

A THESIS

**THE STUDENTS' LEARNING DOMAIN IN ENGLISH
PROCESS DURING PANDEMIC COVID-19
AT SMAN 10 PINRANG**



By

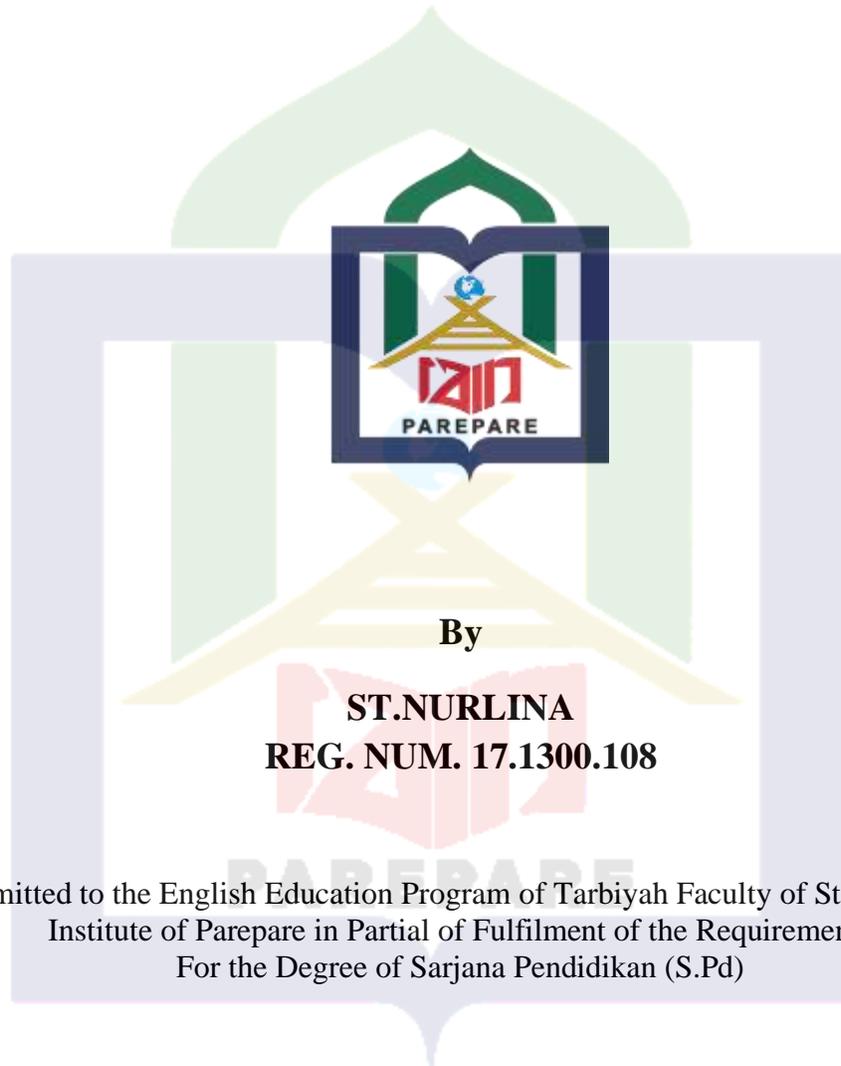
**ST.NURLINA
Reg. Num. 17.1300.108**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

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**ST.NURLINA
REG. NUM. 17.1300.108**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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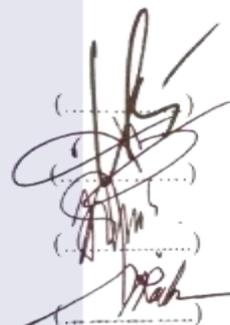
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Parepare, November 14th2021

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that was copied, duplicated or compiled by any other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

St. Nurlina. A, *The Students' Learning Domain In English Process During Pandemic Covid-19 At SMAN 10 Pinrang (supervised by Haris sunubi and Mujahidah)*

The new challenge during the pandemic Covid-19 faced by educators in the field of education is the transformation of the learning process from face-to-face to online learning. Online learning is carried out as an effective effort to regulate the learning process so that the material is delivered and learning activities can be carried out properly. These efforts are to regulate physical and social distance to prevent the spread of Covid-19. To achieve the learning objectives, there are learning objectives aimed at by students', namely a domain that includes 3 aspects of developing theory, namely cognitive, affective, and psychomotor aspects.

The purpose of this study was to determine of the students' learning domain in English process during pandemic covid-19 at SMAN 10 Pinrang. This research was conducted in class XII Mipa-2 . The number of samples in this study were 30 students. In collecting data the researchers used observation, distributing questionnaires and collecting value students' domain from teacher. In the questionnaire there are three domains consisting of 10 cognitive, affective and psychomotor.

This study uses quantitative techniques to process data using a Likert scale formula. The results showed that the domain of students' in learning English during the pandemic showed a positive category because they got a score of 77.33%. From the calculation of each question item the value of students' cognitive domain is 81%, students' affective is 87% and students' psychomotor is 81%. And also from the value of the students' learning evaluation showing a high score so that it can be said that the domain of students' when the online English learning process was carried out during the pandemic covid-19 was maximal in class XII MIPA 2.

Keywords: Pandemic Covid-19, Domain, Learning English Process

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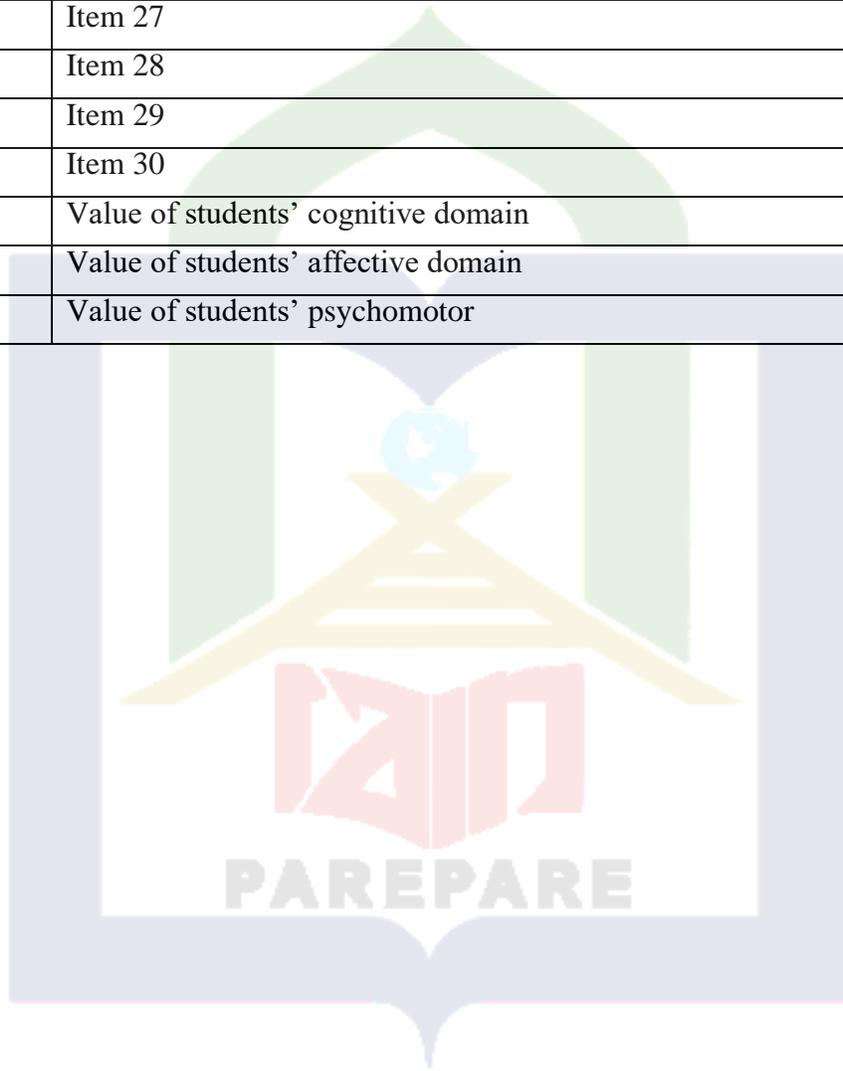
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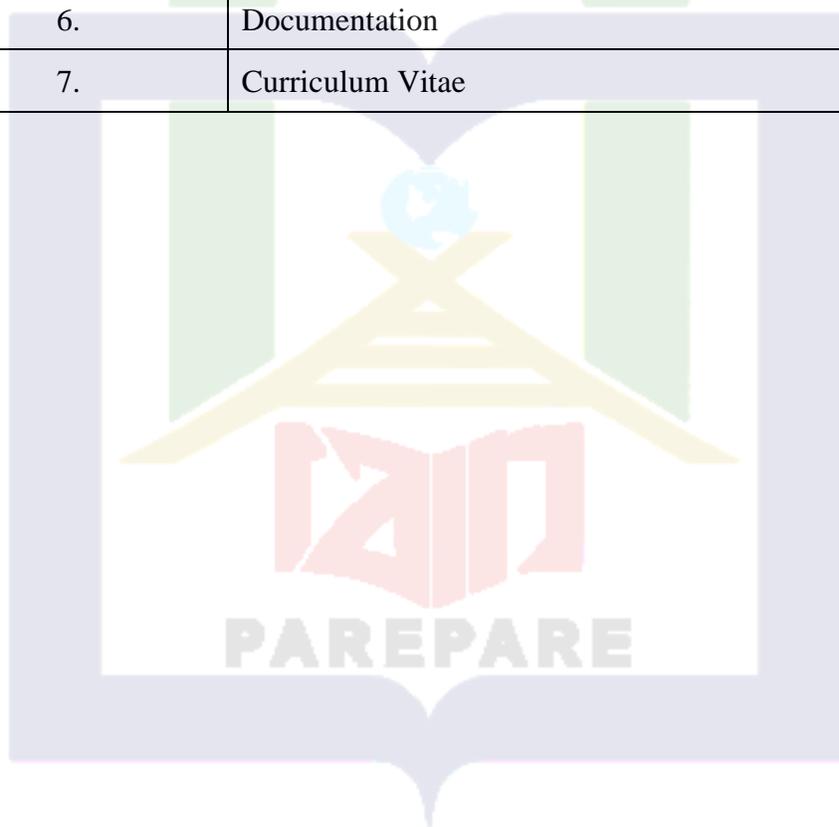
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CHAPTER I INTRODUCTION

A. Background

A new challenge during the Covid-19 pandemic that was faced by educators in the education sector was the transformation of the learning process from face to face to learning online. Online learning is implemented as an effective effort to regulate the learning process so that material is conveyed and learning activities can be carried out properly. These efforts are to regulate physical and social distance to prevent the spread of Covid-19. The new policy will certainly have various new impacts, starting from the readiness of schools, teachers, children and parents. Current technology has an important role in learning, because the potential of teachers can be strengthened by the presence of this technology.¹

The concept of learning according to Brown and Holtzman in Kurt Singer is divided into two components, namely: Teacher Approval (TA), which relates to students' views of teachers, their behavior in class, and teaching methods. Education Acceptance (AE), which consists of students' acceptance and rejection of the goals to be achieved, the material presented, practices, assignments, and requirements set at school.²

Based on the opinion above, the concept of learning is very dependent on the teacher as a leader in the teaching process. In addition to the potential of teachers who can manage learning, the role of students is also needed so that the teaching and learning process can be carried out properly.

¹Diana Syamlla, Mardi Handika, and mariana puspa Sari, "Gambaran Kepuasan Hidup Pelajar Sekolah Menengah Di Masa Pandemi Covid-19," *Jurnal.Syntax-Idea.Co.Id* 3, no. 3 (2021). p. 466

²Henny Romauli, "Meningkatan Sikap Belajar Dan Hasil Belajar PAK Melalui Penerapan Model Pembelajaran Think Talk Write Pada Siswa Kelas VII-1 Smp Negeri 1 Babalan Tahun Pelajaran 2018/19," *Jurnal Tabularasa Pps Unimed* vol 5, no. 3 (2018). p. 333

One of the factors that support the learning process is the students' aspect, namely an effort to see the level of success of students' in achieving the learning objectives set, it is necessary to develop students by looking at aspects in the learning process that refer to three types of domains inherent in students mentioned in Bloom's taxonomic theory. Benjamin Bloom and his friends divide teaching materials into 3 domains, namely the cognitive, affective and psychomotor domains.³

The cognitive domain contains behavior that emphasizes intellectuality, such as knowledge, and thinking skills which are divided into six levels, namely knowledge, understanding or perception, application, analysis or elaboration, synthesis and evaluation. While in the affective domain that includes attitude competence in it. Walgito reveals that;

Attitude is a something that is obtained by someone through interaction with a social objects or social events. Factors that change attitude includes feelings, knowledge, experience, and the motives of the four things above are the product of interaction which is also determined by current enviromental conditions. Attitude is the way of thinking or behaving towards someone something.⁴

Students' attitudes in learning can develop student creativity and skills. The importance of attitude is the basis of everything in our life. Attitude determines how we can face all difficulties such as learning and also as a bond to create closeness with other people. It is my view that attitudes can be instilled over a lifetime and attitudes have a profound influence on learning. While the psychomotor domain is about skills.

As in learning English as a compulsory subject in senior secondary schools, the 2013 curriculum is applied, which contains three aspects of learning assessment,

³Agung Prihantoro, "Mengembangkan Strategi Pembelajaran Yang Bahasa Inggris Yang Kreatif," *Jurnal Ulumuddin* 8, no. 1 (2018).p. 51

⁴B. Walgito, *Psikologi Sosial: Suatu Pengantar* (yogyakarta: Andi yogyakarta, 2003).p. 135

namely aspects of knowledge(cognitive) , aspects of skills (psicomotor) and aspects of attitude (affective) . In addition to the situation that occurred due to the pandemic, learning in schools was implemented by an online learning system, resulting in various learning styles of students who had to adjust to pandemic conditions.

Learning style is a person's way of absorbing, organizing and processing learning materials. In responding to stimuli/information, because there are students who can capture learning individually and those who can capture learning in group learning. Students who have an independent learning style are able to try to solve problems on their own. Thus these students' can be more motivated in learning so that learning outcomes are good.

