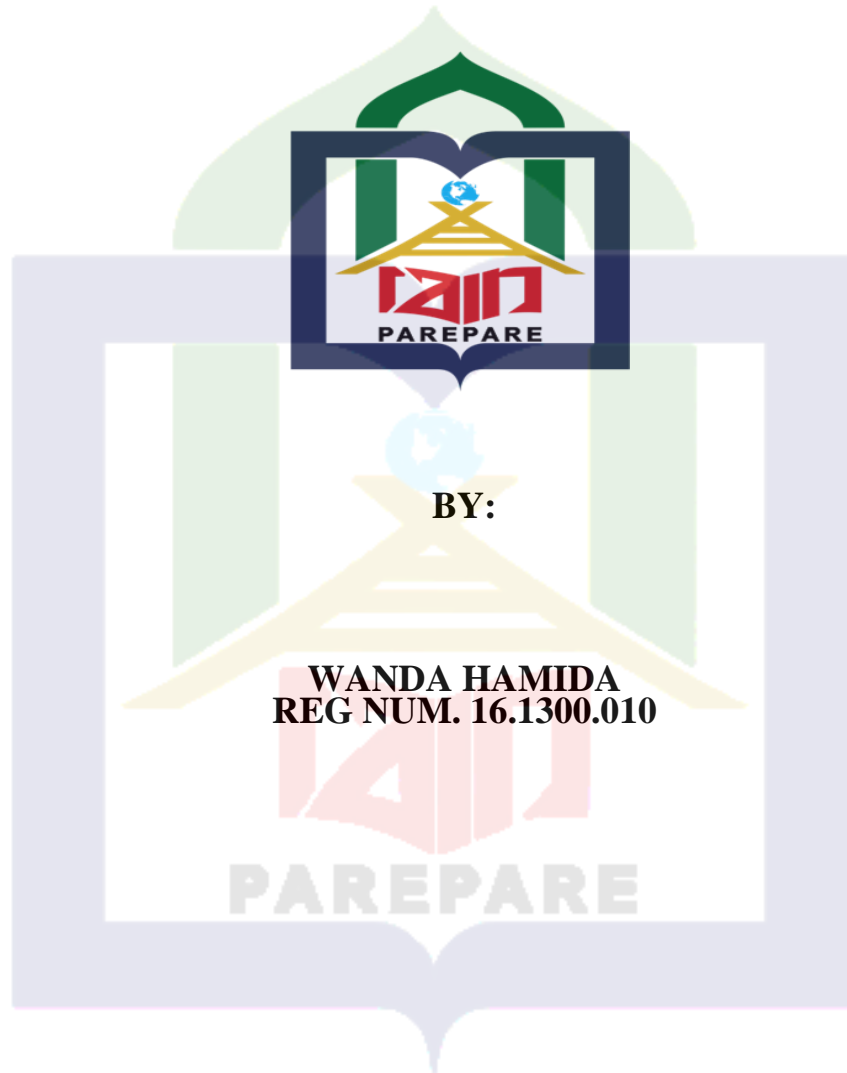**A THESIS**

STUDENTS' RESPONSE ON LEARNING READING ONLINE AT THE FOURTH SEMESTER OF IAIN PAREPARE

BY:

WANDA HAMIDA
REG NUM. 16.1300.010

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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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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ENDORSEMENT OF CONSULTANT COMMISSIONS

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Faculty	:	Tarbiyah
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Date of Graduation	:	June, 30th, 2021

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ACKNOWLEDGMENT

بِسْـــــــــمِ اللهِ الرَّحْمَن الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعُد

Praise and gratitude the researcher pray for the presence of Allah SWT, for the abundance of His grace, for his mercy, blessing, and a good health and amazing ways in guiding the researcher so that the researcher could finish this thesis. Shalawat and Salam to our beloved prophet Muhammad SAW as the greatest man, as the greatest leader to guide all human being to the light iman and islam.

The researcher realizes that in the process of completing this thesis, she has received much support and help from many people. First of all the researcher wants to give her sincere gratitude and special thanks to her family. To her beloved parents. For their endless love, immense care, sacrifice, advice, financial support and sincere prayers for her safety, healthy and successful all time. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter over budi good that has been given to the researcher. The researcher also would like to express her sincere thanks and appreciation to:

1. The writer's deepest appreciation is extended to the writer's first consultant Drs. Ismail Latief, MM and the second consultant Hj. Nurhamdah,S.Ag., M.Pd. for their guidance and encouragement during the research.

2. Dr. Ahmad Sultra Rustam, M.Si as The Rector of State Islamic Institute (IAIN) Parepare who had worked hard to manage education at IAIN Parepare.

3. Dr. H. Saepudin, S.Pd as the Dean of Tarbiyah Faculty for his permission to write this skripsi and as an Academic Advisor for the researcher who has given advice and motivation to the researcher.

4. Mujahidah, M.Pd. as the chairman of English Program who has given her some insight so the writer can accomplish this skripsi.

5. All the lecturers and the staff of IAIN Parepare thanks for your time, knowledge, advice, and motivation that you have given to the researcher since she is studying in this great campus.

6. Her best friends Wulan, Isma Yunita, Resky Yuniarti J, Ulfayanti, Yunarsi, Salmawati, Lismayanti, Siti Hasnizan, Aliyyah Fajriani and her classmate in T302 who has given the researcher wonderful experience made the researcher know the meaning of togetherness during the process of learning.

7. To all people whose name cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.

Finally, the researcher admits that her research is still far from being perfect. Therefore she hopes for some suggestions and criticism from the reader for this paper. The researcher hopes this research paper can provide benefits for everyone and can contribute in education.

Parepare, Maret15th 2021
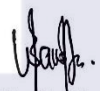The Writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Wanda Hamida

Student Reg Number : 16.1300.010

Place and Date of Birth : Malaysia, 14 December 1998

Study Program : English Education

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Title of Skripsi : Students' Response on Learning Reading Online at the Fourth Semester of IAIN Parepare

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

Parepare, Maret15th 2021
The Writer

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ABSTRACT

Wanda Hamida. *Students' Response on Learning Reading Online at the Fourth Semester of IAIN Parepare.*(Supervised by Ismail Latief and Nurhamdah)

      This research was aimed to know students' response to learning reading online at the fourth semester of IAIN Parepare. This research used survey research with a quantitative approach by using questionnaires in collecting data through likert scale. The subject were 40 from 95 students of English Department in the fourth semester who filled in the questionnaire by Google form, consisting of 13 male and 27 female.

      The result of the research showed that in generalstudents' response on learning reading online was in a good response, with the average percentage of all indicator of questionnaire was 61.52%. It can be seen in the detail; quality of learning reading online got percentage about 57.1% that indicated category score was neutral, feeling of students on learning reading online got 60.8% that indicated category score was neutral, interest of students on learning reading online got 56.4% that indicated category score was neutral, motivation of students on learning reading online got 77.12% indicated that category score was strong/good and students attention on learning reading online got 56.2% indicated that category score was enough/neutral.
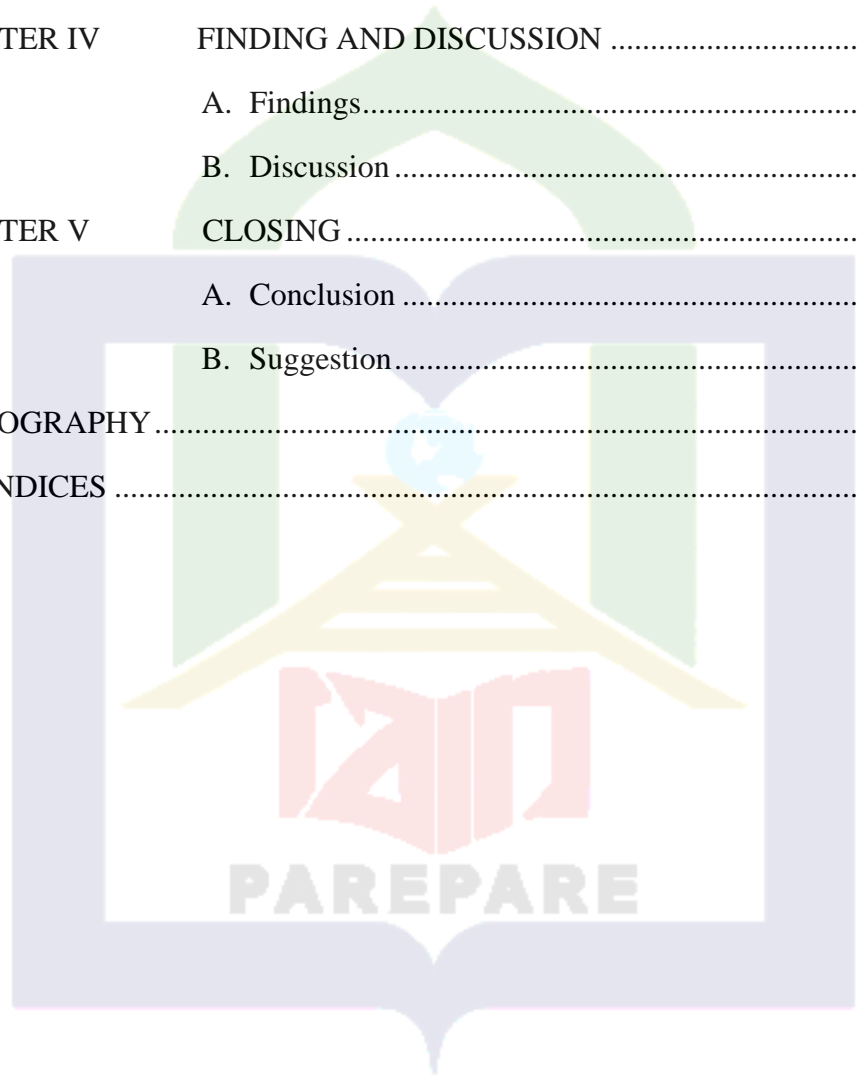
      Motivation of students on learning reading online is indicator with a percentage from all indicator and it indicate that although the results of the quality of online learning are not too prominent, it can be seen that students' motivation in learning reading online still has a good response. It can be seen that the affective response of students looks dominant with this learning reading online. To sum up the percentage from all indicator of questionnaire namely 61.52%, it is indicated that the students' response on learning reading online is in a neutral response.

