%	26,66%	36,66%
Q5	43,33%	40%	16,66%
Q15	29,99%	33,33%	13,33%
Q16	53,32%	50%	16,66%
Q17	33,32%	46,66%	13,33%
Q19	59,99%	53,33%	16,66

Based on the result in the table above, it can be seen that the student's response to the highest online assignment according to 30 respondents is question number 19, giving

online assignments that are too monotonous makes me bored with a total score of 59, 99% while for the questions that have the lowest score on question number 15, giving assignments online is less fun than giving assignments offline with a total score of 29, 99%. So it can be concluded that student's responses to online assignments have a boring effect for students because the methods used by lecturers are too monotonous so that students are not too interested, as for giving assignments online, it does not really make students feel happy because according to their response, giving assignments offline is more fun.

**Table 4. 24 view aspect**

Items	Agree	Undecided	Disagree
Q2	46,66%	40%	13%
Q6	36,66%	40%	23,33%
Q14	26,66%	40%	33,32%
Q10	16,66%	63,33%	20%
Q7	39,99%	53,33%	6,66%
Q3	23,32%	16,66%	59,99%
Q9	23,33%	53,33%	23,33%

Based on the result of the table above, it can be seen that student's views on giving assignments online are the highest according to 30 respondents, namely question number 2, giving online assignments gives me motivation in learning with a score of 46,66%. While the lowest score is at question item number 10, namely giving online assignments does not make it difficult for me to overcome learning problems. So that it can be concluded that giving assignments gives by lecturers. Meanwhile, giving assignments online makes it difficult for students to overcome the

given learning problems caused by their inability to balance study time and time to do assignments. Which has been given.

Based on the perceptions we can find out what students perception on assignment given during covid-19. The average student perception on assignment given during a pandemic has varies based on the experiences they have. Where there are some students who feel that giving assignment online is very boring and also many of them are more choosing to be given an offline assignment. Of course, this is certainly influenced by various factors, both external and internal factors. When the feeling of laziness that students feel is due to internal and external factors or from their own self which are usually influenced by feeling, while external factors are influenced by the students environment which makes them feel that they do not have a strong desire to do their task. Online assignments are not very efficient to apply for students due to several reasons based on the student`s perception.

Before the researcher explains the results of the research, the researcher first describes that the assignment is important in the world of learning because the assignment greatly determines the results of the learning given by the lecturer to his students. Giving the assignment itself can give some good influences to students both in terms of time discipline, responsibility, and also train their memory. This makes assignment cannot be separated from learning. This research was conducted at IAIN Parepare, Tarbiyah faculty, English language study program, semester 6 with a population of 124 students and a sample of 30 students. The sampling technique in this study used a purposive sampling technique. Purposive sampling is a technique of taking sample members from the population by determining the sample with certain

considerations. Data collection techniques and instruments in this study used observation and questionnaires.

In the observation phase, the first step taken by the researcher was to observe how the assignments were given by students, how when students did the assigned tasks, and how the students responded about the assignments given during the pandemic.

Based on the data analysis test, the values for the variables have been obtained, as follows:

In the results of the data analysis, the score of the first problem formulation or variable is the student's perception of the assignment. The total variable score obtained from the results of the study is 1856 with a theoretical score of  $5 \times 20 = 100$  for each respondent and has 30 respondents, then the criterion score is  $100 \times 30 = 3000$ , so the student's perception of the assignment is  $1856 : 3000 = 0.6186$  or 61,86% of the established criteria. So it can be concluded that students' perceptions are included in the strong category.