Regarding distance or online learning, the situation felt by students is certainly very different, especially regarding attitudes in dealing with this pandemic. Attitude is something that is shown in humans. By showing a reaction from someone. Attitudes that can be seen directly indicate the existence of a response given. Indirectly emotional traits or attitudes that can capture social stimuli.

While the author's opinion sees the transition from the learning process from face to face to online learning at school, of course the teacher's mechanism in processing the learning process has also changed by carrying out the online learning process. students by looking at the learning aspects consisting of cognitive, affective and psychomotor aspects.

In the teaching and learning process there are several components that affect the success of the learning, namely students, teachers, objectives, materials, methods, media and evaluation. For students', the domain becomes one of the important factors

that can determine their learning achievement. This is also a supporting factor in the online learning English process during pandemic Covid-19.

B. Research Questions

Based on the background above, the researcher will give formulate the problem of the research as bellows:

1. How is the students' learning domain in English process during pandemic Covid- 19 at SMAN 10 Pinrang?
2. Is the students' learning domain in English process maximal when the online learning process during the pandemic Covid- 19 at SMAN 10 Pinrang?

C. Objective of The Research

Based on the researcher formulate the problem previously set out the report of this researcher aimed at finding out the following objective:

1. To know how is the students' learning domain in English process during pandemic Covid- 19 at SMAN 10 Pinrang.
2. To know is the students' learning domain in English process maximal when the online learning process during the pandemic Covid- 19 at SMAN 10 Pinrang.

D. Significant of The Research

1. For the teacher

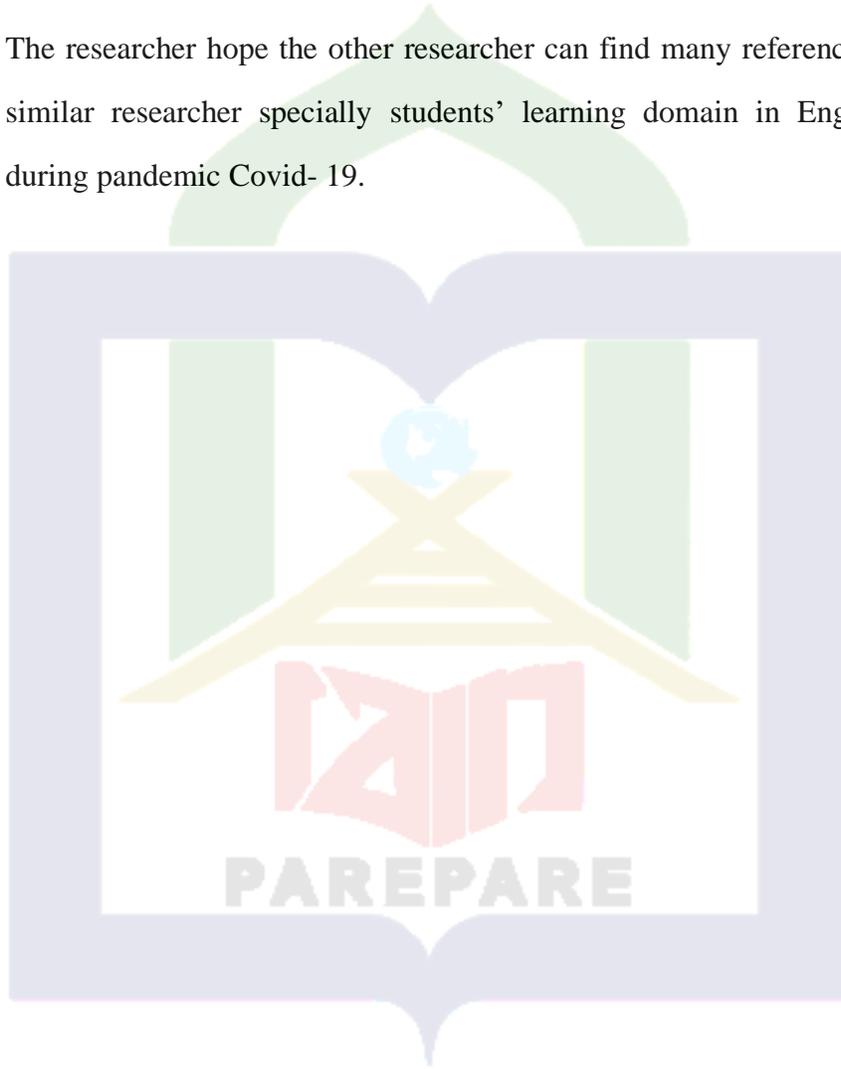
This researcher is useful for teachers because it can be used as a reference or study materials in increasing knowledge in the field of education, so that they can develop creativity in teaching especially can evaluate students' by looking at the domain abilities possessed by studens in order to achieve good learning outcomes.

2. For the students'

This is important for students because it can increase knowledge in the field of education, and can be active of the students' in their English class.

3. For the other researcher

The researcher hope the other researcher can find many reference to conduct similar researcher specially students' learning domain in English process during pandemic Covid- 19.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, and conceptual framework.

A. Previous Related Research Findings

There are many research findings which are related to this research, some of previous research findings which are related to this research are described below:

The first research written by muhammad zuhri entiled the implementation of bloom's taxonomy in improving the quality of Islamic religious education learning at Darusy Syfa'ah High School in Gajah City. This study uses a qualitative research type. Data collection techniques with documentation and interviews. The focus of the research is to examine three domains, namely cognitive, affective, and psychomotor. In this case, the research response is the teacher. The results of his research indicate that the teacher applies the three domains.⁵

The similarity of the research conducted by prospective researchers is that they examine the three domains according to Bloom's taxonomy. But in the research method that will be carried out by this prospective researcher, quantitative methods are used to see the students' students' learning domain in English process during pandemic covid-19.

The second research written by rukayyah analyzes students' mathematics learning outcomes on the subject of circles based on the cognitive realm of Bloom's taxonomy for class VIII Mts Al-Ikhlash Addary DDI Takklasi, Barru district. The method used in the research is descriptive qualitative. In the results of his research, he

⁵Muhammad Zuhri, "Implementasi Taksonomi Bloom Dalam Peningkatan Mutu Pembelajaran Pendidikan Agama Islam Di SMA Darusy Syfa'ah Kota Gajah"(Pascasarjana Institut Agamaislamnegeriain)Metro,2020),<https://Frepository.Metrouniv.ac.id>.

got the percentage of data from students' mathematics learning outcomes on the subject of circles based on the cognitive domain. Bloom's Taxonomy in class VIII provides an average percentage of learning outcomes through students' difficulties in solving problems, namely at the knowledge stage as much as 96.551%, understanding stage as much as 65,51%, the implementation phase is 86,206%, the analysis phase is 93,103%, the synthesis phase is 79,310%, and the evaluation phase is 96,551%.⁶

Amelia in her research entitled "Students' Attitudes in Learning Vocabulary Through Quantum Learning in Class II Man 1 Parepare". The author uses attitude measurement with a Likert scale. His research stated that from the results of the questionnaire with 15 statements that got an accumulative value of 1378, he strongly agreed. and negative statements get a 50% proportion of the Likert scale which is accumulated to be 528 strongly disagree. The result of participant observation from her research that most of the students' were active in the classroom during the activity of research. they showed from the first meeting until the students were always active and enthusiasm for study vocabulary because of there were used quantum learning method in the classroom.⁷

The relationship between the second and third research conducted only examined one of the domains according to Bloom's Taxonomy, namely the second study examined the cognitive domain while the third research examined the effective domain which included attitudes. However, in this case the domain is one of the important factors in achieving learning objectives.

⁶Rukayyah, "Analisis Hasil Belajar Matematika Peserta Didik Pada Pokok Bahasan Lingkaran Berdasarkan Ranah Kognitif Taksonomi Bloom Kelas VIII Mts Al-Ikhlash Addary DDI Takklasi Kabupaten Barru" (UIN Alauddin Makassar, n.d.), <https://repositori.uin-alauddin.ac.id/2F7580%2F1%2FRUKAYYAH.pdf&usg=AOvVaw2dtrg7hnV3Dszrj4cyO5W8>.

⁷Amelia, "The Attitude of Students in Learning Vocabulary through Quantum Learning at the Second Grade MAN 1 Parepare" (Diss. IAIN Parepare, 2018), <http://repository.iainpare.ac.id/985/>.

From the research above, the researcher can conclude that the aspects/domains of students' which includes 3 aspects of cognitive, affective and psychomotor are very important in the teaching and learning process. Based on some of the studies above, research has been conducted to obtain data in the field before the pandemic period, while this latest research was conducted during the pandemic covid-19.

B. Some pertinent ideas

1. The Concept of Domain

Blooms Taxonomy classifies learning outcomes into three domains, namely cognitive, affective and psychomotor. The following is a description of the three domains:⁸

a. The definition of cognitive domain

Learning processes in the cognitive domain include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. Blooms's taxonomy focused on describing levels of attainments rather than process skills, and did not substantially address the manner in which the learner proceeds from one level to the next. The cognitive domain includes skills clusters that organize a complete, concise, and complementary listing of learning skills most critical for each process.⁹ Cognitive aspects are the main aspects in many educational curricula and become a benchmark for assessing child development. Cognitive which comes from the Latin cognitive has the meaning of recognition, which refers to the process of knowing as well as to knowledge itself.

⁸ Arvi riwahyudin "pengaruh sikap siswa dan minat belajar siswa terhadap hasil belajar IPA siswa kelas V sekolah dasar di kabupaten lamandau" JPD: Jurnal Pendidikan Dasar 6, no 14(2015).

⁹ Md. Enamul Hoque, "Three Domains of Learning; Cognitive, Affective, and Psychomotor," *The Journal Of Efl Education And Research (Jefler)* 2, no. 2 (2016). p.46

In other words, the cognitive aspect is an aspect related to reasoning or thought processes, namely the ability and activity of the brain to develop rational abilities. The cognitive aspect is further divided into several more detailed aspects, namely:

1) Knowledge

This aspect is a fundamental aspect that is part of the cognitive aspect. It refers to the ability to recognize and remember material that has been studied ranging from simple things to remembering theories that require deep understanding. Also the ability to remember concepts, processes, methods, and structures. Example operational verbs from the cognitive domain is recognizing and recalling.

2) Understanding

This aspect is higher than the knowledge aspect. Refers to the ability to demonstrate and ideas by grouping, organizing, comparing, describing, understanding and especially understanding the meaning of the things learned. Understanding something that has been learned in the form of translation (changing shape), interpretation (explaining or summarizing), and extrapolating (expanding the meaning of one material). Example operational verb from understanding interpreting, Exemplifying, classifying, summarizing, inferring, Comparing, Explaining, inferring, Comparing and Explaining

3) Application

The purpose of this aspect is to apply the material that has been learned by using the rules and principles of the material in new conditions or

in real conditions. Also the ability to apply abstract concepts and certain ideas or theories. Application is a higher level than the previous two aspects, namely knowledge and understanding. The example operational verb is Executing and Implementing

4) Analysis

Analyzing involves examining and breaking down information into parts, determining how one part relates to another, identifying motives or causes and conclusions and supporting material for those conclusions. There are three characteristics in the analysis aspect, namely element analysis, relationship analysis, and organizational analysis.

5) Synthesis

Synthesis includes explaining structures or patterns that were not seen before, and also being able to explain the data or information obtained. In other words, the synthesis aspect includes the ability without concepts or components so that it can form a structure that has a new pattern. In this aspect, the creative side of a person or student is needed. The example operational verb synthesis is generating Planning and producing

6) Evaluation

It is the purpose of thinking and evaluating and considering the value - material for a particular. Or in other words, the ability to judge something for a specific purpose. This evaluation is carried out based on internal and external criteria. The example operational verb evaluation is checking and critiquing.

Table 2.1 Cognitive domain with examples ¹⁰

Domain	Description	Implementation and learning
Knowledge	Knowledge of facts, definitions, names, events, theories, and conclusion	Express meaning, identify, describe something, describe what happened
Understanding	Understanding the relationship between factor, data concept, cause-consequences, and conclusions	Differentiate and compare, interpret data, convert, give an example
Application	Using knowledge for problem solving and implementation	Counting,doing,experiments, modify, predict.
Analysis	Determined the problem section, solution, and show relationship between parts	Identify causative factors, formulate problems, create graphs, describe
Synthesis	Combine information be a conclusion or concept; and create new things by cultivating various ideas	Making desigs, creatin products new, designing models and categorize
Evaluation	Consider something based on binay opposition(true- wrong, good , bad, etc)	Argue, choose a solution better, make comparison, draw conclusions.

¹⁰ Toto Haryadi, Aripin” Melatih Kecerdasan Kognitif, Afektif, Dan Psikomotorik Anak Sekolah Dasar Melalui Perancangan Game Simulasi Warungku”, Jurnal Desain Komunikasi Visual& Multimedia 01, no 02(2015) p.42

b. Affective

The realm of affection is material that is based on everything related to emotions such as appreciation, values, feelings, enthusiasm, interests, and attitudes towards something. In the realm of affection, Bloom arranges the division of categories with David Krathwol, namely:

1) Receiving/Attending

Refers to the ability to pay attention and respond to appropriate stimuli, as well as the ability to show attention or appreciation for others. In the domain or affective domain, acceptance is the lowest learning outcome. For example, listening to other people's opinions.

2) Responsive

This domain is one level above acceptance, and this will be seen when students become involved and interested in a material. Children have the ability to actively participate in learning and always have the motivation to react and take action. For example, participating in a class discussion about a lesson.

3) Assessment (Value)

This domain refers to the importance of value or attachment to something, such as acceptance, rejection or not expressing an opinion. Also the ability to state which things are good and which are not good from an activity or event and express it into behavior. For example, suggesting group activities for a subject matter.

4) Organization

The goal of the organizational realm is the unification of values, different attitudes that make children more consistent and form their own internal value

system, and resolve conflicts that arise between them. It also harmonizes the existing differences in values and harmonizes the differences.