Keywords: Response, Learning Reading online

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4.	Documentation
5.	Research Allowance
6.	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background

Since the coronavirus pandemic shock the world in early march 2020, about 25 million people got infected and caused almost 1 million deaths in 218 countries around the world.[1] This phenomenon brings a lot of catastrophe not only in health, economic, business, travel and many others scopes but the most damaging is also the education sector. Educators all over feel this impact in the teaching and learning process, it caused the government to publish a regulation for preventing crowded and face to face interaction became the main problem due to this pandemic.

The education sector has closed for the face in face teaching and learning program until the pandemic show the good sign of getting better, in the city of Parepare can be an subject of city caused by the impact of this pandemic, based on the governor's letter, the school might be able to have a normal teaching and learning process by face to face in the beginning of March 2021.[2] This regulation will become a challenge to the lecturers to create the proper approach and strategies to fulfill the aim of their teaching plan.

The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a Circular to schools and other educational institutions including universities to temporarily stop conventional teaching and learning activities in schools and

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[1]Kemenkes RI, Germas, *Media Informasi Resmi Terkait Penyakit Infeksi Emerging* (access on website https://covid19.kemkes.go.id)

[2]Surat Edaran, *Penyesuaian System Kerja Aparatur Sipil Negara Dalam Upaya Pencegahan Covid 19* (Pemkot Parepare, 2020)

encourage learning to be carried out from home via e-learning or online. And it is known that schools may be able to carry out the normal face-to-face teaching and learning process in early March 2021.

This regulation will be a challenge for lecturers and lecturers to create appropriate approaches and strategies to meet the objectives of their teaching plans. There are various online platforms that can be used by lecturers and lecturers to support online learning such as the Learning House, Quipper School, Lecturer Room, Google Classroom, Zoom, WhatsApp, and so on. Currently, the e-learning platform is becoming popular in Indonesia because it is widely used and installed.

Online learning is not new in the world of education. Online learning has been a widespread practice over the years as an integrated technology in education. In teaching and learning activities between students and lecturers, there is no need to attend the classroom. They only rely on an internet connection to carry out the process of learning activities and the process can be done from far away. Because of the ease and practicality of the virtual or online learning system, it's no wonder that many institutions use online lectures. Thus online learning can be done from wherever students and lecturers are. Use as an alternative to learning during the current pandemic.

The same is the case with other universities that fulfill the learning process by using online learning as well as the Parepare IAIN campus. By supporting distant learning, learning is carried out by utilizing online media as an intermediary in face to face. As one of the departments on campus, namely the English Department, which conducts online learning. There are many main subjects related to the skills to be

taught, such as speaking, writing, reading, and listening. Each of these subjects has its own challenges in teaching it, especially teaching using online learning.

Unlike other skills, reading has its own uniqueness in learning, namely this course focuses on reading and understanding reading and finding the main idea of a reading.[3] Researchers see that online learning implemented on campus actually provides positive support for reading learning. Although basically teaching reading in Indonesia is not easy, due to the large differences in language systems between English and Indonesian it is a major difficulty for students to learn English.

After interviewing some students while discussion, the researcher found out that the Reading course has been taught through online learning during the last semester. Learning is conducted using online media, namely WhatsApp and Edlink. As Reading is taught by providing material in the form of text and reading to students.But it should be noted that face-to-face learning that is carried out offline and online, of course, has its own differences that are felt by students. Both in terms of the quality of pursuit, student feelings, student interest in learning, and how student motivation in learning.

Based on the background above the researcher is interested to find out the student's response on learning reading online at the fourth Semester in IAIN Parepare because the students from the fourth semester have carried out learning reading online in the previous semester.

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[3]Kurniasih, Eka. Teaching The Four Language Skills in Primary EFL Classroom: Some Considerations. *Journal of English Teaching: A Triannual Publication on The Study of English Language Teaching*. 2011. Vol 1. No 1

B. Research Question

Based on the background above the research question of this research is what are the students' responses in reading online in teaching reading comprehension at the fourth semester of IAIN Parepare?

C. Objective of Research

Relating to the problem statements above the objectives of the research is to find out the students' response on learning reading online at the fourth semester of IAIN Parepare

Significances of the Research

1. For the English lecturer

The researcher really hopes that this research can help lecturers to see how online learning can provide a good response.

2. For the students

The researcher hopes by this study, the students can choose either this online learning suitable with their learning style or not.

3. For the further researcher

The result of this research hopes to get a valuable experience which isused for doing better action research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Description of Theories

1. The Concept of Reading

   a. Definition of Reading Comprehension

   Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. In other word reading reading is the process conducted by the reader to get the important word from the written text.[4]

   Reading is a basic and complementary skill in language learning. Recent researchers in reading describe the reading process in a way that implies an active reader intent upon using background knowledge and skills to recreate the writer's intended meaning. Reading is about understanding written texts. A complex activity involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

   Comprehension is the process of making sense of words, sentences and connected text. readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.[5]

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[4]Francoise Grellet, *Developing Reading Skills* (new york: Cambridge University, 1981), p. 7.

[5]Jorge Hugo M.M & Adriana Gonzalez M, *Teaaching Reading Comprehension in English in a Distance Web-based Course: Newroles for Teachers'* (Journal of Universitas de Antioquia, Colombia: 2010) Vol. 12, No. 2. P. 74

There are some experts' statements about reading comprehension. Jeniffer serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.[6]

Reading comprehension is not just reading with a loud voice but reading is sestablished to understand the meaning of words, sentences, and paragraph sense relationship among the ideas if a student just read loudly and understand the content of the text means that he fails in comprehension.

In addition, reading comprehension is very important because it may be tested by a passage which is to be translated into good english, or by question based on the content of a passage. In this case the passage is not translated, the questions being asked in the foreign language and the student answering in english[7]

According to Anderson and Pearson in burns that reading comprehension depends on many factors namely:

1. The readers' ability to attend to printed ideas
2. The readers background knowledge to which new information
3. The quality of the writing it self
4. The readers purpose in reading the materials[8]

[6]Jennifer Serravallo, *Teaching Reading In Small Group*(USA, Heinemann, 2010), P. 43

[7]Tara Chand Sharma, *Modern Methods of University And Colllege Teaching*(First Edition, New Delhi, Sarup&Sons, 2001),P.247

[8]Harris A.J.E & Sipay, E.R. *How To Increase Reading Ability*. New York: Longmaninc, 1975,P.160

Based on the theoretical above, the researcher concluded that reading comprehension is an ability of capacity for comprehending and understanding reading material to get information from the text.

b. Types of Reading Comprehension

1). Literal Comprehension

Reading in order to understand,remember, or recall the information explicitly contained in a passage. The literal comprehension is fundamental in reading comprehension because readers must understand about what an author expresses before drawing in inference, making an evaluation.

2). Inferential Comprehension

Reading in order to find information which is not explicitly stated in the passage carefully puts ideas and facts together to draw conclusion, then interfes with it by using their experience and institution.

3). Critical or Evaluative Comprehension

Reading is ordered to compare information in a passage with the readers' own knowledge and values. It requires them to be active in criticizing and evaluating whether or not the information expressed by the author is worth enough to be absorbed.

4). Appreciative Comprehension

Reading is order to gain emotional response or other kinds of valued response from a passage.

c. Important Factors in Reading Comprehension

Reading comprehension is a complex and complicated problem that involves several factors both external and internal factors. Here are some concepts of the important factors in reading comprehension. Points out some specified method for improving comprehension they are as follows: determine the purpose in reading, pay attention to words, utilize context to clues, use the 5w+ih question in all reading, learn the phase of the reading, examine the structure of paragraphs.

d. Reading Comprension Aspects

There are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary.[22] These aspects are related to the students' encounter in comprehending the text.

1). Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Finding the main idea is a key to understanding a paragraph or short selection.[23]The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The

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[22]Nuttal, C,*Teaching Reading Skill in a Foreign Language*(London: Heinermann Educational Books,1982).

[23]Longan, J, *Reading and Study Skill: Seventh Edition* (Atlanta cape Community College: Published by Mc Graw-Hill Companies. New York, 2002)

students will get confused to find what the main idea of a paragraph, and where the main idea position is located.

2). Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.[24] In identifying reference, the students must understand specifically about the pronoun function for what the pronouns in the sentences and how is used such as the pronouns that are used to show people, place, or situation.

3). Understanding Vocabulary

The student expands their knowledge of vocabulary when he/she is reading a text, such as by finding out new words' meaning in a dictionary and guessing the meaning from the context. Context helps students make a general prediction about the meaning.[25] It means that having predictions from the context will help students understand the meaning of a paragraphs without stopping look up every new word in a dictionary. In fact, one of the problems that readers have difficulties in understanding paragraph is that they have a lack of vocabulary.

4). Identifying Details

It deals with the skill to find some explicitly stated pieces of information, This question usually checks a students' ability to understand material that is directly written in the text. Some example of detail question fall in the following pattern:

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[24] Sharpe, J. P, *How to Prepare the TOEFL Test* (*11th Edition*: Ohio,2005)

[25] Sharpe, J. P, *How to Prepare the TOEFL Test I9 (11th Edition*: Ohio,2005)

"According to the passage, who were fighting for the conversation in the forest?",

"All of the following are the true except...",

"A person, date, or place is,".

In understanding and answering detailed questions, the students can use a scanning strategy. In addition, to find out the answer of a detailed question, the reader can note or underline the key word in the question, and then scan the passage for that word synonym.

5). Making Generalization and Conclusion.

Students are able to put together the information from several parts of the text and induce new or additional ideas; it deals with the skill to make a generalization then conclude it and infers the relationship among separate situations or events.

2. The Nature of Online Learning

a. Definition of Online Learning

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, in delivering learning. Online learning, completely dependent on internet network access.[9] Online learning is a form of conventional learning that is translated into digital format via the internet. Online learning is considered to be the only medium for delivering material between lecturers and students during a pandemic emergency.

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[9]Zahrotunni'mah, *Langkah Taktis Pemerintah Daerah Dalam Pencegahan Penyebaran Virus Corona COVID-19 di Indonesia*(Jurnal Sosial dan Budaya Syar'I, 2020).

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research shows that the use of the internet and multimedia technology can change the way knowledge is conveyed and can be an alternative to learning that is carried out in traditional classrooms.[10]

People's behavior during the pandemic has changed, including WFH, everything virtual, transport mode choice, to control access. The use of technology, which had previously been mainly used as a secondary work support or even for recreation, has turned into a primary work facility. This also has an impact on the education system in Indonesia. In the education sector, for example, lecturers and students are used to doing distance learning interactions[11].

Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet. Many online learning applications can be applied in the world of education these days. Online learning is a form of distance learning / training by utilizing telecommunication and information technology, for example the internet, CD-ROOM (directly and indirectly).[12]

Online learning connects learners (learners) with their learning resources (databases, experts / instructors, libraries) that are physically separated or even far

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[10] Zhang, D., Zhao, J. L., Zhou, L., &Nunamaker, J. *FCan e-learning replace classroom learning?* (Communications of the ACM.2004).

[11]Pratiwi, ErichaWindhiyana, *The Impact of Covid-19 on Online Learning Activities of a Christian University in Indonesia* (Jurnal Perspektif Ilmu Pendidikan, 2020).

[12]Sayekti,Lina.et all. *Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi*(Walisongo Journal of Information Technology, 2019)

apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously).[13]

b. Types of Online Learning

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals, various media can also be used to support the implementation of online learning as follows:[14]

1) Google Classroom services

2) Edmodo

3) Schoology

4) Media Social (WhatsApp, Facebook, Instagram)

5) Zoom call

6) Etc.

In addition to the six platforms that can be applied classically before, there are 12 (twelve) platforms that can be used as free online learning resources and can be freely accessed by students and lecturers in the midst of the Covid19 pandemic as presented in the table below:

Table 2.2
List of Platform of Education

NO	PLATFORM	SITES
1	RumahBelajar	https://belajar.kemdikbud.go.id/

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[13]Dewi, Wahyu Aji Fatma, *Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar Edukatif* (Jurnal Ilmu Pendidikan, 2020).

[14]Firman, F., &Rahayu, S, *Pembelajaran Online di Tengah Pandemi Covid19. Indonesian*(Journal of Educational Science (IJES), 2020) p.81-89

2	Meja Kita	https://mejakita.com/
3	Icando	https://bit.ly/appicando
4	Indonesia X	https://www.indonesiax.co.id/
5	Google for Education	https://edu.google.com/
6	Kelaspintar	https://www.kelaspintar.id/
7	Microsoft Office 365	https://www.microsoft.com/idid/education/products/office
8	Quipper School	https://www.quipper.com/id/school/
9	Ruang Guru	https://ruangguru.com/belajar
10	Sekolahmu	https://www.sekolah.mu/kelasmu/
11	Zenius	https://www.zenius.net/
12	Cisco Webex	https://www.webex.com/

c. Advantages of Online Learning

Online learning is an educational innovation to answer the challenges of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. Learning online is an education

innovation to exercise the challenges of various learning sources. The success model of learning depends on the characteristics of the students.[15]

The advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers / lecturers, learning can be done anywhere and anytime (time and place flexibility), Reaching students in a broad scope (potential to reach a global audience), and facilitate improvement and storage of learning materials (easy updating of content as well as achievable capabilities).[16]

The advantages of using online learning are independent learning and high interactivity, which can increase memory levels, provide a more learning experience, with text, audio, video and animation all used to convey information, as well as deliver, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.[17]

3. **The Nature of Response**

According to Ahmadi the response is an activity of organizing something that has happened and experienced by an individual, not just a positive movement, of all kinds of activities caused by stimulants, it can also be interpreted as a result or impression that is obtained or left behind from observation.[18]

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[15]Sabran&Sabara, E, *Keefektifan Google Classroom sebagai Media Pembelajaran.Prosiding Seminar Nasional*(Lembaga Penelitian UniversitasNegeri Makassar, 2018)

[16]Pratiwi, Ericha Windhiyana, *The Impact of Covid-19 on Online Learning Activities of a Christian University in Indonesia* (Jurnal Perspektif Ilmu Pendidikan Volume 34 Issue 1 April 2020.)

[17]Sari, I, *Pengaruh Penggunaan Google classroom terhadap Efektivitas Pembelajaran Mahasiswa Universitas Islam Indonesia* (Skripsi.Fakultas Ekonomi Universitas Islam Indonesia Yogyakarta. 2019)

[18]John H. Harvey in Abu Ahmadi*, Psikologi Sosial*(Jakarta: PT Rineka Cipta, 2009) p. 150

According to Hamalik, response is an organized movement by one's perception of any event in the environment.[19] As stated by Febrianti, response in learning is one of the important things because it relates to learning outcomes or learning objectives that students want to obtain.[20] It can be seen that there is a relationship between student responses and student assignments.

Response in learning is a communication activity that is expected to bring results or consequences. Communication Activities are communication between two or more people which gives some effect or response in the form of a response from communication to messages distributed by the communicator. From this communication, then several people get responses or feedback. With the responses or feedback from several people then communication in the classroom runs smoothly.[21]

In communication, the term response is a communication process whose effect or result is expected. Those are the reason Steve M. Chaffe divided response into three parts, namely:

a. Cognitive, is a response that is closely related to knowledge skills and information about a person. This response appear when there is change in the understanding or in perception by the audience.

b. Affective, is a response related to emotions. Emotion is a conscious mental reaction. This response applied when there was a change in what the audience liked about something.

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[19]Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 2011)

[20]Febrianti, Enawaty, E., & Lestari, I. *Pengaruh Media Booklet Cherlys dengan Pendekatan Konstruktivistik terhadap Hasil Belajar dan Respon Siswa SMA*. (Jurnal Pendidikan dan Pembelajaran, 2015) 4(9), 1-16.

[21]Onong Uchjana Effendy, *Ilmu, Teori dan Filsafat Komunikasi,* (Bandung: PT. Citra Aditya Bakti, 2003) Cet. Ke-3. Hal . 60.

c. Cognitive (psychomotor), means by psychomotor is response related to real behaviors, including action or habit.[22]

The conclusion of the response is formed from the process of stimulation or giving actions or causes that produce reactions and the results of the stimulus process. If linked in this study, what is meant by giving action here is a thing that comes from learning that has been done through online learning.

The response comes from receiving the message after a series of communications between several people. Therefore, changes in attitude really depend on the harmony between the people being communicated, whether these stimuli can be accepted by the object (students) or not. If the stimulus strategy can be accepted, then communication can run effectively and smoothly, this also applies to the opposite.

B. Previous Research Findings

There are some of the researchers who have conducted and reported the result of their research related to the result of using online learning. Those researchers are as follows:

1. Laxmi Mustika Cakrawadi in her research with the title "Students Perceptions on The Use of Online Learning Platforms in EFL Classroom". The purpose of this research is to compare student performance in online and face-to-face classes in terms of interaction and efficacy in a public administration class, and this research indicated; (1) students stated that the online learning platforms are mostly used

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[22]Jalaludin Rahmat, *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya. Edisi Revisi 2016). Hal. 118.

for reading and listening subject. Besides, lecturers usually utilize the learning platform to assign some tasks and tests. (2) The students show positive responses towards theuse of online learning platforms such as Edmodo or Quipper.[23]

From the previous research above, the difference with the research of the researcher will be from the subject and focus study. The researcher will analyze students responses in teaching reading in online learning and will focus on online as an general, while the previous study

2. Anna Ya Ni in her research with the title "Comparing The Effectiveness of Classroom and Online Learning: Teaching Research Methods". The purpose of her study is to compare students' performances in online and face-to-face classes in terms of interaction and efficacy in a public administration class. This research indicated that this online learning is more challenging to students who persist in the virtual environment than in the classroom. Furthermore, participation may be less intimidating and the quality and quantity of interaction may be increased in online classes.[24]

From the previous research above, the difference with the research of the research will do is from comparing the effectiveness of classroom and online, while the researcher will analyze students responses in teaching reading in online learning and will focus on online as a general.

3. Hsin-Yuan Chen in her research with the title "Online Reading Comprehension Strategies among General and Special Education Elementary and Middle School

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[23]Cakrawati, Laxmi Mustika, *Students' Perception on The Use of Online Learning Platforms in Efl Clasroom*(English Language Teaching and Technology Journal, 2017) Vol. 1 No. 1. p. 22-30

[24]Ya Ni, Anna, *Comparing The Effectiveness Of Classroom And Online Learning: Teaching Research Methods*(JPAE Journal of Public Affairs Education, 2013) Vol.19 No.2 p.199-216

Students". The porpuse of her study is targeted to the students online reading strategy in elementary and in the middle school with four aspects from the process of comprehension among them, students' strategy in online reading. This research indicated that students have the opportunity to use computers and use the internet well in online reading, but still need more teaching about the reading characteristics of students in online searches.[25]

From the previous research above, the difference with the research of the research will do is from the way students do the reading online. The researcher will analyze students' responses in teaching reading in online learning and will focus on online as a general to students at university and how students respond from that online learning.