5) Characterization

The reference for this domain is a person's character and life force. All of this will be reflected in a behavior that has to do with personal, social, and emotional order. Values have evolved so that behavior is easier to predict.

Table 2. 2 Affective domain and examples of its application

Domain	Description	Implementation and learning
Receiving/ attending	Self sensitivity to phenomena and stimuli to provide controlled attention	Ask, choose, happy listen-read-do
Responsive	Shows active attention want and satisfied to respond	Obey the rules, do the work, contemplating
Assessment (value)	Motivated and committed to act according to values	Appreciate, appreciate, sympathetic
Organization	Organizing, strengthening, and trying to find a relationship between one value and another	Support the enforcement of discipline

	value	
Characterization	Define personality and behavior according to the system value owned or held	Determined to carry out god's commands, strengthen yourself to keep living discipline

c. Psychomotoric

Psychomotor is a domain that includes movement behavior and physical coordination, motor skills and physical abilities of a person. The skills that will develop if these are practiced can often be measured by distance, speed, speed, technique and method of execution. In the psychomotor aspect there are seven categories ranging from the lowest to the highest:

1) Perception

This category occurs when the child can interpret the stimulus or sensor into a motor movement. Children can observe a movement and then begin to respond with what is observed in the form of imitating movements, the form of imitation is not yet specific and imperfect.

2) Readiness

Children's readiness to move includes mental, physical, and emotional aspects. At this level, children display things according to the instructions given, and not just imitate. Children also display the preferred movements that they master through the training process and determine their response to certain situations.

3) Guided response

Is the initial stage in the learning process of complex movements which include imitation, as well as the process of experimental movements. Success in performance is achieved through continuous practice.

4) Mechanism

Is an intermediate stage in learning a complex ability. At this stage the learned response has become a habit and the movement can be done with certain confidence and accuracy.

5) Response Looks Complex

This stage of skilled motor movement involves complex movement patterns. Movement skills are indicated by the appearance of high accuracy and coordination, but with minimal effort. Judgment includes steady movement without hesitation and automatic.

6) Adaptation

At this stage, motor mastery has entered the part where children can modify and adapt their skills so that they can develop in various different situations.

7) Creation

Namely creating various modifications and new movement patterns to suit the demands of a situation. The learning process produces new things or movements by emphasizing creativity based on abilities that have developed rapidly. The following are operational verbs from the psychomotoric domain.

Table 2. 3 Psychomotoric domain and examples of its application

Domain	Description	Implementation and learning
Perception	the ability to apply	learn how to read

	sensory information to motor activity	demonstrated by the teacher
Readliness	Physical, mental and emotional readiness for learning	Children's readiness to move includes mental, physical, and emotional aspects. At this level, the child displays something according to the instructions.
Guided response	the ability to imitate the behavior displayed or to take advantage of experiments and error.	Imitating behavior such as the way the teacher reads the text with an understandable intonation
Mechanism	Confidence in acting or doing something	The ability to turn learned responses into habitual actions by skills and confidence
Response looks complex	Effort to improve skills without hesitation	Efforts to improve reading skills, listening in learning
Adaptation	Modify and customize skills	Able to adapt to all conditions

Creation	The learning process produces new things from creativity	Able to create new creativity in learning
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2. The Function Of Domain

In designing a learning system, the objectives in the system must be a concern. This is done so that the learning system can run efficiently, and systematically in its movement. In the opinion of Benjamin S. Bloom and his colleagues in 1956. According to Bloom, the purpose of education is divided into several domains and each domain or domain is divided back into more detailed divisions based on its hierarchy. The purpose of education by referring to the three types of domains that are attached to students as described above.¹¹

Benefits of Studying Cognitive, Affective and Psychomotor Aspects By using these three domains as the basis for providing teaching or education to children, the result will not only make children understand the concept of the lesson as a whole, but will also develop children's emotional and motor skills at the same time. These aspects help teachers and educators to recognize at what stage each child's abilities are. This will help educators to create instruction that leads to critical thinking skills for each child.¹²

The taxonomy above becomes a very important reference in the educational process, especially in relation to efforts and educational outcomes. All educational

¹¹ <https://ranahteknologi.wordpress.com/2017/12/02/domain-pembelajaran-ranah-kognitif-pada-taksonomi-bloom-kata-kerja/>(acesed on juni 2021)

¹²<https://the-three-3-domains-of-learning&usg=AOvVaw39n2UyK0NbbQH918L19JQ> (accessed on juni 2021)

efforts are directed at changing the behavior of students as a whole, covering all areas of behavior¹³

3. The Measurements

According to several authors, such as the statement put forward by Ary at al, Gay, and Frienderbug, it has been explained that the scale or measurement of attitudes is a measuring tool used to measure attitudes, values, and other characteristics. The attitude scale contains numeric values to assess subjects, objects, or behaviors for the purpose of quantifying or measuring qualities.¹⁴

a. A likert scale

The Likert scale is one of the favorite scales or scales that are often used in measuring attitudes. The Likert scale is a psychometric response scale developed by Dr. Rensis Likert, a sociologist from the University of Michigan, used the Likert scale to obtain respondents' preference or level of agreement with a statement or group of questions.¹⁵

The Likert scale was first developed by Rensis Likert in 1932 in measuring people's attitudes. This scale uses an ordinal measure so that it can make a even though it is unknown several times that one respondent is better or worse than the other respondent. The answer to each instrument using the Likert scale has a gradation from very positive to negative, which can be in the form of words, including: strongly agree (SA), agree (A), agree (U), doubt (D), disagree (SD).

- 1) The steps in compiling a Likert scale include:

¹³Diana Mutiah, "Taksonomi Bloom," *Repository.Uinjkt.Ac.Id*, n.d. P. 1

¹⁴Rosleny Marliani, "Pengukuran Dalam Penelitian Psikologi," *Jurnal Ilmiah Psikologi* III, no. 1 (2010). p. 112

¹⁵Paulus Insap Santosa, *Metode Penelitian Kuantitatif- Pengembangan Hipotesis Dan Pengujiaannya Menggunakan Smartpls* (yogyakarta: Penerbit ANDI (Anggota IKAPI), 2018). p. 46-47

- 2) Compile the object of attitude questions.
- 3) Carry out instrument trials.
- 4) Determine the score for each statement (instrument grid).
- 5) Perform item analysis to determine the reliability and validity of the instrument.¹⁶

b. A Thurston scale

The Thurstone scale is a scale composed by selecting items in the form of an interval scale. Each item has a score key and when sorted, the score key produces equidistant scores. The Thurstone scale is made in the form of a number (40-50) statements that are relevant to the variable to be measured, then a number of experts (20-40) people judge the relevance of the statement to the content or construct to be measured. The difference between the Thurston scale and the Likert scale lies in the method, namely the Thurston scale is known as the judgment method scale and the Likert scale is known as the ratings method scale.¹⁷

c. A Guttman scale

This type of measurement scale will get a firm answer, namely "yes-no", "true-false"; "Never-never", "positive-negative". The data obtained can be in the form of data intervals or ratios (two alternatives). So if on the Likert scale there are 3,4,5,6,7 intervals, from the words "strongly agree" to "strongly disagree", then in this scale there are only two intervals, namely "agree"; or "disagree". This research is conducted if you want to get a firm answer to a problem being asked.¹⁸

¹⁶Marwadi, "Rambu-Rambu Penyusunan Skala Sikap Model Likert Untuk Mengukur Sikap Siswa," *Jurnal Pendidikan Dan Kebudayaan* 3, no. 9 (2019). p. 29

¹⁷Azhar, "Sikap Mahasiswa Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Terhadap Propesi Guru," *Jurnal Pendidikan* 5, no. 1 (2016). p. 38

¹⁸Sugiyono, *Metode Penelitian Pendidikan* (bandung: alfabeta, 2018). p. 139

In looking over the explanation above, the researcher decided to used likert skale with the students' domain toward online learning English process during pandemic.

4. Online Learning English Concept

The current pandemic condition requires educators to innovate to change face-to-face learning patterns into face-to-face learning patterns. In Zhafira's research, Ertika and Chairiyaton explained that there are other learning models that can be used by teaching staff as a medium for delivering knowledge, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face and online learning).

Online learning is a learning activity that utilizes networks (internet, LAN and WAN) as a method of delivery, interaction and facilities and is supported by various other forms of learning services. Online learning is useful for learning activities in the classroom (classroom instruction), namely as: 1) supplements, namely students have the freedom to choose, whether to use online learning materials or not, in this case there is no obligation for students to access online learning materials; 2) a comment, as online learning material is programmed to complement the learning material that students receive in the classroom and 3) substitution, as if the online learning material is programmed to replace the learning material received by students in the class.¹⁹

Online learning (direct learning) according to Michael Molinda can be defined as an effort to connect learners (students) with their learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can

¹⁹Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Jurnal Pendidikan Dan Kebudayaan* 10, no. 3 (2020).

communicate with each other, interact or collaborate in a collaborative manner. (directly / synchronous and indirectly / asynchronously).

Online is a form of distance learning / training that utilizes telecommunication and information technology, for example the internet, video / online or online learning methods do not require students to attend class to meet directly. Students can only access learning internet.²⁰

There are several things as requirements for online learning activities, namely²¹:

- 1) Learning activities carried out through network utilization (internet)
- 2) The availability of learning support services that can be used by students'
- 3) Availability of tutor service support (consultation) that can help participants learn if they experience difficulties.
- 4) The availability of institutions that organize/ manager e-learning
- 5) A positive aspect from students' or teacher towards computers and the internet.
- 6) The design of a learning system that can be learned/known by students.
- 7) System evaluation of progress or student learning development.
- 8) Feedback mechanism developed by the organizing agency/manager.

To anticipate the spread of the corona virus during this pandemic, English teachers choose an online learning system to help the distance learning process so that learning materials such as reading, listening, speaking and writing skills continue

²⁰Edi Santoso, "Pengaruh Pembelajaran Online Terhadap Perestasi Belajar Kimia Ditinjau Dari Kemampuan Awal Siswa" (skripsi sarjana;thesis magister program studi teknologi pendidikan:UNS Surakarta, 2009).

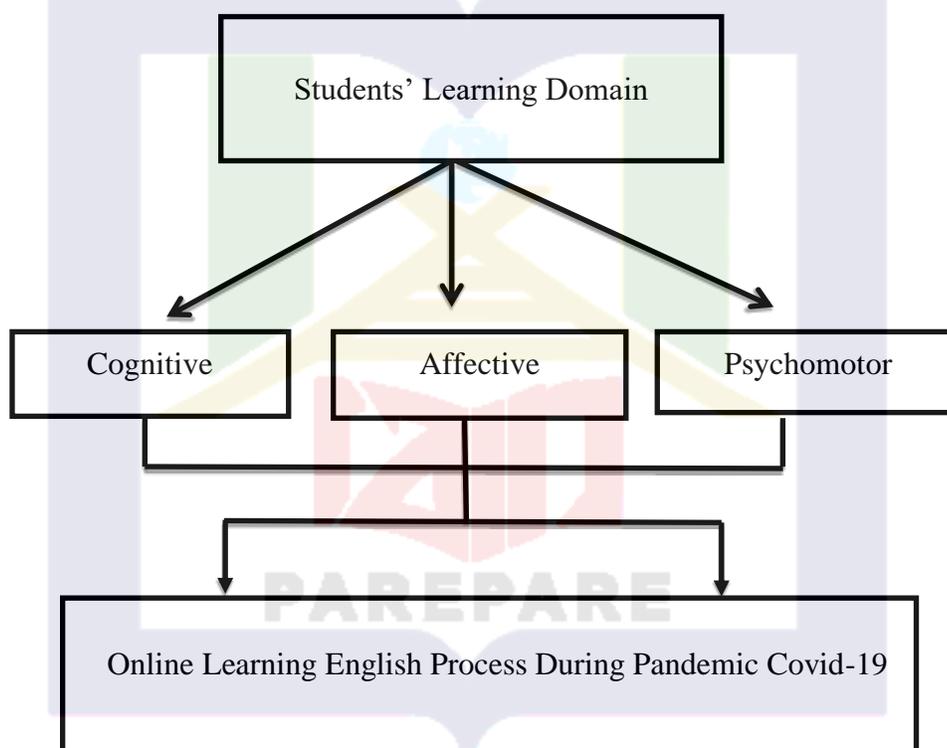
²¹Nur Hadi," *Online Sebagai Salah Satu Inovasi Pembelajaran*", (FMIPA UNY, Pythagoras: Vol.2. No. 1, 2006),p. 12

towork and learning objectives can still be achieved even in unusual learning conditions due to pandemic period.

8. Conceptual Framework

Based on the approach put forward by Taksonomi Bloom which states that the combined domain of three reactions is conceptually different towards a particular object are cognitive, affective and psychomotor.

The researcher designs the conceptual framework of this research by the following diagram Table 2.4;



Based on the conceptual framework, this study conducted research that focused on the student's domain of the online learning English process during the pandemic covid-19 which consisted of 3 domains, namely: cognitive, affective and psychomotor.

D. Hypothesis

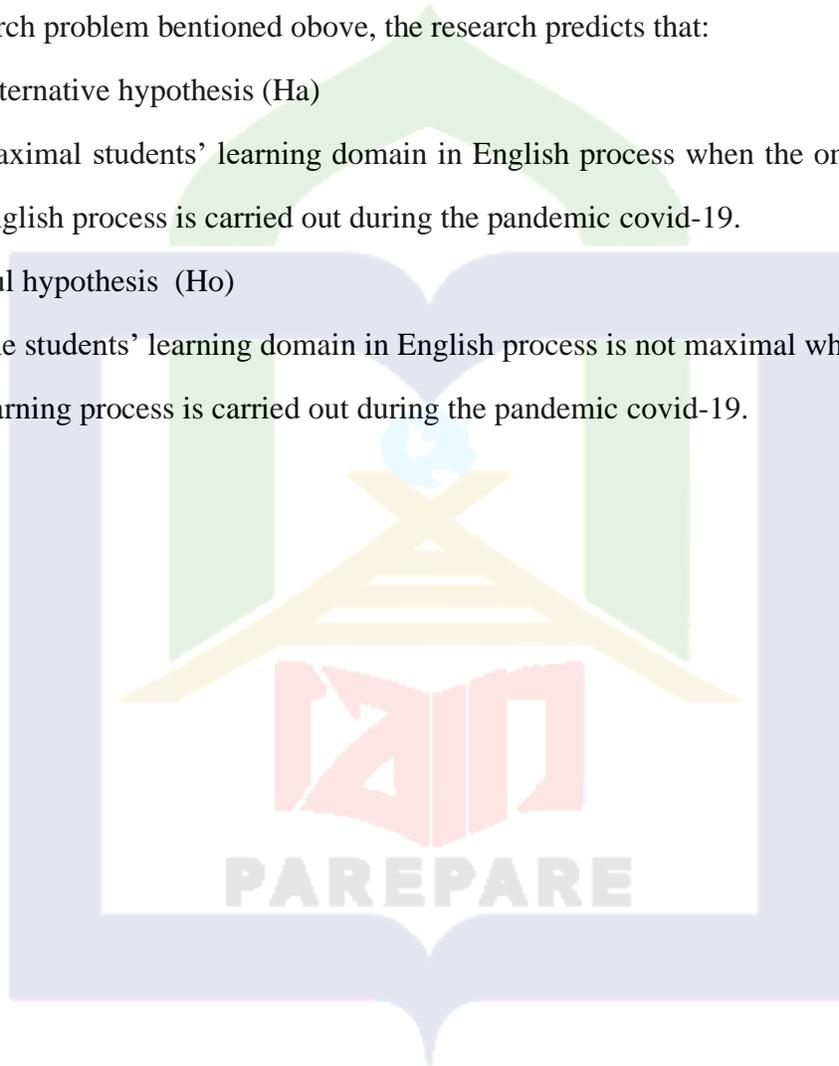
Hypotheses are temporary statements or assumptions about a research problem whose truth is still weak so that they must be tested empirically ²². It is temporary answer for the research problem before through collected data. Based on research problem mentioned above, the research predicts that:

1. Alternative hypothesis (H_a)

Maximal students' learning domain in English process when the online learning English process is carried out during the pandemic covid-19.

2. Nul hypothesis (H_0)

The students' learning domain in English process is not maximal when the online learning process is carried out during the pandemic covid-19.



²²Misbahuddin and Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, cetakan 1 (jakarta: Pt.Bumi Aksara, 2013). p. 34

CHAPTER III METHODOLOGY OF THE RESEARCH

This research the researcher described about the description of the research design, location and time of the research, focus of the research, population and sample, instrument of the research and procedure of collecting the data, technique of data analysis.

A. The Research Design

Based on the problems to be studied, the type of research that will be used in this research is quantitative. Quantitative research design is a clear operationalization of concepts and can be structured as assessment, development, theory construction, description or causality.²³

In this study, the authors used a survey method with a quantitative approach (quantitative research). According to John W. Creswell, quantitative research is a type of educational research that decides what to study; asks specific and narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics, and conducts investigations objectively and objectively.²⁴

B. Location and Duration of the Research

This research was conducted at SMAN 10 Pinrang. The location of this school is, Desa Lerang, Kab. Pinrang Sulawesi Selatan, 91272. This research was conducted during the COVID-19 outbreak so it was conducted online. The researcher examined twelve-grade students. In this study, researchers will provide questions to the sample via Google Form or WhatsApp, because the current situation does not allow

²³Moh. Kasiram, *Metodologi Penelitian Kuantitatif-Kualitatif* (Malang: UIN Maliki Press, 2008), p. 173

²⁴ John W. Creswell. "Educational Research". (New Jersey: Person Prentice Hall, 2008), P.

researchers to provide questionnaires directly due to the pandemic Covid-19 . This research will take one month.

C. Population and Sample

1. Population

The population is the overall target that should be studied and in that population the research results are applied²⁵.

The population of this study is in class XII students' of SMAN 10 Pinrang where class XII is divided into four classes.

Table 3.1 The table of student population of twelve grade Sma 10 Pinrang

No	Class	Male	Female	Total	Total of population
1.	XII Mipa 1	20	17	27	108
2.	XII Mipa 2	15	16	30	
3	XII Mipa 3	14	15	29	
4	XII Ips	9	13	22	

2. Sample

Based on population , the research used purposive sampling. The purposive sampling it means to show the sampel characteristics or certain properties that are considered have a close relation to the characteristic. Sample was portion of the number and characteristics possessed by the population.²⁶ According to Sugiyono that: "purposive sampling is a technique of sampling data source with certain

²⁵Moh. Kasiram, *Metodologi Penelitian Kuantitatif-Kualitatif* (malang: UIN Maliki Press, 2008). p. 257

²⁶Nana Sudjana And Ibrahim , *Penelitian Dan Penilaian Pendidikan* (Jakarta: Sinar Baru Algensido, 2001), P. 96-97

considerations.²⁷ The researcher uses purposive sampling because class XII Mipa 2 had the largest number of students' namely 30 students' and this was considered to be able represent the entire population.

D. Instrumen of the research

1. Observation

Researchers conducted interviews with English teachers at the research location to find out the conditions at school and the situation of the learning process that took place during this pandemic.

2. Documentation

Documentation is one of the techniques used to collect data through systematic direct recording of what is stored in the office. Documentation is an instrument of data collection through documents in an agency regarding information about the conditions needed in research. Researchers collect data obtained from the research location in the form of data and notes regarding the state of the research location.

3. Questionnaire

Questionnaire is a technique of indirect data collection (the research does not directly ask questions with respondents). Instruments or data collection tools are called questionnaires that contain a number of questions or statements that must be answered by respondent. The answer to each research instrument uses a modified Likert scale with 5 alternative answer is strongly agree, agree, undecided, disagree, strongly disagree.²⁸ The percentage of the students' answer by using the formula of likert scale as followed:

²⁷sugiyono, *Metode Penelitian Pendidikan* (bandung: alfabeta, 2018).

²⁸Sugiyono, *Metode Penelitian Pendidikan*. p.136

Table 3.2 The Likert Scale Rating

Classification	Scale (+)	Scale (-)
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

Table 3.3: The rating score of questionnaire

Interval score	Category
81-100%	Strongly positive
61-80%	Positive
41-60%	Neutral
21-40%	Negative
0-20%	Strongly negative

E. Operational Defenition Of Variables

There are two variabel involved in this research, namely independent and dependent variable, were;

1. The independent variable is a predictor variable, a variable that can influence changes in the dependent variable and has positif and negative relationship. The independent variable in this study was “ students’ domain (cognitive, affective, psychomotor). In this study, each question questionnaire consisting of 30 questions had assessment criteria from the domain itself including:

- a) the cognitive domain has 6 levels, starting from knowledge, understanding, application, analysis, synthesis, and evaluation.
- b) the affective domain has 5 levels, namely receiving/attending, responsive, assessment (value), organization and characterization.
- c) the psychomotor domain has 7 levels, namely perception, readiness, mechanism, response looks complex, adaptation, and creation.

Of the three domains, each questionnaire represents the category level of the questioner's statement to assess the students' learning domain.

2. The dependent variable is the main concern (is a valid factor in the observation) and at the same target of the research. The dependent variable in this study is "Online learning English process".

F. Technique Of Data Analysis

Questionnaire was one of supporting technique that research aimed to stare much at students' domain. The items would be negative and positive items. It shared to the students and after shared the students chose only the best answers which were suitable to themselves.

The questionnaire consists of 30 questions where 10 questions for cognitive, 10 questions for affective and 10 questions for psychomotor aspect which consists of negative and positive questions.

from the questionnaire were classified by using following procedure, the writer analyzed it by using Likert Scale.

1. For the positive statements, the score are : strongly agree 5; agree 4; undecided 3; disagree 2; strongly disagree 1.
2. For the negative statemets, the score are: strongly agree 1; agree 2; undecided

3; disagree 4; strongly disagree 5.

Table 3.4 : The Indicator number of questionnaire

Indikator	Nomor item	
	Positive	Negative
Cognitive	1, 2, 8,9	3, 4, 5, 6, 7, 10
Affective	11, 12, 13, 14, 17, 18, 20	15, 16, 19
Pscymotor	21, 22, 24, 25, 27, 28, 29 ,30	23, 26

- To calculate questionnaire data into percentage, the research will use the percentage tehniqe using this formula. Calculating the rate percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

Where : P = percentage F = Frequency N= number of population

- Collecting the main score of the students' answer of questionnaire by using formula as follows:

$$X = \frac{\sum x}{N}$$

Where x= percentage F=frequency N=Number of students'²⁹

²⁹ L.R. Gay, Educational Research: Competence for Analysis And Application. P. 267

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the research and discussion. Focusing data to answer research questions. As explained in the first chapter, there is a purpose for this research. First, fixing the cognitive, affective, and psychomotor domains of students' in the learning process during the pandemic covid-19. While the second goal is to process the instrument by using a formula to find out the results of the three domains.

A. Findings

The research results are the answers to the research questions that have been formulated in the first chapter. This section also presents data analysis of students' domain on the English language process during the pandemic covid-19 at XII Mipa-2 SMAN 10 Pinrang. To achieve the objectives of this study, the researcher took several steps to collect data. The first step is the observation which aims to find out the situation in schools and the ins and outs of learning in schools during the pandemic and the second step is a questionnaire which aims to obtain student data as the x variable and the students' value when the online learning English process as the y variable.

1. The Result of the Questionnaire (students' domain)

The researchers present the results of the questionnaire after observations at school and distribute questionnaires, this questionnaire refers to the domain of students in the process of learning English during the pandemic covid-19. In analyzing the questionnaire; researchers used the following formula: The percentage of item of cognitive, affective and psychomotor domain in questionnaire.

1) Cognitive domain

Table 4.1: Positive statement refers to knowledge (item 1: Saya bisa mengidentifikasi kalimat tensis yang diajarkan oleh guru melalui pembelajaran online)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	5	6	20%	30
2	Agree	4	20	67%	80
3	Undecided	3	4	13%	12
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	122

Based on the table above, the writer analyzed that of the 30 respondents there were 6 students' (20%) strongly agree, 20 students' (67%) agree, 4 students' (13%) undecided, 0 students' disagree and strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $113/150 \times 100\% = 81\%$, so it was categorized strongly positive.

Table 4.2: Positive statement refers to knowledge (item 2: Saya bisa mencerna pembelajaran bahasa inggris dengan baik jika dijelaskan materi oleh guru menggunakan media online)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	5	4	13%	20
2	Agree	4	19	63%	76
3	Undecided	3	7	23%	21
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	117

Based on the table above, the writer analyzed that of the 30 respondents there were 4 students' (13%) strongly agree, 19 students' (63%) agree, 7 students' (23%) undecided, 0 students' disagree and strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $117/150 \times 100\% = 78\%$, so it was categorized positive.

Table 4.3: Negative statement refers to understanding (item 3: Saya tidak mampu menuliskan ulang contoh kalimat tensis baru setelah guru menjelaskan materi bahasa inggris melalui pembelajaran online).

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	-		
3	Undecided	3	7	23%	21
4	Disagree	4	18	60%	72
5	Strongly Disagree	5	5	17%	25
Total			30	100%	118

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 7 students' (23%) agree that undecided, 18 students' (60%) agree that disagree and 5 students' (17%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $117/150 \times 100\% = 78\%$, so it was categorized positive.

Table 4.4: Negative statement refers to understanding (item 4: Saya tidak bisa menerjemahkan kalimat bahasa Inggris ke dalam bahasa Indonesia setelah guru menyarankan belajar melalui aplikasi ome tv)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	1	3%	2
3	Undecided	3	10	33%	30
4	Disagree	4	13	43%	52
5	Strongly Disagree	5	5	17%	25
Total			30	100%	109

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 1 students' (3%) agree that agree, 10 students' (33%) agree that undecided, 13 students' (43%) agree that disagree and 5 students' (17%) agree that strongly disagree. In this shows that most of students choose undecided is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To find out the classification of the statement it can be seen from the result that $109/150 \times 100\% = 72.67\%$, so it was categorized neutral.

Table 4.5 :Negative statement refers to application (item 5: Saya tidak mampu memprediksi jawaban benar soal bahasa inggris ketika guru membagikan soal melalui applikasi geogle drive)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	1	3%	2
3	Undecided	3	9	30%	27
4	Disagree	4	16	53%	24
5	Strongly Disagree	5	4	13%	20
Total			30	100%	73

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 1 students' (3%) agree that agree, 9 students' (30%) agree that undecided, 16 students' (53%) agreed that disagree and 4 students' (13%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $73/150 \times 100\% = 49\%$, so it was categorized neutral.

Table 4.6: Negative statement refers to analysis (item 6: Saya tidak bisa menggunakan rumus beberapa tensis untuk menyusun kalimat setelah guru menjelaskan materi melalui video pembelajaran)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	-		
3	Undecided	3	9	30%	27
4	Disagree	4	15	50%	60
5	Strongly Disagree	5	6	20%	30
Total			30	100%	117

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 9 students' (30%) agree that undecided, 15 students' (50%) agree that disagree and 6 students' (20%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $117/150 \times 100\% = 78\%$, so it was categorized positive.

Table 4.7: Negative statement refers to synthesis (item 7: Belajar bahasa inggris secara online membuat saya tidak mampu menciptakan 5 kalimat berbeda dengan pola rumus yang sama yang telah diajarkan oleh guru)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	1	%	2
3	Undecided	3	9	30%	27
4	Disagree	4	15	50%	60
5	Strongly Disagree	5	5	17%	25
Total			30	100%	114

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 1 students' (3%) agree that agree, 9 students' (30%) agree that undecided, 15 students' (50%) agree that disagree and 5 students' (17%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $114/150 \times 100\% = 76\%$, so it was categorized positive.

Table 4.8: Positive statement refers to synthesis (item 8: Saya mampu menceritakan ulang materi bahasa inggris melalui video yang telah diajarkan oleh guru)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	5	17%	25
2	Agree	4	14	47%	56
3	Undecided	3	11	37	33
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	114

Based on the table above, the writer analyzed that of the 30 respondents there were 5 students' (17%) agree that strongly agree, 14 students' (47%) agree that agree, 11 students' (37%) agreed that undecided, 0 students'(0%)agreed that disagree and 0 students'(0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $114/150 \times 100\% = 76\%$, so it was categorized positive.