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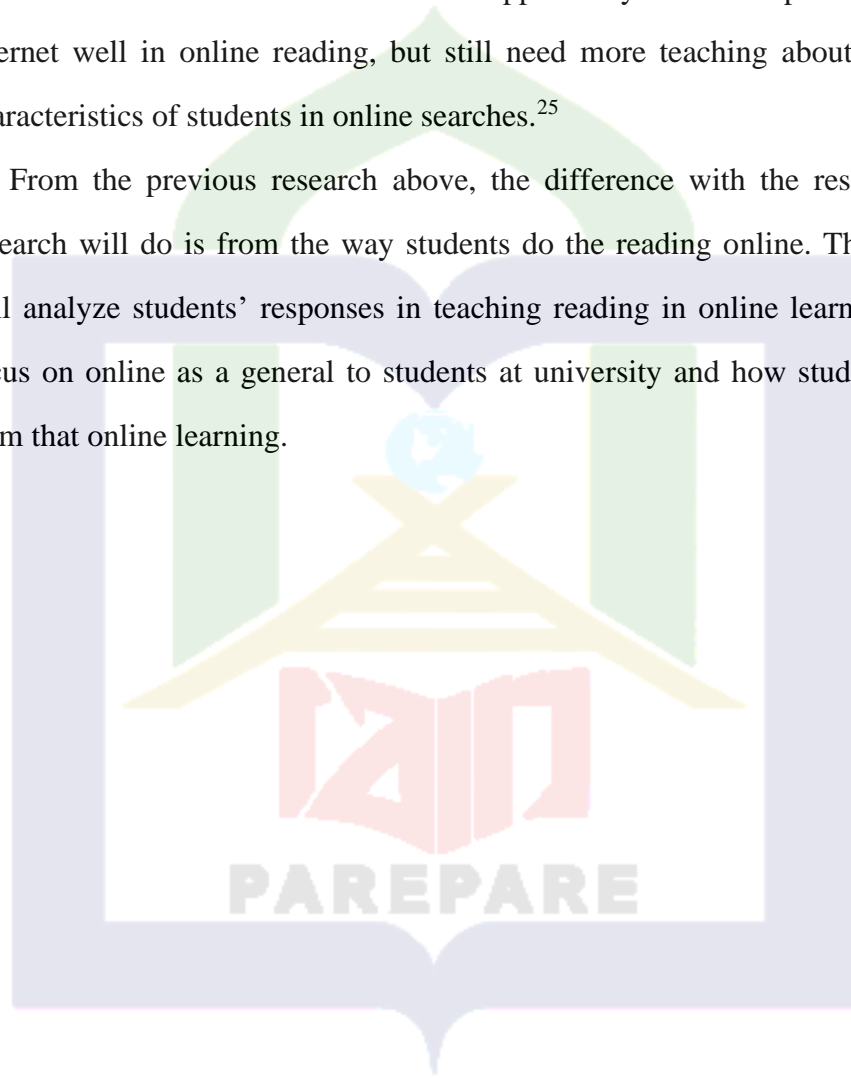
[25]Chen, Hsin-Chen, *Online Reading Comprehension Strategies among General and Specialeducation Elementary and Middle School Students* (Publish Dissertation: Michigan state University)

C. Conceptual Framework

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

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┌─────────────────────┐              ┌──────────────────────────┐
│   ONLINE LEARNING   │─────────────▶│  READING COMPREHENSION   │
└─────────────────────┘              └──────────────────────────┘
         │                                        │
         │                                        ▼
         │                          ┌──────────────────────────┐
         │                          │  1. Determining Main Idea │
         │                          │  2. Identifying Details   │
         │                          │  3. Making Generalization │
         │                          │     and Conclusion        │
         │                          │  4. Understanding Vocabulary│
         │                          │  5. Locating Reference    │
         │                          └──────────────────────────┘
         │                                        │
         ▼                                        ▼
┌────────────────────────────────────────┐
│  Students Responses toward             │
│  Learning Reading Online               │
│                                        │
│  Related to 3 aspect of response;      │
│  1. Cognitive                          │
│  2. Affective                          │
│  3. Psychomotor                        │
└────────────────────────────────────────┘
```
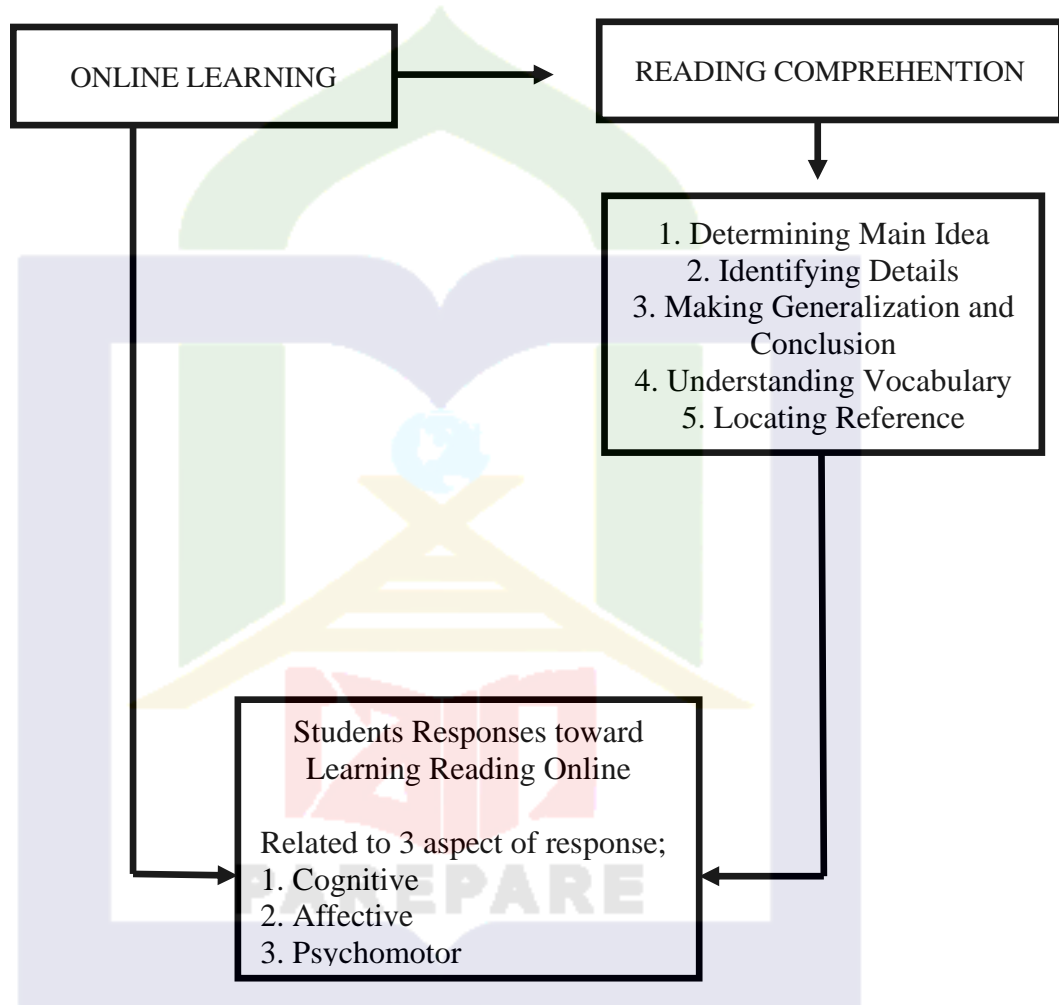
Based on the conceptual framework above, learning reading subjects is taught through online learning by paying attention to several aspects of teaching reading on students comprehension. In this study, researchers will focus on students' responses about the implementation of online learning while referring to the indicator of

quality, feelings, interest, motivation, and attention. The results obtained later relate to response theory related to cognitive, affective, and psychomotor aspects as mentioned in the previous chapter. The researcher will use questionnaires as the instrument to collect the data. The questionnaire will be given to students to find out the student responses.

D. Definition of Operational Variable

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to carefully observe an object, as well as a limitation of research.[26]This research has learning reading online as the operational variable. In order to know students ability for reading comprehension in online learning, the online learning has been being implemented by the lecturer in previous semesters and the researcher will only identify the students' responses about learning reading online.

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[26]Marzuki, *Metodologi Riset* (Yogyakarta: Hanindita Offset, 1983). P. 55

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, location and duration of the research, population and sample, instrument and procedure of collecting data and technique of data analysis

A. Research Design

The design of this research used survey research with a quantitative approach. It applied to answer the research questions about the impact and the responses of implemented Online Learning in Reading Comprehension at the fourth semester students of IAIN Parepare.

Survey research is often used to assess thoughts, opinions, and feelings by a variety of different groups. Surveys provide a means of measuring a population's characteristics, self-reported and observed behavior, awareness of programs, attitudes or opinions, and needs.[27]

B. Location and Time of the Research

The location of this researchwas in Tarbiyah Faculty and focused on the fourth semester students of English Department. It is located on Jl. Amal Bakti, Soreang. It was taken duration about a month.

C. Population and Sample

The population of this research is the fourth semester students of English Department of IAIN Parepare. There are 94 students consiting of 83 female and 11 male. Sample is a part of population, as the representative that has been taken by

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[27]Syed Muhammad. Methods of Data Collection. Basic guidelines for Research: Research Gate. P.244

using certain technique.[28] It means that the sample should contain the same characteristic with the population because the sample should represent the whole number of the population.

In choosing the sample for the research, the researcher usedsimple random sampling to get perfect data. Simple random sampling means that each member of the subject has an equal probability of being a sample. The sample were 40 from 94 students of English Department in the fourth semester who filled the questionnaire by google form, sonsists of 13 male and 27 female.

D. Research Instrument

The researcher used a questionnaire as the instrument to collect data from samples to describe students responses about teaching reading in online learning.This instrument used a Likert scale consists of five alternative answers namely; always (A), often (O), sometimes (S), seldom (Sl) and never (N). The type of questionnaire that the researcher used is in the form of a closed statement (to be answered individually) given to respondents via link of Google form. The questionnaire in this study is a closed questionnaire, contains 12 positive statements and 12 negative statements in it. The questionnaire that need to be answered honest by the students.

E. Procedure of Collecting Data

Collecting the questionnaire data followed the application of Google form, by avoiding face to face to the students. The researcher spread the link of the google form and the students answered based on their fellings.

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[28]Margono, *Metodologi Penelitian Pendidikan Komponen MKDK (*Cet. VII; Jakarta: Rineka Cipta, 2009), P.121

A questionnaire utilized by the researcher to collect data from samples to describe students' responses to using online learning in teaching reading comprehension. The scale model of measurement that the researcher used was a Likert Scale. The Likert Scale method is used in this research by distributing questionnaires to students. This method is used because it is suitable for exploring student responses. The Likert scale survey method is a quantitative research method for obtaining data from a group of people with an agree / disagree, satisfied / dissatisfied, and so on, about attitudes, opinions, behavior, or characteristics of these humans.[29]

There are 24 statements consisting of 12 positive statements and 12 negative statements. Each statement consists of 4 possible answers which will be provided; they are always (A), often (O), sometimes (S), seldom (S), and never (N).

The indicators of the questionnaire consist of five indicators: 1) the response of students about the quality in learning online, 2) feeling of learners during implementation of online learning in teaching reading comprehension, 3) the interest of the learners when learning online, 4) motivation of learners when the lecturer implementing online learning, 5) learners attention with the online learning in teaching reading comprehension.

Tabel 3.1 instrument questionnaire

No	Indicator	Variabel	No item
1.	Quality of Learning	Easy to understand material	14, 22,

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[29]Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Educational Research: 2012 (Vol. 4).

	Reading Online	Use of online media	10, 24
		Improving individual critical thinking	
		Concepts can be remembered longer/ meaningful	
2.	Feelings of learners during the implementation of Learning Reading Online	Feeling during learning reading online	1, 2, 11, 4, 21
		Enjoy learning	
3.	Interest of the learners when implementing Learning Reading Online	Students enthusiastic in online process	8, 23, 20, 12, 17
		Rewarded in expressing opinion	
		Activities in accessing online classes	
4.	Motivation of learners when implementing Learning Reading Online	Motivation to actively in learning process	6, 9, 16, 3, 5, 19
		Dare to express opinion	
5.	Learners attention with the implementing Learning Reading Online	There is no misunderstanding	13, 18, 7, 15
		Annoying things	

F. Technique of Data Analysis

The analysis data obtained by google form by analysing the students' response with the questionnaire that has been given to the students to know their responses toward using online learning , in order to obtain data needed, then data would be analysed by the researcher by followed the steps.

First of all, the data that has been obtained are processed and classified based on indicators that can answer the problem formulation will be scored based on the type of statement. In this case the researcher uses the following types of Likert scale ratings. For preliminary analysis used a simple distribution tables for each variable by using the following criteria:

1. Always(A), means each event is described in the statement it's definitely done. it shows the highest grade. The score given is 4 (positive questions) and 1 score (negative questions) for that condition.

2. Often(O), means each event is described in the statement it is more done than not done. it shows lower grade than before. It will give 3 score (positive questions) and 2 score (negative questions) for this condition.

3. Sometimes(S), means each event is described in the statement it's done sometimes. it shows a lower rate in comparison with often. Then it give 2 scores for positive statement and 3 with the negative statement.

4. Seldom(S), it shows lower rate in comparison with sometimes. Then it gave 2 scores for the positive questions, beside for negative questions the score given is 4 score.

5. Never(N), means Each event is described in the statement it was simply never done. It shows lowest rate. Then it gave 1 scores for the positive questions, beside for negative questions the score given is 4 score.

Secondly, the reseacher used tabulating (arranged data in table form), Tabulation is the process of compiling and analyzing data in tabular form. By entering the data in the table, which will make it easier to carry out the analysis.[30]

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[30]Moh. Pabundu Tika.*Metode Penelitian Geografi* (Jakarta: PT. Bumi Aksara, 2005) p. 66

Thidrly, Percentage namely the result of data from spreading questionnaire was processed with statistics through the Distribution Relative Frequency table, it can be called Percentage Table. Where the results obtained from the results of the table or histogram that have been done before are then interpreted into the table percentage.