Table 4.9: Positive statement refers to evaluation (item 9: Saya tetap mampu menyimpulkan hasil diskusi presentasi kelompok saat belajar bahasa inggris secara online)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	3	10%	15
2	Agree	4	18	60%	72
3	Undecided	3	8	27%	24
4	Disagree	2	1	3%	2
5	Strongly Disagree	1	-		
Total			30	100%	113

Based on the table above, the writer analyzed that of the 30 respondents there were 3 students' (10%) agree that strongly agree, 18 students' (60%) agree that agree, 8 students' (27%) agree that undecided, 1 students'(3%) agree that disagree and 0 students'(0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $113/150 \times 100\% = 75\%$, so it was categorized positive.

Table 4.10: Negative statement refers to evaluation (item 10: Saya tidak bisa menyimpulkan materi bahasa inggris mengenai materi tensis melalui pembelajaran listening)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	1	3%	2
3	Undecided	3	7	23%	21
4	Disagree	4	19	63%	76
5	Strongly Disagree	5	3	10%	15
Total			30	100%	114

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 1 students' (3%) agree that agree, 7 students' (23%) agree that undecided, 19 students' (63%) agree that disagree and 3 students' (10%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $114/150 \times 100\% = 76\%$, so it was categorized positive.

2) Affective domain

Table 4.11: Positive statement refers to receiving/attending (item 11: Saya senang mendengarkan materi bahasa Inggris yang diberikan oleh guru melalui pembelajaran online)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	3	10%	15
2	Agree	4	23	77%	92
3	Undecided	3	4	13%	12
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	119

Based on the table above, the writer analyzed that of the 30 respondents there were 3 students' (10%) agree that strongly agree, 23 students' (77%) agree that agree, 4 students' (13%) agree that undecided, 0 students' (0%) agree that disagree and 5 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To find out the classification of the statement it can be seen from the result that $117/150 \times 100\% = 79\%$, so it was categorized positive.

Table 4.12: Positive statement refers to receiving/attending (item 12: Saya mampu membacakan ulang cerita fiksi menggunakan bahasa inggris dengan benar setelah guru mengajarkannya terlebih dahulu)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	3	10%	15
2	Agree	4	20	67%	80
3	Undecided	3	7	23%	21
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	119

Based on the table above, the writer analyzed that of the 30 respondents there were 3 students' (10%) agree that strongly agree, 20 students' (67%) agree that agree, 3 students' (7%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $116/150 \times 100\% = 77\%$, so it was categorized positive.

Table 4.13: Positive statement refers to responsive (item 13: Saya selalu memperhatikan guru saat menjelaskan materi bahasa inggris melalui aplikasi zoom)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	5	17%	25
2	Agree	4	18	60%	72
3	Undecided	3	7	23%	21
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	118

Based on the table above, the writer analyzed that of the 30 respondents there were 5 students' (17%) agreed that strongly agree, 18 students' (60%) agreed that agree, 7 students' (23%) agreed that undecided, 0 students'(0%)agreed that disagree and 0 students'(0%) agreed that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students' agree with this item. To fine out the classification of the statement it can be seen from the result that $117/150 \times 100\% = 79\%$, so it was categorized positive.

Table 4.14: Positive statement refers to responsive (item 14: Saya senang berdiskusi dengan teman kelompok untuk membahas materi bahasa Inggris saat pembelajaran online dimulai)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	7	23%	35
2	Agree	4	17	57%	68
3	Undecided	3	6	20%	18
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	121

Based on the table above, the writer analyzed that of the 30 respondents there were 7 students' (23%) agreed that strongly agree, 17 students' (57%) agreed that agree, 6 students' (20%) agreed that undecided, 0 students' (0%) agreed that disagree and 5 students' (0%) agreed that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $121/150 \times 100\% = 81\%$, so it was categorized positive.

Table 4.15: Negative statement refers to assessmen (value) (item 15: Saya tidak menghargai pendapat teman saya saat mempersentasikan materi bahasa inggris melalui pembelajaran online)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	-		
3	Undecided	3	2	7%	6
4	Disagree	4	15	50%	60
5	Strongly Disagree	5	13	43%	65
Total			30	100%	131

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 2 students' (7%) agree that undecided, 15 students' (50%) agree that disagree and 13 students' (43%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $131/150 \times 100\% = 87\%$, so it was categorized strongly positive.

Table 4.16: Negative statement refers to assessmen(value), (item 16: Saya tidak termotivasi untuk belajar melalui media online karena sangat sulit berdiskusi secara langsung dengan guru)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	-		
3	Undecided	3	4	13%	21
4	Disagree	4	21	70%	84
5	Strongly Disagree	5	5	17%	25
Total			30	100%	130

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 4 students' (13%) agree that undecided, 21 students' (70%) agreed that disagree and 5 students' (17%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $130/150 \times 100\% = 87\%$, so it was categorized strongly positive.

Table 4.17: Poitive statement refers to organization (item 17: Saya selalu kompak belajar bahasa ingris dengan teman kelompok yang telah dipilhkan oleh guru)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	4	13%	20
2	Agree	4	22	73%	88
3	Undecided	3	4	13%	12
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	120

Based on the table above, the writer analyzed that of the 30 respondents there were 4 students' (13%) agree that strongly agree, 22 students' (73%) agree that agree, 4 students' (13%) agree that undecided, 0 students'(0%) agree that disagree and 0 students'(0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $120/150 \times 100\% = 80\%$, so it was categorized strongly positive.

Table 4.18: Positive statement refers to organization (item 18: Saya selalu bersemangat saat guru menje;askan materi pembelajaran bahasa inggris karena bahasa yang digunakan oleh guru mudah dimengerti)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	7	23%	35
2	Agree	4	21	70%	84
3	Undecided	3	2	7%	6
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	125

Based on the table above, the writer analyzed that of the 30 respondents there were 7 students' (23%) agree that strongly agree, 21 students' (70%) agree that agree, 2 students' (7%) agree that undecided, 0 students' (0%) agreed that disagree and 5 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $125/150 \times 100\% = 83\%$, so it was categorized positive.

Table 4.19: Negative statement refers to characterization (item 19: Saya malas mengerjakan tugas bahasa inggris ketika guru mengirimkan soal melalui grup whatsapp)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	-		
3	Undecided	3	5	17%	15
4	Disagree	4	18	60%	72
5	Strongly Disagree	5	7	23%	35
Total			30	100%	122

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 5 students' (17%) agree that undecided, 18 students' (60%) agree that disagree and 7 students' (23%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $122/150 \times 100\% = 81\%$, so it was categorized positive.

Table 4.20: Positive statement refers to characterization (item 20: Saya disiplin mengerjakan semua tugas bahasa inggris yang guru jelaskan melalui aplikasi zoom)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	5	10	33%	50
2	Agree	4	16	53%	64
3	Undecided	3	4	13%	12
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	126

Based on the table above, the writer analyzed that of the 30 respondents there were 10 students' (33%) agree that strongly agree, 16 students' (53%) agree that agree, 4 students' (13%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $126/150 \times 100\% = 84\%$, so it was categorized strongly positive.

3) Psycomotor domain

Table 4.21: Positive statement refers to perception (item 21: Saya bisa mengerjakan tugas bahasa inggris saya dengan memahami petunjuk yang sudah dijelaskan oleh guru saya melalui pembelajaran online)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	5	6	20%	30
2	Agree	4	18	60%	72
3	Undecided	3	6	20%	18
4	Disagree	2			
5	Strongly Disagree	1			
Total			30	100%	120

Based on the table above, the writer analyzed that of the 30 respondents there were 6 students' (20%) agree that strongly agree, 18 students' (60%) agree that agree, 6 students' (20%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $120/150 \times 100\% = 80\%$, so it was categorized strongly positive.

Table 4.22: Positive statement statement refers to perception (item 22: Saya bisa fokus belajar memperhatikan guru menerangkan di aplikasi zoom pada saat belajar bahasa inggris)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	5	17%	25
2	Agree	4	17	57%	68
3	Undecided	3	8	27%	24
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	117

Based on the table above, the writer analyzed that of the 30 respondents there were 5 students' (17%) agree that strongly agree, 17 students' (57%) agree that agree, 8 students' (27%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $117/150 \times 100\% = 78\%$, so it was categorized positive.

Table 4.23: Negative statement statement refers to readliness (item 23: Saya tidak tepat waktu mengerjakan tugas bahasa inggris yang diberikn oleh guru melalui pembelajaran online karena terkendala jaringan)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-	23%	21
2	Agree	2	-	57%	68
3	Undecided	3	7	20%	30
4	Disagree	4	17		
5	Strongly Disagree	5	6		
Total			30	100%	119

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 7 students' (23%) agree that undecided, 17 students' (57%) agree that disagree and 6 students' (20%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $119/150 \times 100\% = 79\%$, so it was categorized positive.

Table 4.24: Positive statement statement refers to guide response (item 24: Saya bisa melakukan praktik bercakap memakai bahasa Inggris saat pembelajaran daring setelah guru memberikan materi)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	7	23%	35
2	Agree	4	17	57%	68
3	Undecided	3	6	20%	18
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	121

Based on the table above, the writer analyzed that of the 30 respondents there were 7 students' (23%) agree that strongly agree, 17 students' (57%) agreed that agree, 6 students' (20%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $121/150 \times 100\% = 81\%$, so it was categorized strongly positive.

Table 4.25: Positive statement statement refers to mechanism (item 25: Saya selalu percaya diri ketika guru meminta saya untuk berbicara bahasa inggris pada saat pembelajaran melalui aplikasi zoom sedang berlangsung)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	3	10%	15
2	Agree	4	19	63%	76
3	Undecided	3	8	27%	24
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	115

Based on the table above, the writer analyzed that of the 30 respondents there were 3 students' (10%) agree that strongly agree, 19 students' (63%) agree that agree, 8 students' (27%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $115/150 \times 100\% = 77\%$, so it was categorized positive.

Table 4.26: Negative statement statement refers to response looks complex (item 26: Saya jarang melatih keterampilan menulis saya dalam belajar bahasa inggris melalui pembelajaran online)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	1	-		
2	Agree	2	-		
3	Undecided	3	11	37%	33
4	Disagree	4	16	53%	64
5	Strongly Disagree	5	2	7%	10
Total			30	100%	107

Based on the table above, the writer analyzed that of the 30 respondents there were 0 students' (0%) agree that strongly agree, 0 students' (0%) agree that agree, 11 students' (37%) agree that undecided, 16 students' (53%) agree that disagree and 2 students' (7%) agree that strongly disagree. In this shows that most of students choose disagree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $107/150 \times 100\% = 71\%$, so it was categorized positive.

Table 4.27: Positive statement refers to adaptation (item 27: Saya selalu mendengarkan guru dalam menjelaskan materi bahasa Inggris pada saat belajar melalui aplikasi Zoom)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	7	23%	35
2	Agree	4	11	37%	44
3	Undecided	3	12	40%	36
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	115

Based on the table above, the writer analyzed that of the 30 respondents there were 7 students' (23%) agree that strongly agree, 11 students' (37%) agree that agree, 12 students' (40%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose undecided is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To find out the classification of the statement it can be seen from the result that $115/150 \times 100\% = 77\%$, so it was categorized positive.

Table 4.28: Positive statement refers to adaptation (item 28: Kemampuan listening saya dalam pelajaran bahasa inggris meningkat dengan adanya pembelajaran bahasa inggris secara online karena guru membiasakan untuk berlatih mendengarkan melalui media social)

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	7	23%	35
2	Agree	4	11	37%	44
3	Undecided	3	12	40%	36
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	115

Based on the table above, the writer analyzed that of the 30 respondents there were 7 students' (23%) agree that strongly agree, 11 students' (37%) agree that agree, 12 students' (40%) agree that undecided, 0 students' (0%) agree that disagree and 0 students' (0%) agree that strongly disagree. . In this shows that most of students choose undecided is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $115/150 \times 100\% = 77\%$, so it was categorized positive.

Table 4.29: Positive statement refers to creation (item 29: Semenjak saya belajar bahasa inggris melalui pembelajaran online, saya sudah mampu mengoperasikan computer/laptop untuk mendukung kelancaran saya dalam belajar).

No	Category	Score	Frequent	percentage	Sum of Score
1	Strongly Agree	5	7	23%	35
2	Agree	4	10	33%	40
3	Undecided	3	12	40%	36
4	Disagree	2			
5	Strongly Disagree	1			
Total			30	100%	111

Based on the table above, the writer analyzed that of the 30 respondents there were 7 students' (23%) agree that strongly agree, 10 students' (33%) agree that agree, 12 students' (40%) agree that undecided, 0 students'(0%) agree that disagree and 0 students'(0%) agree that strongly disagree. In this shows that most of students undecided agree is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To fine out the classification of the statement it can be seen from the result that $111/150 \times 100\% = 74\%$, so it was categorized positive.

Table 4.30: Positive statement refers to creation (item 30: Saya bisa menciptakan cerita fiksi sederhana dalam bahasa Inggris dengan gaya bahasa sederhana)

No	Category	Score	Frequent	Percentage	Sum of Score
1	Strongly Agree	5	9	30%	45
2	Agree	4	10	33%	40
3	Undecided	3	11	37%	33
4	Disagree	2	-		
5	Strongly Disagree	1	-		
Total			30	100%	118

Based on the table above, the writer analyzed that of the 30 respondents there were 9 students' (30%) agree that strongly agree, 10 students' (33%) agree that agree, 11 students' (37%) agree that undecided, 0 students' (43%) agree that disagree and 0 students' (0%) agree that strongly disagree. In this shows that most of students choose undecided is greater than the other. By continuum can be shown below:

0	1-20%	21-40%	41-60	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to strongly agree position. It means that the students agree with this item. To find out the classification of the statement it can be seen from the result that $118/150 \times 100\% = 79\%$, so it was categorized positive.