The questionnaire data obtained analyzed statistically by calculating the percentage of students' answers to each item on the list of questions. To calculate the percentage of answers to be chosen by students, the researcher refers to the Statistical Method with the formula to be used, namely;

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

Where,

P= Percentage
F= Frequency
N= the Total Number of the Respondents.

The formula of likert scale as follow:

Table 3.2 Alternative score answer

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Always (A)	5	Always (A)	1
Often (O)	4	Often (O)	2
Sometimes (S)	3	Sometimes (S)	3
Seldom (S)	2	Seldom (S)	4
Never (N)	1	Never (N)	5

The following is the interpretation score of questionnaire clasification;

Table 3.3the interpretation of questionnaire clasification.

0% - 35%	36% - 51%	52% - 67%	68% - 83%	84% - 100%
Strongly Low	Low	Neutral	Strong	Very Strong

In addition, the overall classification of student responses is based on the following criteria:

Table 3.4 clasification students' response

Percentage	Category
0,00% - 33,33%	Low
33,34% - 66,66%	Enough
66,67% - 100%	Good

*(*Source: *Tophan James and Sirotnik*

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding. The finding of the research cover description of the result of data collected related to the objective of the research namely to find out the students' response toward learning reading online at the fourth semester of IAIN Parepare through a spread questionnaire by using google form that can be discussed in the section below.

A. Research Finding

This chapter aims to answer the research questions about students' response on learning reading online. There are 24 statements related to the students' response consists of 12 positive statements and 12 negative statements with 5 indicators namely; quality of learning reading online, feelings of learners, interest of learners, motivation of learners, and learners attention with the learning reading online. This research is done by spreading quessionnaires using google form to the students of the fourth semester in english department.

Based on the research data via questionnaire to 40 of 95 students, the data shows that the higher score of total items is 145with the percentage is 72.5% and the lowest score of total items is 61with the percentage is 30.5%.

1. **Finding of Each Part of The Questionnaire**

   a. **Quality of Learning Reading Online**

   Based on the result of the questionnaire answered by the respondents, the score of total item of quality of learning reading online is shown in the table below.

Tabel 4.1 total item of indicator 1

NO	STATEMENTS	Total Item
1	No 1	117
2	No 2	117
3	No 3	116
4	No 14	107
5	No 20	114

The following are the statements that are displayed in the questionnaire;

1. You can easily remember material in learning reading online.

2. Learning reading online can help develop my creativity in study.

3. Although learning reading is easy, learning reading online cannot improve my reading skills.

14. My reading ability in understanding text increased with learning reading online.

20. Learning reading online is less effective for learning english.

The chart above desribes the quality of learning reading online. The highest total item is from questionnaire number 1&2 (I can easily remember material in learning reading online & learning reading online can help develop my creatively in study) with score of total item is 117 with the percentage which can be seen below:

No	Category	Score	Frequent	Sum of Score
1	Always	5	1	5
2	Often	4	4	16
3	Sometimes	3	27	81
4	Seldom	2	7	14
5	Never	1	1	1

Total	40		117

The table shows that most of the students choose often (merasa sering) with the statement in questionnaire number 1.

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

They are $\frac{117}{200} \times 100 = 58.5\%$, where 117 is the total of score from the statement beside 200 maximum score. So it can be categorized neutral.

b. Feeling of Students during Learning Reading Online

Based on the result of the questionnaire answered by the respondents, the total item of Feeling of Students during Learning Reading Online is shown in the tabel below.

Tabel 4.2total item of indicator 2

NO	STATEMENTS	Total Item
1	No 4	123
2	No 11	125
3	No 16	120
4	No 19	109
5	No 24	111

The following are the statements that are displayed in the questionnaire;

4. In preparation for learning reading online class, I feel very sure and relaxed.

11. I am not interested in joining an online reading class.

16. Learning reading online makes my reading experience more interesting.

19. Learning reading online makes me worry about making mistakes in the learning process.

24. I do not worry about making mistakes in online class.

The table above desribes the feeling of students during learning reading online. The highest average is from questionnaire number 11 (learning reading online is not boring and easily accessible) with total item125 with the percentage which can be seen below:

No	Category	Score	Frequent	Sum of Score
1	Always	5	3	15
2	Often	4	10	40
3	Sometimes	3	19	57
4	Seldom	2	5	10
5	Never	1	3	3
		Total	40	125

The table shows that most of the students choose often (merasa sering) with the statement in questionnaire number 11.

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

They are $\frac{125}{200} \times 100 = 62.5\%$, where 125 is the total of score from the statement beside 200 maximum score. So it can be categorized neutral.

c. **Interest of Students in Learning Reading Online**

Based on the result of the questionnaire answered by the respondents, the score of total item of Interest of Students in Learning Reading Online is shown in the chart below.

Tabel 4.3total item of indicator 3

NO	STATEMENTS	Total Item
1	No 9	97
2	No 7	145
3	No 12	127
4	No 21	85
5	No 22	130

The following are the statements that are displayed in the questionnaire;.

9. I prefer reading my reading materials on paper instead of reading them through my mobile phone.

7. Online reading learning is not boring and easily accessible.

12. Teaching material (videos, ppt, articles) and assignments posted by the lecturer through online is easiy to understand.

21. Although online learning at home but I feel disturbed with too much homework and the short time of collecting the task.

22. Learning reading online makes it easier to do and collect assignments.

The chart above desribes about the interest of students in learning reading online. The highest average is from questionnaire number 7 (I am not interested in joining online reading class) with total item 145 with the percentage which can be seen below:

No	Category	Score	Frequent	Sum of Score
1	Always	1	1	1
2	Often	2	6	12
3	Sometimes	3	14	42
4	Seldom	4	5	20

5	Never	5	14	70
		Total	40	145

The table shows that most of the students choose often (merasa sering) with the statement in questionnaire number 7.

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

They are $\frac{145}{200} \times 100 = 72.5\%$, where 145 is the total of score from the statement beside 200 maximum score. So it can be categorized strongly.

d. Motivation of Students in Learning Reading Online

Based on the result of the questionnaire answered by the respondents, the average of Motivation of Students in Learning Reading Online is shown in the chart below.

Tabel 4.4total item of indicator 4

NO	STATEMENTS	Total Item
1	No 5	112
2	No 8	118
3	No 15	141
4	No 18	128

The following are the statements that are displayed in the questionnaire;.

5. Learning reading online can motivate me to actively participate in online discussion, answer exercise or clarify things.

8. I feel confident in my ability in learning reading online

15. Learning reading online used by the lecturer cannot develop students' creativity.

18. I did not feel helped in my reading skill when I learned by learning reading online.

The chart above desribes motivation of students on learning reading online. The highest average is from questionnaire number 15 (Learning reading online cannot develop students' creatively) with score of total item is 141 with the percentage which can be seen below:

No	Category	Score	Frequent	Sum of Score
1	Always	1	0	0
2	Often	2	3	6
3	Sometimes	3	21	63
4	Seldom	4	8	32
5	Never	5	8	40
		Total	40	141

The table shows that most of the students choose often (merasa sering) with the statement in questionnaire number 15.

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

They are $\frac{141}{200} \times 100 = 70.5\%$, where 141 is the total of score from the statement beside 200 maximum score. So it can be categorized strongly.

e. Students Attention with Learning Reading Online

Based on the result of the questionnaire answered by the respondents, the average of Students Attention with Learning Reading Online is shown in the chart below.

Tabel 4.5total item of indicator 5

NO	STATEMENTS	Total Item
1	No 6	118
2	No 10	61
3	No 13	137
4	No 17	136
5	No 23	110

The following are the statements that are displayed in the questionnaire;.

6. I pay more attention to the learning process by learning reading online.

10. I feel disturbed with the bad network off my phone in learning reading online.

13. I think learning reading through online learning saves effort and time.

17. Learning reading online makes the students confused in the learning process.

23. In learning process I fell myself thinking about things that have nothing to do with the class.

The chart above desribes the students attention with learning reading online. The highest average is from questionnaire number 13 (I think learning reading online save effort and time) with score of total item is 137 with the percentage which can be seen below:

No	Category	Score	Frequent	Sum of Score
1	Always	5	6	30
2	Often	4	13	52
3	Sometimes	3	15	45
4	Seldom	2	4	8

5	Never	1	2	2
		Total	40	137

The table shows that most of the students choose often (merasa sering) with the statement in questionnaire number 13.

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

They are $\frac{137}{200} \times 100 = 68.5\%$, where 137 is the total of score from the statement beside 200 maximum score. So it can be categorized strongly.

2. Distribution Percentage from the Students' Response on Learning Reading Online

Tabel 4.6 percentage of students' response

NO	Indicator	items	Total Item	Pecentage	Average
1	indicator 1	No 1	117	58.5%	57.1%
		No 2	117	58.5%	
		No 3	116	58%	
		No 14	107	53.5%	
		No 20	114	57%	
2	indicator 2	No. 4	123	61.5%	60.8%
		No. 7	145	72.5%	
		No 16	120	60%	
		No 19	109	54.5%	
		No 24	111	55.5%	
3	indicator 3	No 9	97	48.5%	56.4%
		No 11	125	62.5%	
		No 12	127	63.5%	
		No 21	85	42.5%	
		No 22	130	65%	
4	indicator 4	No 5	112	56%	77.12%
		No 8	118	59%	

		No 15	141	70.5%	
		No 18	128	64%	
5	indicator 5	No 6	118	59%	56..2%
		No 10	61	30.5%	
		No 13	137	68.5%	
		No 17	136	68%	
		No 23	110	55%	
				Total average	**61.52%**

Fromthe table above, it can be seen that indicator 4 or motivation of students in learning reading online is the higher or we can say that students in the fourth semester has a good response in learning reading online based on their motivation in study, it can be seen with the pie chart below:
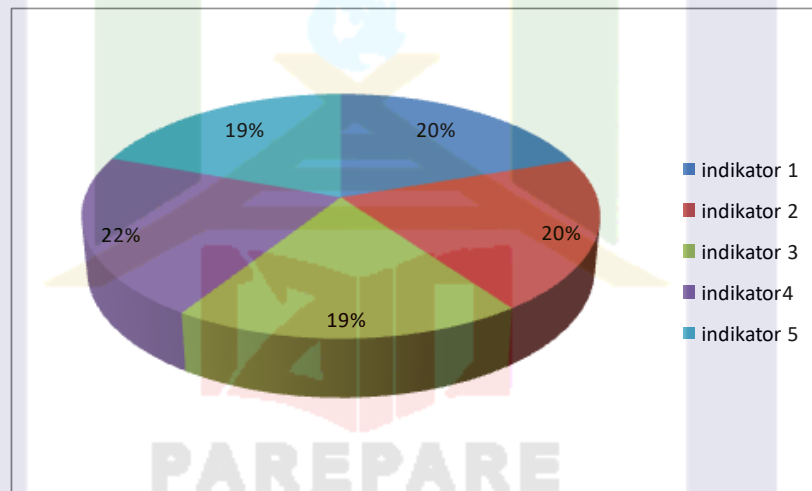
From the chart above it is clear that from all indicators the dominant result comes from the indicator number 4 (motivation of students in learning reading online) with 22% percentage from each average percentage in all indicators.

According to the result of the data above the researcher calculated it in 2 steps. First step is about the overall data. Based on the chart, the highest average comes from question number 7 (I am not interested in joining learming reading online

class) with the score of total item is 145 and the percentage 72.5%, While the lowest score comes from question number 10 (I feel disturbed with the bad network of my phone when learning) with the score of total item is 61and the percentage 30.5%.

Second step describes each part of the questionnaire. Quality of learning reading online consists of 5 statements where the statement number 1 (You can easily remeber material in learning reading online) as the higher with the score of total item is 117 and its percentage is 58.5% which means students have undedicated/neutral response that by learning reading online students can easily remember material when learning. The lowest score is the statement number 14 (my reading ability in understanding text increased with learning reading online) with the score of total item is 107 and its percentage is 53.5% where it can be categorized neutral. It means the students sometimes have a good response in understanding text by learning reading online and sometimes not. However it still include in neutral response.

Feeling of students on learning reading online consists of 5 statemens where the statement number 11 (learning reading online is not boring and easily accessible) as the higher with the score of total item is 125 and its percentage is 62.5% which means students have a neutral response that even they learn through online but learning reading online was easily in accessible and not boring. The lowest score is the statement number 19 (Learning reading online makes me worry about making mistakes in learning process) with the score of total item is 109 and its percentage is 54. 5% where it can be categorized neutral. It means the students sometimes feel their experience in learning reading online were worry about making mistakes in learning process and sometimes not. However it still includes a neutral response.

Interest of students on learning reading online consists of 5 statements where the statement number 7 (I am not interested in joining online reading class) as the higher with the score of total item is 145 and its percentage is 72.5% which means students have strong response or good response related to their interest on learning reading online. The lowest score is the statement number 21 (Although online learning at home but i feel disturbed with too many homework and the short time of collecting the task) with the score of total item is 85 and its percentage is 42.5% where it can be categorized low. It means students do not feel that in learning reading online they are given many homework with the short time in collecting the task. However this indicator still includes a neutral response.

Motivation of students on learning reading online consists of 4 statements where the statement number 15 (learning reading online used by the lecturer cannot develop students' creatively in learning) as the higher with the score of total item is 141 and its percentage is 70.5% which means students have strong response or good response that students feel helped with this learning reading online and they can enjoy learning with their creatively in learning. The lowest score is the statement number 5 (learning reading online can motivate me to actively participate in online discussion, answer exercise or clarify things) with the score of total item is 112 and its percentage is 56% where it can be categorized neutral. It means sometimes the students are motivated to be active in the learning process such as in online discussion, answer exercise or clarify things and sometimes not. However it still includes a good response.

Students attention on learning reading consists of 5 statements where the statement number 13 (I think learning reading online save effort and time) as the

higher with score of total item is 137 and its percentage is 68.5% which means students have a strong response or good response to learning reading online. With the learning process was implemented through online, it can save effort and time in learning. students can study from home and students still get the point of study especially in understanding how online learning works. The lowest score comes from the statement number 10 (i feel disturbed with the bad network off my phone in learning) with the score of total item is 61 and its percentage is 30.5% where it can be categorized low. It means the students sometimes feel disturbed with the bad network when studying. However it still includes a good response.

B. Discussion

In this section the researcher elaborated further on the results of data processing that have been discussed earlier about student's response on learning reading at the fourth semester of English Department in IAIN parepare. Besides, this research did on 26Februari 2020. This research was conducted using a research instrument which is questionnaire by likert scale.The data analysis technique used is descriptive analysis by using a percentage calculation. The researcher had prepared the questionnaire in Google form. The researcher sent the link of the questionnaire to the students using WhatsApp messenger or even the researcher sent the link by personal chat to the students to get more attention from them so they can answer it according to their feeling about learning reading online that has been implemented in the previous semester.

According to the result of the data from students' responses on learning reading online found that the motivation of students in learning online reading was higher than the other indicator with an overallpercentage is 77.12%. Even though

indicators of student motivation have a higher percentage value than other indicators, the percentage value of other indicators also shows a percentage score which shows a good response to online reading learning. Following the score percentage of student motivation on learning reading online, the students' feeling on learning reading online also has an average overall item score of percentage 60.8% followed by the quality of learning reading online with an overallpercentage is 57.1%, students interest on learning reading online with an overall percentage is 56.4% and students attention on learning reading online with an average percentage is 56.2% which is included in a neutral category.

It can be concluded that the students' response in online reading learning shows a neutral response. Motivation students on learning reading online show a high percentage value when associated with the notion of response, *namely as an activity of organizing that has happened and experienced by an individual of all kinds of activities caused by stimulants or as a result impression that is obtained or left behind from observation.*[31] Means response is formed from the process of stimulation or giving actions that produce reactions as a result of stimulus process. As well as student responses to online reading learning obtained from learning that has been done before. Response is devided into three parts, namely; cognitive, affective, and psychomotor.[32] The results of this study indicated that students' response on learning reading online was referred to students' cognitive response with percentage 61.5% and it can be categorized in a neutral response.

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[31]John H. Harvey in Abu Ahmadi, *Psikologi Sosial* (Jakarta: Rineka Cipta, 2009) P.150

[32]Jalaluddin Rahmat, *Psikologi Komunikasi* (Bandung:Remaja Rosdakarya. Edisi Revisi 2016) Hal. 118

In previous research finding by Anna Ya Ni,[33] her research shown that online learning is more challenging for students who survive in a virtual environment than in the classroom, it can be seen from the research results that the researcher found. The indicator of interest of the learners in learning online reading in questionnaire number 7 (I am not interested in joining online reading class) obtained the highest scorepercentage 72.5% which means students have strong response or good response related to their interest on learning reading online. These results proved that online learning has its own challenges for students during learning, especially for students who are less active during class interactions are carried out at face-to-face meetings, so with this online reading learning they can actively participate in online discussions well and calmly by following directions in online learning.

In addition, in her research, Anna Ya Ni said that participation might not be too scary so that the quality and quantity of interactions can be increased in online classes. This is the same as the results found by researchers. The indicator of feeling of learners in learning reading online on questionnaires number 4 and 11 (In prepared for learning reading online class, I feel very sure and relaxed, online reading learning is not boring and easily accessible.) With statement no 11 obtained a high score of total item namely 127 followed by statement no 4 with a average score of total item is 123 with a percentage of 62.5% and 61.5% respectively which means students have a neutral response that even they learn through online but learning reading online was easily in accessible.

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[33]Ya Ni, Anna, *ComparingThe Effectiveness Of Classroom and Online Learning: Teaching Research Methods (*JPAE Journal of Public Affairs Education, 2013) Vol.19 No.2 p.199-216