The results of the assessment of each of the above items indicate that items 1-10 are statement items from the students' cognitive domain, which consist of 4 positive statement items and 6 negative statements. On average, they chose to agree with a score of 4 for the positive statement items and chose to disagree with a score of 4. Each of the 10 included questions had the highest score of 81%.

The results of the assessment of the affective domain statement items above show that from items 11-20, which consist of 4 positive statement items and 6 negative statements. On average, they chose agree with a score of 4 for the positive statement item and chose disagree with a score of 4. Each of the 10 questionnaire questions had the highest score of 87%.

The results of the assessment of the items that the students' psychomotor domain statement items start from items 21-3, which consist of 9 positive statement items and 1 negative statement. On average, they chose agree with a score of 4 for the positive statement item and chose disagree with a score of 4. Each of the 10 questionnaires included the highest score of 81%.

The results of the questionnaire above which were answered by the respondents, namely students' of class XII-Mipa 2 SMAN 10 Pinrang showed the most scores, and the following is the result of the total calculated using the following formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2.332}{30}$$

$$X = 77,73$$

From the results of obtaining answers to the questionnaire of 30 respondents, the figure was 77.73 percent. If you look at the rating score from the questionnaire table 3.3 the classifications 61-80 have a positive category. So it can be said that the results of 77.73 obtained from the overall value of the questionnaire are in the positive category.

2. Students' Domain value of class XII Mipa 2 on online learning English process during pandemic covid.

For whether the students' domain is maximal when the English learning process is carried out online during the pandemic, the following is an assessment of the assessment of the English subject teacher at SMAN 10 Pinrang.

Table 4.31 value of cognitive domain

No	Nis	Name	value
1	191456	A. Adrianti	88
2	191472	Adrian	85
3	191502	Alda Cantika	90
4	191440	Aldi Jamal	81
5	191443	AlFadli	80
6	191514	Anggun Permatasari	94
7	191446	Arabiatul adawia	94
8	191445	Fhiqram zainal	83
9	191494	Hikma ayu	89
10	191539	Indah putri usra	88
11	191532	Indriani haryono	88
12	191486	Irham	85
13	191497	Istiqamah	75
14	191507	Jesicha Ismail	92
15	191433	Kasmi	88
16	191491	Muh. Aidil	87
17	191451	Muh. Kasfari Riskal	90

18	191476	Muh. Wahyudi	85
19	191526	Muh. Yusuf	79
20	191508	Muh.Asri	80
21	191432	Muhammad Akbar	80
22	191530	Muhammad Nur	94
23	191501	Nasir	85
24	191541	Nur Amelia	92
25	191437	Nur Khafifah Indah	88
26	191528	Nurhasanah	85
27	191459	Risma	85
28	191473	Rohana	90
29	191444	Ulfa	87
30	191441	Yusri Faldi	85

Table 4.32 Value Of Affective Students' Domain

No	Nis	Name	Value
1	191456	A. Adrianti	89
2	191472	Adrian	87
3	191502	Alda Cantika	92
4	191440	Aldi Jamal	82
5	191443	AlFadli	80
6	191514	Anggun Permatasari	94
7	191446	Arabiatal adawia	94
8	191445	Fhiqram zainal	83
9	191494	Hikma ayu	89
10	191539	Indah putri usra	88
11	191532	Indriani haryono	88
12	191486	Irham	85
13	191497	Istiqamah	75
14	191507	Jesicha Ismail	92
15	191433	Kasmi	88
16	191491	Muh. Aidil	88
17	191451	Muh. Kasfari Riskal	90
18	191476	Muh. Wahyudi	85

19	191526	Muh. Yusuf	79
20	191508	Muh.Asri	82
21	191432	Muhammad Akbar	82
22	191530	Muhammad Nur	95
23	191501	Nasir	86
24	191541	Nur Amelia	94
25	191437	Nur Khafifah Indah	89
26	191528	Nurhasanah	86
27	191459	Risma	86
28	191473	Rohana	92
29	191444	Ulfa	88
30	191441	Yusri Faldi	86

Table 4. 33 Value Of Psychomotor Students' domain

No	Nis	Nama	Nilai
1	191456	A. Adrianti	90
2	191472	Adrian	84
3	191502	Alda Cantika	90
4	191440	Aldi Jamal	82
5	191443	AlFadli	78
6	191514	Anggun Permatasari	95
7	191446	Arabiatal adawia	80
8	191445	Fhiqram zainal	90
9	191494	Hikma ayu	90
10	191539	Indah putri usra	90
11	191532	Indriani haryono	85
12	191486	Irham	85
13	191497	Istiqamah	75
14	191507	Jesicha Ismail	92
15	191433	Kasmi	90
16	191491	Muh. Aidil	87
17	191451	Muh. Kasfari Riskal	90
18	191476	Muh. Wahyudi	87
19	191526	Muh. Yusuf	79
20	191508	Muh.Asri	79
21	191432	Muhammad Akbar	78

22	191530	Muhammad Nur	95
23	191501	Nasir	85
24	191541	Nur Amelia	92
25	191437	Nur Khafifah Indah	90
26	191528	Nurhasanah	85
27	191459	Risma	85
28	191473	Rohana	90
29	191444	Ulfa	87
30	191441	Yusri Faldi	85

It can be seen from the evaluation scores of students' during the online learning process of students' English, on average each student has an A score of 80-94. And there are only a few students who have a score of 75-79 but this is still in category B, which means that the students' score is still positive. In this case, it shows that students have higher domain values when learning online.

3. Discussion

The impact of the COVID-19 outbreak has been felt by all layers of the world's population, including the people of Indonesia. Initially this impact was only felt on the weakening economic aspect, it turns out that the impact of the COVID-19 outbreak was also felt by all aspects of life. Including the education aspect, in dealing with this situation the Ministry of Education and Culture of the Republic of Indonesia issued circular letter 4 of 2020 which regulates the implementation of education in the emergency spread of COVID-19. Bold learning is a new challenge for educators. The impact felt by educators today is the difficulty in the learning process as well as with students who refer to the learning aspect, namely the domain. as well as with students' who refer to the learning aspect, namely the domain.

This domain was introduced by bloom theory or blooms taxonomy. Bloom's Taxonomy refers to a taxonomy created for educational purposes. This taxonomy was

first proposed by Benjamin S. Bloom in 1956. In this case, educational goals are divided into several domains (regions, regions) and each of these domains is subdivided into more detailed divisions based on the hierarchy.

The concept in Bloom's taxonomy theory expresses three domains of division, namely, Cognitive, Affective and Psychomotor. there is also a study from Sheikh Habib Hamsyah who explained in a research that it turns out that the aspect of student development whenever and in need of change and through learning will bring change (behavior change and knowledge) which in turn realizes new desires. Change occurs because of the business owned. Educators pay attention to factors that come from the students themselves, both physiological and psychological.³⁰

To discuss whether there is an effect of the English learning process on the students' domain, it is necessary to put forward a hypothesis that has been written by the researcher. The hypotheses in this study are:

1. Alternative hypothesis (Ha)

Maximal students' domain when the online learning English process is carried out during the pandemic.

2. Nul hypothesis (Ho)

The students' domain is not maximal when the online learning process is carried out during the pandemic.

The results of the calculation of the questionnaire answered by 30 respondents, including three domains, namely the cognitive, affective and psychomotor domains using a formula by analyzing each item to get a high score.

³⁰ Hamzah, Syeh Hawib. "Aspek Pengembangan Peserta Didik: Kognitif, Afektif, Psikomotorik." *Dinamika Ilmu: Jurnal Pendidikan* 12.no. 10 (2012).

With a total of 30 question items, each of which gets 10 question items for cognitive affective and psychomotor.

Based on the findings conducted by researchers from three students' domain toward online learning English process:

1. Students' cognitive learning domain in English process during pandemic covid-19 at SMAN 10 Pinrang in class XII Mipa 2:

Based on the research, from a cognitive perspective, students from the results of questions 1-10 statements consisting of 4 positive statements and 6 statements on average chose to agree on a positive statement and disagree with a negative statement. The score for each item is 81% for question item 1 with a very positive category, 78% for the value of question item 2 with a positive category, 78% for the value of question item 3 in a positive category, 49% for the value of question 4 with a neutral category, 49% for the value of the questionnaire item 5 with a neutral category, 78% for the value of the questionnaire item 6 with a positive category, 76% for the value of the questionnaire item 7 with a positive category, 76% for the value of the questionnaire item 8 with a positive category, 75% for the value of the item questionnaire 9 with a positive category, and 76% for the value of the questioner item 10 with a positive category. The percentage of cognitive domain on item number 1 has a score of 81% in the very positive category and the lowest score on item number 5 with a score of 49% in the neutral category. In this case, the cognitive domain of students shows a high percentage value when the English learning process is carried out online during the pandemic covid-19.

2. Students' affective learning domain in English process during pandemic covid-19 at SMAN 10 Pinrang in class XII Mipa 2:

Based on the research, in terms of students' affective, from the results of the 11-20 statement questionnaires which consist of 4 positive statements and 6 negative statements, the average choice of agree on positive statements with disagree on negative statements. The score value of each item is 79% for the item questionnaire 1 with a strongly positive category, 77% for the value of item 2 in the positive category, 79% for the value of the questionnaire item 3 in the positive category, 81% for the value of the questionnaire item 4 in the strongly positive category. , 87% for the value of the questionnaire item 5 with a strongly positive category, 87% for the value of the questionnaire item 6 with a strongly positive category, 80% for the value of the questionnaire item 7 with a strongly positive category, 83% for the value of the questionnaire item 8 with a strongly positive category, 81 % for the value of the questionnaire item 9 with a strongly positive category, and 76% for the value of the questionnaire item 10 with a strongly positive category. The percentage in the cognitive domain in item number 1 has a score of 87% in the strongly positive category and the lowest score is on item number 5 with a score of 76% in the neutral category positive. The affective domain has the highest score on items 15 and 16, namely 87% in the strongly positive category and the lowest score on item 10 with a total score of 76% but still in the positive category. In this case, the students' affective domain shows a high percentage value when the English learning process is carried out online during the pandemic.

3. Students' psychomotor learning domain in English process during pandemic covid-19 at SMAN 10 Pinrang in class XII Mipa 2:

Based on the research, in terms of students' psychomotor domain from the results of the questionnaire statements 21-30 which consist of 9 positive statements

and 1 negative statement, the average choice of agree on a positive statement and disagree on 1 negative statement on the questionnaire item 23. Score scores from each item is 80% for item 1 questionnaire with a strongly positive category, 78% for the value of questionnaire item 2 in a positive category, 79% for the value of questionnaire 3 in a positive category, 81% for the value of questionnaire item 4 in a strongly positive category, 77% for the value of the questionnaire item 5 in the positive category, 71% for the value of the questionnaire item 6 in the positive category, 77% for the value of the questionnaire item 7 in the strongly positive category, 77% for the value of the questionnaire item 8 in the positive category, 74% for the value of the questionnaire item 9 with a strongly positive category, and 79% for the value of the questionnaire item 10 with a strongly positive category. The percentage in the cognitive domain in item number 1 has a score of 87% in the strongly positive category and the lowest score is on item number 5 with a score of 76% in the neutral category positive. While in the psychomotor domain, the percentage of the highest on item 24 is 81% in the strongly positive category and the lowest value on the item 71% with a positive category. In the calculation using a formula to calculate the total number of questionnaires answered by 30 students of class XII Mipa-2. The total score was 77.33, namely the positive category. In this case during online English learning, the students' domain includes increasing. In this case, the psychomotor domain of students shows a high percentage value when the English learning process is carried out online during the pandemic covid-19.

In this case, the result of the percentage value of the students' domain which consists of cognitive, affective and psychomotor aspects of the English learning process during the pandemic covid-19 has high evaluation results and scores from the

questionnaire items and the evaluation value of the teacher by assessing each aspect. So it can be said that the maximum student domain is when the English learning process is carried out online during the pandemic at SMAN 10 Pinrang class XII Mipa 2 with a total of 30 respondents.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This is the last chapter that discussing about two section. Firstly that section consist with the conclusion of the finding and the secondly is suggestion.

A. Conclusion

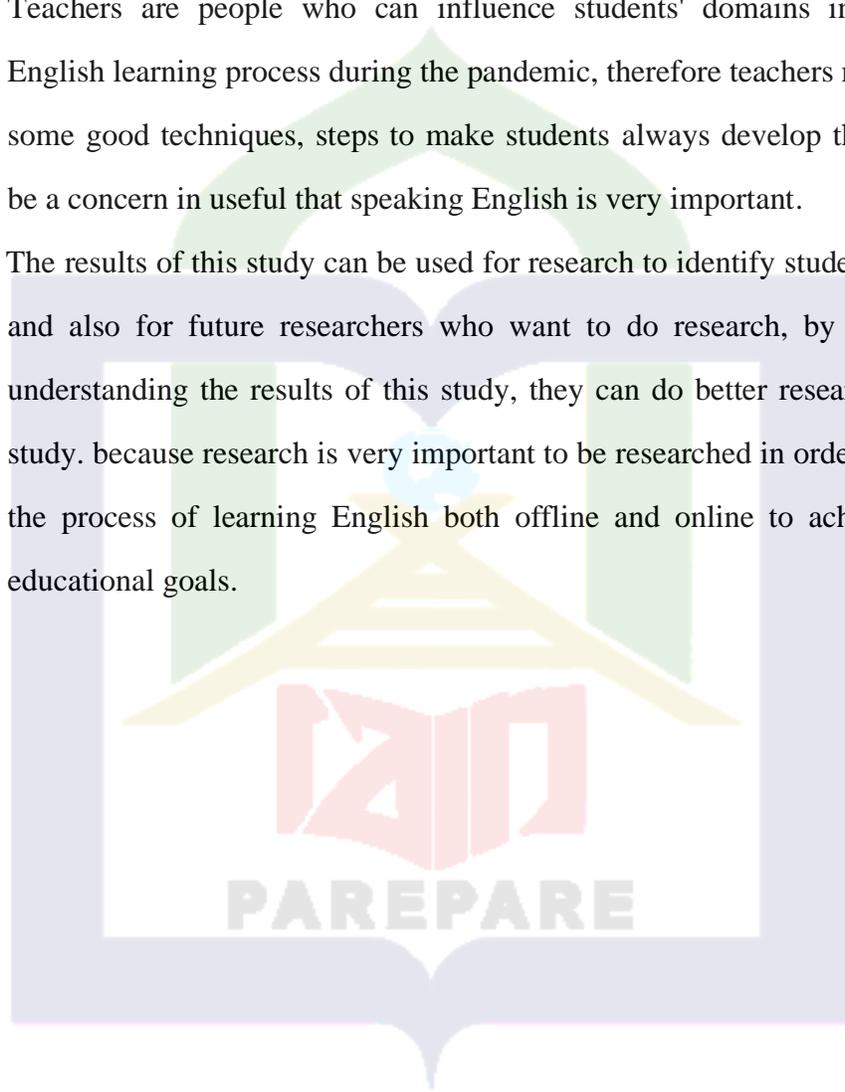
Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. The research can conclude that the students' learning domain in English has a positive based on the process of learning English. Judging from the percentage of the average questionnaire get a high score. In the aspect of the cognitive domain item, it gets a high percentage score of 81%, the affective domain is 87%, and the psychomotor is 81%. With the total value using the formula, it gets a score of 77.33% in the positive category. In this case, it shows the percentage of students' domain values which show high score indicating that the better domain, the better the students' process English learning outcomes during pandemic covid-19.
2. Researchers can conclude that the students' learning domain in English process during pandemic covid-19 at SMAN 10 Pinrang class XII Mipa 2 which consists of three aspects namely cognitive, affective and psychomotor has a high evaluation value. This can indicate that the Students' domain maximal when the English learning process during pandemic covid-19.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points are described as follow:

1. Teachers are people who can influence students' domains in the online English learning process during the pandemic, therefore teachers must provide some good techniques, steps to make students always develop themselves to be a concern in useful that speaking English is very important.
2. The results of this study can be used for research to identify students' English, and also for future researchers who want to do research, by reading and understanding the results of this study, they can do better research than this study. because research is very important to be researched in order to improve the process of learning English both offline and online to achieve quality educational goals.



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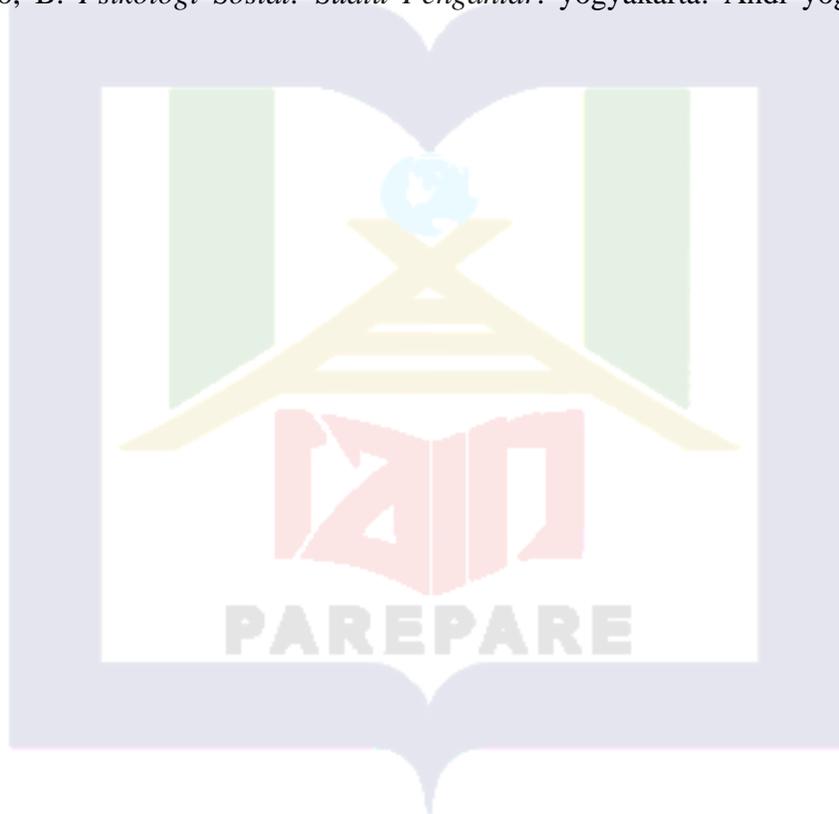
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APPENDICES

PAREPARE

APPENDIX 1: INSTRUMENTS OF THE RESEARCH

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA :ST.NURLINA
NIM :17.1300.108
FAKULTAS/PRODI :TARBIYAH/ PENDIDIKAN BAHASA INGGRIS
JUDUL :THE STUDENTS' LEARNING DOMAIN IN ENGLISH
PROCESS DURING PANDEMIC COVID-19 AT
SMAN 10 PINRANG

NAMA : _____

NIS : _____

Sejauh mana anda setuju dengan butir-butir pernyataan berikut? Hal-hal berikut menanyakan tentang aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi. Ingatlah bahwa tidak ada jawaban yang benar maupun salah: jawab saja dengan jujur sesuai keadaan anda karena tidak memengaruhi nilai yang anda dapatkan disekolah. Harap baca pernyataan ini dengan cermat dan centang pilihan yang sesuai yang mencerminkan aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi covid-19. Gunakan skala dibawah ini untuk menjawab kuesioner.

1= Sangat Tidak Setuju (STS)

2= Tidak Setuju (TS)

3=Ragu-ragu (RG)

4= Setuju (S)

5=Sangat Setuju (SS)

Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

No	Pernyataan	SS	S	RG	TS	STS
Aspek kognitif						
1	Saya bisa mengidentifikasi kalimat tensis yang diajarkan oleh guru melalui pembelajaran online					
2	Saya bisa mencerna pembelajaran bahasa inggris dengan baik jika dijelaskan materi oleh guru menggunakan media online					
3	Saya tidak mampu menuliskan ulang contoh kalimat tensis baru setelah guru menjelaskan materi bahasa inggris melalui pembelajaran online					
4	Saya tidak bisa menerjemahkan kalimat bahasa inggris kedalam bahasa Indonesia setelah guru menyarankan belajar melalui aplikasi ome tv					
5	Saya tidak mampu memprediksi jawaban benar soal bahasa inggris ketika guru membagikan soal melalui aplikasi geogle drive					
6	Saya tidak bisa menggunakan rumus beberapa tensis untuk menyusun kalimat setelah guru menjelaskan materi melalui video pembelajaran					
7	Belajar bahasa inggris membuat saya tidak mampu menciptakan 5 kalimat berbeda dengan pola rumus yang sama yang telah diajarkan oleh guru					
8	Saya mampu menceritakan ulang materi bahasa inggris melalui video yang telah diajarkan oleh guru					

9	Saya tetap mampu menyimpulkan hasil diskusi presentasi kelompok saat belajar bahasa inggris secara online					
10	Saya tidak bisa menyimpulkan materi bahasa inggris mengenai materi tensis melalui pembelajaran listening					
Aspek afektif						
11	Saya senang mendegarkan materi bahasa inggris yang diberikan oleh guru melalui pembelajaran online					
12	Saya mampu membacakan ulang cerita fiksi menggunakan bahasa inggris dengan benar setelah guru mengajarkannya terlebih dahulu					
13	Saya selalu memperhatikan guru saat menjelaskan materi bahasa inggris melalui aplikasi zoom					
14	Saya senang berdiskusi dengan teman kelompok untuk membahas materi bahasa inggris saat pembelajaran online dimulai					
15	Saya tidak menghargai pendapat teman saya saat mempersentasikan materi bahasa inggris melalui pembelajaran online					
16	Saya tidak termotivasi untuk belajar melalui media online karena sangat sulit berdiskusi secara lansung dengan guru					
17	Saya selalu kompak belajar bahasa ingris dengan teman kelompok yang telah dipilihkan oleh guru					
18	Saya selalu bersemangat saat guru menje;askan materi pembelajaran bahasa inggris karena bahasa yang digunakan oleh guru mudah dimengerti					
19	Saya malas mengerjakan tugas bahasa inggris ketika guru mengirimkan soal melalui grup whatshapp					

20	Saya disiplin mengerjakan semua tugas bahasa inggris yang guru jelaskan melalui aplikasi zoom					
Aspek psikomotorik						
21	Saya bisa mengerjakan tugas bahasa inggris saya dengan memahami petunjuk yang sudah dijelaskan oleh guru saya melalui pembelajaran online					
22	Saya bisa focus belajar memperhatikan guru menerangkan di aplikasi zoom pada saat belajar bahasa inggris					
23	Saya tidak tepat waktu mengerjakan tugas bahasa inggris yang diberikn oleh guru melalui pembelajaran online					
24	Saya bisa melakukan praktik bercakap memakai bahasa inggris saat pembelajaran daring setelah guru memberikan materi					
25	Saya tidak percaya diri ketika guru meminta saya untuk berbicara bahasa inggris pada saat pembelajaran melalui aplikasi zoom sedang berlangsung					
26	Saya jarang melatih keterampilan menulis saya dalam belajar bahasa inggris melalui pembelajaran online					
27	Saya selalu mendengarkan guru dalam menjelaskan materi bahasa inggris pada saat beajar melalui aplikasi zoom					
28	Kemampuan listening saya dalam pelajaran bahasa inggris meningkat dengan adanya pembelajaran bahasa inggris secara online karena guru membiasakan untuk berlatih mendengarkan melalui media social					
29	Semenjak saya belajar bahasa inggris melalui pembelajaran online , saya sudah mampu mengoperasikan computer/laptop untuk mendukung kelancaran saya dalam belajar					

30	Saya bisa menciptakan cerita fiksi sederhana dalam bahasa inggris dengan gaya bahasa sederhana					
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Parepare, 03thJuni 2021

Approved by :

Consultant
Dr. Abdul Haris Sunubi S.S., M.Pd
 Nip. 197503082006041001

Co.Consultant
Mujahidah, M.Pd
 Nip. 197904122008012020

PAREPARE

APPENDIX. 2 RESEARCH ALLOWANCE

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2713 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH									
Menimbang	<ul style="list-style-type: none"> a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa 								
Mengingat	<ul style="list-style-type: none"> 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen, 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan, 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. 								
Memperhatikan	<ul style="list-style-type: none"> a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020. b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah. 								
Menetapkan	<p style="text-align: center;">MEMUTUSKAN</p> <ul style="list-style-type: none"> a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020; b. Menunjuk saudara: <ul style="list-style-type: none"> 1. Dr. Abd. Haris Suhubi, M.Pd. 2. Mujahidah, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa: <table border="0" style="margin-left: 20px;"> <tr> <td>Nama</td> <td>St. Nurlina</td> </tr> <tr> <td>NIM</td> <td>17.1300.108</td> </tr> <tr> <td>Program Studi</td> <td>Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi</td> <td>The Students' Domain Toward Online Learning English Process During Pandemic of SMAN 10 Parepare</td> </tr> </table> c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi. d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare. e. Surat keputusan ini dibenarkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya. 	Nama	St. Nurlina	NIM	17.1300.108	Program Studi	Pendidikan Bahasa Inggris	Judul Skripsi	The Students' Domain Toward Online Learning English Process During Pandemic of SMAN 10 Parepare
Nama	St. Nurlina								
NIM	17.1300.108								
Program Studi	Pendidikan Bahasa Inggris								
Judul Skripsi	The Students' Domain Toward Online Learning English Process During Pandemic of SMAN 10 Parepare								
Ditetapkan di: Parepare Pada Tanggal: 15 Desember 2020 Dekan: 									

APPENDIX. 3 FORM OF RECOMMENDATION RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Baku No. 05 Sumpang Parepare, 41132 telp. (0471) 21507 faks. 24404
P.O. Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.1742/ln.39.5.1/PP.00.9/07/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : St. Nurlina
Tempat/Tgl. Lahir : Kaloang, 23 April 1999
NIM : 17.1300.108
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Kaloang, Kec. Lanrisang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"The Students' Domain Toward Online Learning English Process During Pandemic Of SMAN 10 Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 05 Juli 2021

Wakil Dekan I,


Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend Sulawesi Nomor 40, Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/029/PENELITIAN/DPMP/TPSP/2021

Tentang

REKOMENDASI PENELITIAN

- Memintang** Bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 07-07-2021 atas nama ST. NURLINA dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan rekomendasi penelitian
- Meringkat**
1. Undang - Undang Nomor 29 Tahun 1999,
 2. Undang - Undang Nomor 18 Tahun 2002,
 3. Undang - Undang Nomor 25 Tahun 2007,
 4. Undang - Undang Nomor 25 Tahun 2009,
 5. Undang - Undang Nomor 23 Tahun 2014,
 6. Peraturan Presiden RI Nomor 97 Tahun 2014,
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014,
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016 ; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019
- Manperhatikan**
1. Rekomendasi Tim Teknis PTSP 0563/R/T-Teknis/DPMP/TPSP/07/2021, Tanggal 07-07-2021
 2. Berita Acara Pemeriksaan (BAP) Nomor 0328/BAP/PENELITIAN/DPMP/TPSP/07/2021, Tanggal 08-07-2021

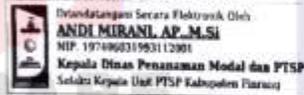
MEMUTUSKAN

- Mengajukan**
- KESATU** Memberikan Rekomendasi Penelitian Kepala
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AML BAKTI NO 8 SREANG
 3. Nama Peneliti : SR. NURLINA
 4. Judul Penelitian : THE STUDENTS' DOMAIN TOWARD ONLINE LEARNING ENGLISH PROCESS DURING PANDEMIC OF SMAN 10 PINRANG
 5. Jangka Waktu Penelitian : 1 Bulan
 6. Sarana / Target Penelitian : SISWA SMAN 10 PINRANG
 7. Lokasi Penelitian : Kabupaten Lantising
- KEDUA** Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 07-01-2022
- KETIGA** Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan Laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan
- KEEMPAT** Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya

Ditetapkan di Pinrang Pada Tanggal 08 Juli 2021



Nama : Rp R.



*Layanan ini sudah disediakan sebagai sarana pelayanan terpadu yang terintegrasi yang diterbitkan oleh



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN**

Nomor	18349/S.01/PTSP/2021	Kepada Yth.
Lampiran	-	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	<u>Izin Penelitian</u>	di-

Tempat

Berdasarkan surat wakil dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor B. 1742/In.39.5.1/PP.00/9/07/2021 TANGGAL 05 Juli 2021 perihal tersebut di atas, mahasiswa/peneliti di bawah ini

Nama **ST. NURLINA**
 Nomor Pokok **17.1100.108**
 Program Studi **Pendidikan Bahasa Inggris**
 Pekerjaan/ Lembaga **Mahasiswa (S1)**
 Alamat **Jl. Amal Bakti No. 8 Sorong Kota Parepare**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan Judul

"THE STUDENTS' DOMAIN TOWARD ONLINE LEARNING ENGLISH PROCESS DURING PANDEMIC OF SMAN 10 PINRANG"

Yang dilaksanakan dari : Tgl. **19 Juli s/d 19 Agustus 2021**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan Yang tertera di belakang surat izin penelitian. Dokumen ini ditanda tangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **Barcode**.

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal 19 Juli 2021

**A.n GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu**

[Signature]
Dr. JAYADINAS, S.Sos., M.Si
Pangkat : Pembina Tk.I
Np : 197105011998031004

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare
2. Portagal

NMA/PTSP/19-07-2021



Jl. Boogenville No. 5 Telp. (0411)4410777 Fax. (0411) 448936
Website: <https://smap.sulselprov.go.id> Email
Makassar 90231



APPENDIX.4 THE RESULT OF QUESTIONNAIRES



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMA NEGERI 10 PINRANG**

Jl. Poros Pinrang-Jampue Desa Lerang Kec. Lanrisang Kab. Pinrang

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/182-UPT.SMAN.10/PRG/DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMA Negeri 10 Pinrang menerangkan bahwa :

Nama : **ST. NURLINA**
 NIM : 17.1300.108
 Jenis Kelamin : Perempuan
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Jl. Amal Bakti No 8 Soreang Kota Parepare

Benar telah melakukan penelitian dengan judul **"THE STUDENTS' DOMAIN TOWARD ONLINE LEARNING ENGLISH PROCESS DURING PANDEMIC OF SMAN 10 PINRANG"** yang pelaksanaannya pada 19 Juli s/d 19 Agustus 2021.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan untuk diguikan sebagaimana mestinya

19 Agustus 2021
 Kepala UPT
 UPT
 MAN 10 PINRANG
 MENJALAN MENGGANG ATAS
 WEDERI 18
 PINRANG
 DR. H. MUHAMMAD JAFAR, S.Pd.
 NIP. 19631126 198703 1 007

No	Respon den	Item pertanyaan																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	1	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4			
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APPENDIX. 5 DARF NAME TWELVE GRADE STUDENT MIPA -2

No	Nama siswa	Jenis kelamin (L/P)	Nis
1	Ulfa	P	191444
2	Muhammad nur	L	191530
3	Nurhasanah	P	191528
4	Yusri faldi	L	191441
5	Anggun permatasari	P	191514
6	Indiani haryono	P	191532
7	Arabiatul adawiyah	P	191446
8	Irham	L	191486
9	Nur amelia	P	191541
10	Risma	P	191459
11	Muh kafsari riskal	L	191451
12	Alda cantika	P	191502
13	Rohana	P	191473
14	Indah putri usra	P	191539
15	Nur khafifah indah	P	191437
16	Jesicha ismail	P	191507
17	Muh aidil	L	191491
18	Muh wahyudi	L	191473
19	A.Adrianti	P	191456
20	Hikmah ayu	P	191494
21	Aldi jamal	L	191440
22	Kasmi	P	191433
23	Adrian	L	191472
24	Muh yusuf	L	191526
25	Muh akbar	L	191432
26	Alfadli	L	191443
27	Istiqomah	P	191497
28	Fhiqram zainal	L	191445
29	Muh asri	L	191508
30	Nasir	L	191501

APPENDIX.6 DOCUMENTATION





Ringkasan Pertanyaan **Individual**

< 30 dari 30 >

Jawaban tidak dapat diedit

THE STUDENTS' DOMAIN TOWARD ONLINE LEARNING ENGLISH PROCESS DURING PANDEMIC OF SMAN 10 PINRANG

Sejauh mana anda setuju dengan butir-butir pernyataan berikut? Hal- hal berikut menanyakan tentang aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi. Ingatlah bahwa tidak ada jawaban yang benar maupun salah; jawab saja dengan jujur sesuai keadaan anda karena tidak memengaruhi nilai yang anda dapatkan di sekolah. Harap baca pernyataan ini dengan cermat dan centang pilihan yang sesuai yang mencerminkan aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi. Gunakan skala dibawah ini untuk menjawab kuesioner.

1= Sangat Tidak Setuju (STS) 2= Tidak Setuju (TS)
 3=Ragu-ragu (RG) 4= Setuju (S)
 5=Sangat Setuju (SS)

Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

* Wajib

Nama : *

Nurhasanah

Jenis Kelamin : *

Laki-Laki
 Perempuan

docs.google.com/forms

UNTUK MENJAWAB KUESIONER.

1= Sangat Tidak Setuju (STS) 2= Tidak Setuju (TS)
 3=Ragu-ragu (RG) 4= Setuju (S)
 5=Sangat Setuju (SS)

Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

* Wajib

Nama : *

Nurhasanah

Jenis Kelamin : *

Laki-Laki
 Perempuan

proses pembelajaran secara online/daring pada masa pandemi. Gunakan skala dibawah ini untuk menjawab kuesioner.

1= Sangat Tidak Setuju (STS) 2= Tidak Setuju (TS)
 3=Ragu-ragu (RG) 4= Setuju (S)
 5=Sangat Setuju (SS)

Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

* Wajib

Nama : *

MUHAMMAD NUR

Jenis Kelamin : *

Laki-Laki
 Perempuan

Nis : *

5=Sangat Setuju (SS)
 Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

* Wajib

Nama : *

IRHAM

Jenis Kelamin : *

Laki-Laki
 Perempuan

5=Sangat Setuju (SS)
 Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

* Wajib

Nama : *

Yusri faldi

Jenis Kelamin : *

Laki-Laki
 Perempuan

memengaruhi nilai yang anda dapatkan disekolah. Harap baca pernyataan ini dengan cermat dan centang pilihan yang sesuai yang mencerminkan aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi. Gunakan skala dibawah ini untuk menjawab kuesioner.

- 1= Sangat Tidak Setuju (STS)
- 2= Tidak Setuju (TS)
- 3=Ragu-ragu (RG)
- 4= Setuju (S)
- 5=Sangat Setuju (SS)

Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

*Wajib

Nama : *

ARABIATUL ADAWIA

Jenis Kelamin : *

- Laki-Laki
- Perempuan

- 1= Sangat Tidak Setuju (STS)
 - 2= Tidak Setuju (TS)
 - 3=Ragu-ragu (RG)
 - 4= Setuju (S)
 - 5=Sangat Setuju (SS)
- Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

*Wajib

Nama : *

Anggun Permatasari

Jenis Kelamin : *

- Laki-Laki
- Perempuan



Ringkasan Pertanyaan **Individual**

< 30 dari 30 >

🖨️ 🗑️

Jawaban tidak dapat diedit

THE STUDENTS' DOMAIN TOWARD ONLINE LEARNING ENGLISH PROCESS DURING PANDEMIC OF SMAN 10 PINRANG

Sejauh mana anda setuju dengan butir-butir pernyataan berikut? Hal-hal berikut menanyakan tentang aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi. Ingatlah bahwa tidak ada jawaban yang benar maupun salah: jawab saja dengan jujur sesuai keadaan anda karena tidak memengaruhi nilai yang anda dapatkan disekolah. Harap baca pernyataan ini dengan cermat dan centang pilihan yang sesuai yang mencerminkan aspek bahasa anda dalam proses pembelajaran secara online/daring pada masa pandemi. Gunakan skala dibawah ini untuk menjawab kuesioner.

1= Sangat Tidak Setuju (STS)	2= Tidak Setuju (TS)
3=Ragu-ragu (RG)	4= Setuju (S)
5=Sangat Setuju (SS)	

Catatan: centang (✓) hanya satu pilihan untuk setiap item dalam kuesioner.

* Wajib

PAREPARE

Nama : *

Nasir

Jenis Kelamin : *

Laki-Laki

Perempuan

NO	NIS	NAMA	Nilai Kognitif
1	191456	A. Adrianti	88
2	191472	Adrian	85
3	191502	Alda Cantika	90
4	191440	Aldi Jamal	81
5	191443	AlFadli	80
6	191514	Anggun Permatasari	94
7	191446	Arabiatul adawia	94
8	191445	Fhiqram zainal	83
9	191494	Hikma ayu	89
10	191539	Indah putri usra	88
11	191532	Indriani haryono	88
12	191486	Irham	85
13	191497	Istiqamah	75
14	191507	Jesicha Ismail	92
15	191433	Kasmi	88
16	191491	Muh. Aidil	87
17	191451	Muh. Kasfari Riskal	90
18	191476	Muh. Wahyudi	85
19	191526	Muh. Yusuf	79
20	191508	Muh.Asri	80
21	191432	Muhammad Akbar	80
22	191530	Muhammad Nur	94
23	191501	Nasir	85
24	191541	Nur Amelia	92
25	191437	Nur Khafifah Indah	88
26	191528	Nurhasanah	85
27	191459	Risma	85
28	191473	Rohana	90
29	191444	Ulfa	87
30	191441	Yusri Faldi	85

NO	NIS	NAMA	nilai afektif
1	191456	A. Adrianti	89
2	191472	Adrian	87
3	191502	Alda Cantika	92
4	191440	Aldi Jamal	82
5	191443	AlFadli	80
6	191514	Anggun Permatasari	94
7	191446	Arabiatul adawia	94
8	191445	Fhiqram zainal	83
9	191494	Hikma ayu	89
10	191539	Indah putri usra	88
11	191532	Indriani haryono	88
12	191486	Irham	85
13	191497	Istiqamah	75
14	191507	Jesicha Ismail	92
15	191433	Kasmi	88
16	191491	Muh. Aidil	88
17	191451	Muh. Kasfari Riskal	90
18	191476	Muh. Wahyudi	85
19	191526	Muh. Yusuf	79
20	191508	Muh.Asri	82
21	191432	Muhammad Akbar	82
22	191530	Muhammad Nur	95
23	191501	Nasir	86
24	191541	Nur Amelia	94
25	191437	Nur Khafifah Indah	89
26	191528	Nurhasanah	86
27	191459	Risma	86
28	191473	Rohana	92
29	191444	Ulfa	88
30	191441	Yusri Faldi	86

NO	NIS	NAMA	nilai psikomotorik
1	191456	A. Adrianti	90
2	191472	Adrian	84
3	191502	Alda Cantika	90
4	191440	Aldi Jamal	82
5	191443	AlFadli	78
6	191514	Anggun Permatasari	95
7	191446	Arabiatul adawia	80
8	191445	Fhiqram zainal	90
9	191494	Hikma ayu	90
10	191539	Indah putri usra	90
11	191532	Indriani haryono	85
12	191486	Irham	85
13	191497	Istiqamah	75
14	191507	Jesicha Ismail	92
15	191433	Kasmi	90
16	191491	Muh. Aidil	87
17	191451	Muh. Kasfari Riskal	90
18	191476	Muh. Wahyudi	87
19	191526	Muh. Yusuf	79
20	191508	Muh.Asri	79
21	191432	Muhammad Akbar	78
22	191530	Muhammad Nur	95
23	191501	Nasir	85
24	191541	Nur Amelia	92
25	191437	Nur Khafifah Indah	90
26	191528	Nurhasanah	85
27	191459	Risma	85
28	191473	Rohana	90
29	191444	Ulfa	87
30	191441	Yusri Faldi	85



NO	NIS	NAMA	NILAI RAPOR
1	191456	A. ADRIANTI	89
2	191472	ADRIAN	85
3	191502	ALDA CANTIKA	90
4	191440	ALDI JAMAL	82
5	191443	ALFADLI	79
6	191514	ANGGUN PERMATASARI	94
7	191446	ARABIATUL ADAWIA	89
8	191445	FHIQRAM ZAINAL	85
9	191494	HIKMA AYU	89
10	191539	INDAH PUTRI USRA	89
11	191532	INDRIANI HARYONO	87
12	191486	IRHAM	85
13	191497	ISTIQAMAH	75
14	191507	JESICHA ISMAIL	92
15	191433	KASMI	89
16	191491	MUH. AIDIL	87
17	191451	MUH. KASFARI RISKAL	90
18	191476	MUH. WAHYUDI	86
19	191526	MUH. YUSUF	79
20	191508	MUH.ASRI	80
21	191432	MUHAMMAD AKBAR	80
22	191530	MUHAMMAD NUR	95
23	191501	NASIR	85
24	191541	NUR AMELIA	93
25	191437	NUR KHAFIFAH INDAH	89
26	191528	NURHASANAH	85
27	191459	RISMA	85
28	191473	ROHANA	91
29	191444	ULFA	87
30	191441	YUSRI FALDI	85



CURRICULUM VITAE



ST.NURLINA, the writer was born April 23th 1999 in Pinrang. Her father name is Sappe and her mother name is Nurdia. She is the first child from two siblings, she has one sister is Nurlinda . She began her study in DDI kaloang Kindergarten school, than Elementary school at SDN 280 kaloang on 2008.

In the same year, she continued her study to SMPN 1 Lanrisang and graduated on 2013. She decided to continue her study to SMAN 10 Pinrang and graduated on 2017. However, she continued her study at State Islamic Institute of Parepare on 2017. During she study in IAIN Parepare and took English Departement as her major. she stay in Ma'had Jamiah IAIN Parepare (Dormitory) and become the one of Tutor Tahfidsh for 2018-2019. She completed her thesis in the title “ **The Students’ Learning Domain In English Process During Pandemic Covid-19 At SMAN 10 Pinrang.**”