In conclusion, this study found that in learning reading online, the most dominant indicator is motivation. The motivation of students in participating in learning is very high. Sudents feel less burdened and easily accessible. Although in terms of knowledge, the results are in the third place of the five indicators used by researcher in their measurement, but using better approaches and strategies in the future to get better results in terms of student knowledge. however, the knowledge found by researchers falls into the neutral category.

CHAPTER V

CLOSING

This section describes the summary of the research based on research findings in the previous chapter and recommendation for further research.

A. Conclusion

The purpose of this research is to know students' response on learning reading online at the fourth semester of IAIN Parepare. This learning reading online has been implemented in the previous semester during pandemic. There were 95 students in the fourth semester but only 40 students who completed the questionnaire by google form thus, the total sample of this research consists of 14 male and 26 female participants participated to fill in the questionnaire.

Based on result from "Students' Response on Learning Reading Online at The Fourth Semester of IAIN Parepare" conclusion can be drown in five details of indicator these are; quality of learning reading online got percentage about 57.1% that indicated category score was good, feeling of students on learning reading online got 60.8% that indicated category score was good, interest of students on learning reading online got 56.4% that indicated category score was enough, motivation of students on learning reading online got 77.12% that indicated that category score was good and students attention on learning reading online got 56.2% that indicated that category score was enough.

Motivation of students on learning reading online is indicator with a percentage from all indicator and it indicates that although the results of the quality of

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online learning are not too prominent, it can be seen that students' motivation in learning reading online still has a good response. It can be seen that the affective response of students looks dominant with this learning reading online. To sum up the percentage from all indicator of questionnaire namely 61.52%, it is indicated that the students' response on learning reading online is in a neutral response.

B. Suggestion

Based on the conclusion above, the writer proposes the following suggestion to the teacher, students and the other writers who are interested in studying writing descriptive text as follow:

1. To the teacher

   According to the findings, students' showed good response toward learning reading online with the motivation of students on learning reading online as indicator with a higher score percentage and followed by another indicator. means with high student motivation in learning, the way the students properly use online can make learning better, more engaging, and more student-centered with teacher teaching methods that must be adapted to support student learning conditions and provide feedback to the students; thus, they will have better understanding in the course.

2. To the students

   Suggested for students to maximize the use of online learning. Students are expected to properly and creatively in online learning, because the way students use a tool is what makes the difference. The way the students give response to the online learning properly can make learning better, more engaging, and more student-centered.

3. To the other researcher

   This research is not perfect yet, as this present study focus on learning reading online namely reading comprehension, next study can continue this research on the other subject because we know that each subject has their different response when it applied to the students.

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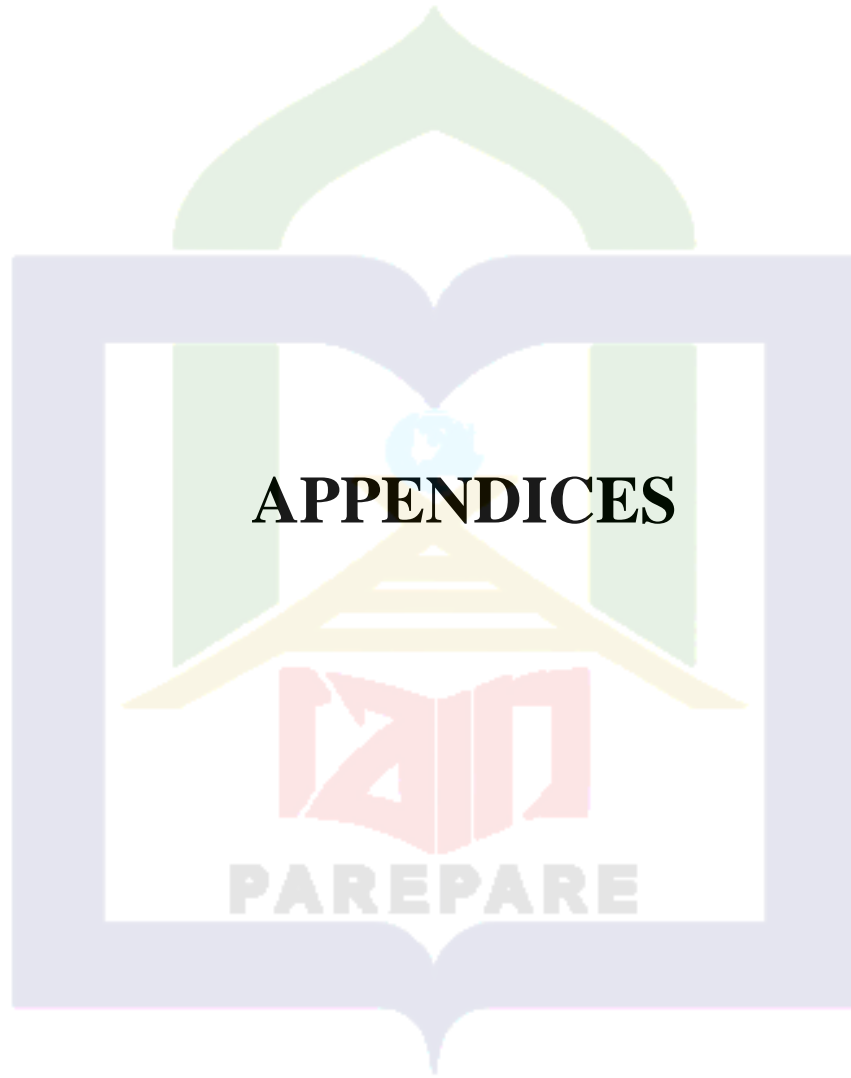
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APPENDICES

Appendix 1. Research Instrument

<table>
<tr>
<td rowspan="2"></td>
<td>
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln.Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id
</td>
</tr>
<tr>
<td>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</td>
</tr>
</table>

NAMA MAHASISWA : WANDA HAMIDA

NIM : 16.1300.010

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : STUDENTS' RESPONSE ON LEARNING READING ONLINE AT THE FOURTH SEMESTER OF IAIN PAREPARE

Based on the Research, the researcher will use the Questionnaire

Questionnaire consists of 24 questions that need to be answered honestly and correctly by the students. In this instrument, the form of questionnaire related with several Indicators that mentions below:

No	Indicator	Variabel	No item
1.	Quality of Learning Reading Online	Easy to understand material	14, 22, 10, 24
		Use of online media	
		Improving individual critical	

		thinking	
		Concepts can be remembered longer/ meaningful	
2.	Feelings of learners during the implementation of Learning Reading Online	Feeling during learning reading online	1, 2, 11, 4, 21
		Enjoy learning	
3.	Interest of the learners when implementing Learning Reading Online	Students enthusiastic in online process	8, 23, 20, 12, 17
		Rewarded in expressing opinion	
		Activities in accessing online classes	
4.	Motivation of learners when implementing Learning Reading Online	Motivation to actively in learning process	6, 9, 16, 3, 5, 19
		Dare to express opinion	
5.	Learners attention with the implementing Learning Reading Online	There is no misunderstanding	13, 18, 7, 15
		Annoying things	

QUESTIONNAIRE

I. Respondents' identity

a. Name   :

b. Semester   :

II. Instruction

- Choose the right answer by checking (√) one of the answer columns provided.

- The answer is given according to the situation you really feel.

III. The answers's statement

A = Always   S = Sometimes   N = Never

O= Often   Sl = Seldom

IV. Statements

No.	Statements	The Answers				
		A	O	S	Sl	N
1.	You can easily remember material in learning reading online					
2.	Learning reading online can help develop my creativity in study					
3.	Although learning reading is easy, learning reading online cannot improve my reading skils					
4.	In preparation for learning reading online class, I feel very sure and relaxed					
5.	I prefer reading my reading materials on paper instead of reading them through my phone					
6.	I pay more attention to the learning process by learning reading online					

7.	Learning reading online is not boring and easily accessible					
8.	I fell confident in my ability in learning reading online					
9.	It would not bother me at all to take online class in learning reading comprehension					
10.	I feel disturbed with the bad network of my phone in learning reading online					
11.	I am not interested in joining an online reading class					
12.	Teaching material (videos, ppt, articles) and assignments posted by the lecturer through online is easy to understand					
13.	I think learning reading online saves my effort and time					
14.	I actively participate in online discussions, answer exercises or clarify things					
15.	Learning reading online used by the lecturer cannot develop students' creativity					
16.	Learning reading online makes my reading experience more interesting					
17.	Learning reading online makes the students confused in learning process					
18.	I did not fell helped in my reading skill when I learned by learning reading online					
19.	Learning reading online makes me worry about making mistakes in the learning process					
20.	Learn through online makes my reading experience more interesting					
21.	Although online learning at home but i feel disturbed with to many homework and the					

	short time of collecting the task.					
22.	Learning reading online makes us easier to do and collect the assignment					
23.	In learning process I fell myself thinking about things that have nothing to do with the class					
24.	I don't worry about making mistakes in online class					
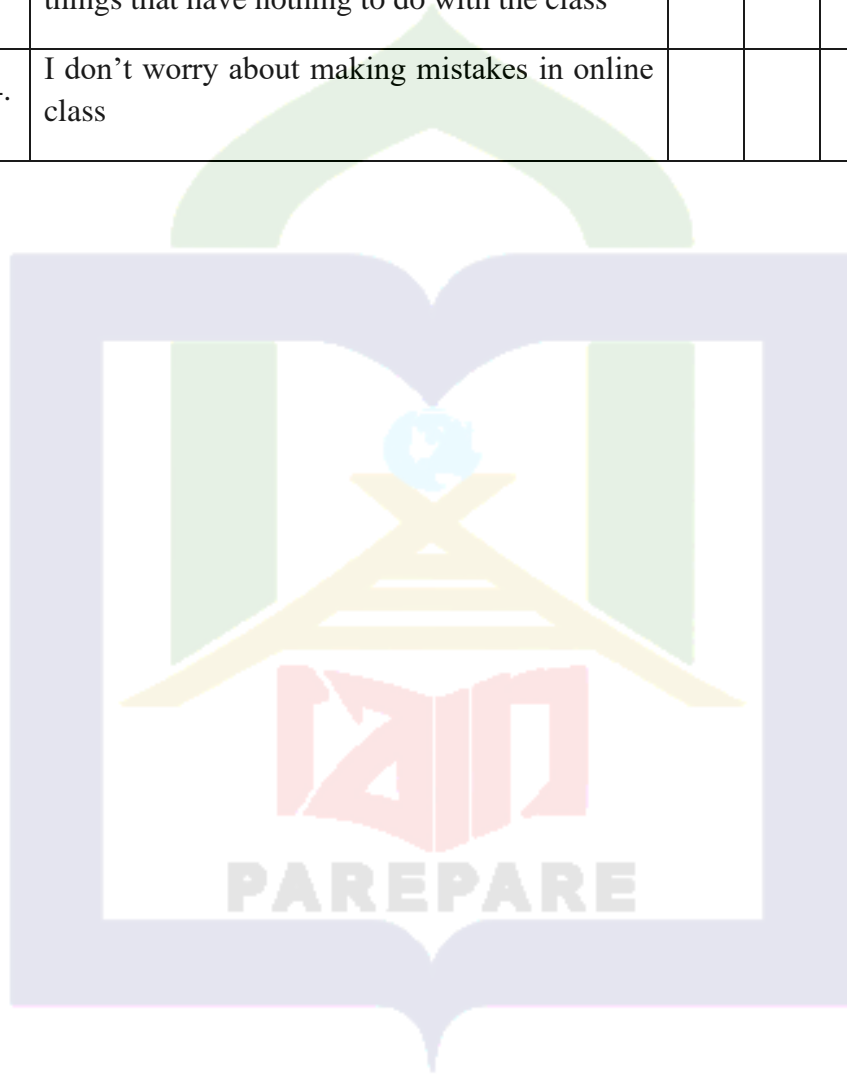
Appendix 2.   The Result of the Instruments

No	Initial Name	items																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	N	3	2	3	3	3	3	5	2	3	2	4	3	3	3	3	4	5	3	2	5	1	3	3	1
2	R	3	3	4	4	2	3	5	4	1	1	2	3	3	1	3	2	4	4	5	2	3	4	1	3
3	NU	3	4	3	3	3	3	4	3	2	2	3	4	3	3	2	4	3	3	3	3	2	4	3	3
4	TW	3	2	2	3	1	1	3	2	1	1	3	3	5	2	3	1	5	1	3	3	3	3	3	3
5	A	2	2	4	2	3	2	3	2	4	2	2	3	3	3	4	2	3	4	3	3	1	3	2	3
6	MRD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	1	5	1	1	1	1	1	1	1
7	MGT	3	3	2	3	1	3	4	5	1	1	5	5	5	3	3	5	3	3	2	5	1	4	3	5
8	MRH	5	4	2	3	4	4	5	3	3	1	3	4	4	4	4	3	3	3	3	2	1	3	1	2
9	YS	2	3	3	3	2	2	3	3	2	1	3	3	3	2	2	3	3	3	3	2	1	2	3	2
10	Na	4	4	4	5	5	5	5	5	3	3	4	4	4	4	5	4	5	5	3	2	3	4	5	4
11	SM	3	4	3	4	3	4	2	4	3	1	4	4	4	4	3	5	3	3	1	4	3	5	3	2
12	IS	3	4	3	4	3	3	5	5	4	3	5	5	4	3	5	5	4	2	3	5	2	4	3	3
13	MADB	3	3	3	3	3	3	3	3	3	1	3	3	4	3	3	3	3	3	3	3	1	3	2	3
14	PUA	4	3	2	3	3	5	5	3	1	1	3	4	4	4	3	4	3	4	3	1	1	4	2	2
15	UZ	3	3	2	3	3	4	5	3	3	3	3	3	3	3	5	3	3	5	3	5	3	3	4	1
16	As	3	3	3	3	2	2	3	2	1	1	3	2	3	2	3	2	3	3	2	3	1	3	2	1
17	P	3	3	2	4	3	4	3	3	1	1	3	3	2	2	3	3	3	3	3	2	3	4	5	2
18	MZ	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	3	5
19	ML	3	2	2	3	3	1	3	1	5	1	4	1	1	1	2	3	2	3	3	2	3	3	3	4
20	Ad	2	2	1	1	2	1	2	4	3	1	1	1	3	2	5	1	2	2	2	1	1	3	3	5
21	SA	3	3	3	4	3	3	4	3	3	1	4	3	4	3	3	4	2	3	2	1	2	3	1	3
22	SAA	4	3	3	3	4	3	2	3	1	1	3	3	3	3	3	3	4	3	3	2	2	3	2	3
23	I	3	3	3	4	4	3	4	4	2	1	3	4	4	3	3	3	3	2	4	1	2	3	5	3
24	M	3	1	5	3	3	2	3	1	1	1	3	3	3	1	3	2	5	1	1	1	1	1	2	5
25	N	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
26	TU	2	3	3	2	3	3	3	3	1	1	2	2	3	3	3	3	4	3	2	2	1	2	2	3
27	YIS	3	3	5	4	4	3	5	5	3	3	2	4	5	3	4	4	5	4	3	5	1	5	2	2
28	FR	2	3	3	4	2	3	3	3	4	1	4	3	5	3	4	4	4	4	3	4	3	3	2	2
29	AH	3	3	4	3	3	2	3	2	2	2	3	3	2	1	4	2	3	3	3	4	4	3	4	2
30	AII	2	2	2	3	3	3	5	3	4	1	3	4	5	3	5	2	5	5	5	5	1	5	1	5
31	HN	3	3	2	2	3	3	5	2	2	1	3	3	2	3	3	2	3	3	2	2	3	3	2	1
32	SFS	3	4	4	3	2	3	2	3	1	1	4	4	3	2	3	2	3	3	2	1	2	3	2	3
33	Ma	2	1	2	1	2	1	3	2	4	1	1	2	4	2	3	2	2	4	5	1	1	3	3	4
34	S	3	4	4	3	2	3	5	2	3	1	4	3	3	3	5	3	4	5	3	5	4	3	5	1
35	Nu	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
36	PAR	3	2	2	3	3	3	2	2	1	1	3	3	4	2	3	3	2	2	2	2	4	3	2	3
37	ZJ	3	3	3	2	3	4	2	4	2	3	4	4	4	3	4	3	2	4	2	3	1	4	5	3
38	SRPR	3	3	3	4	3	4	5	3	3	3	3	3	4	3	4	3	3	3	3	4	1	3	4	3
39	R	4	4	2	2	2	3	5	2	2	1	2	3	2	2	4	4	4	4	2	4	2	3	2	2
40	AS	3	3	3	4	3	4	4	2	2	1	4	3	4	3	3	3	2	3	1	2	3	4	3	2
TOTAL ITEM		117	117	116	123	112	118	145	118	97	61	125	127	137	107	141	120	136	128	109	114	85	130	110	111
MAX		5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
MIN		1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1
AVERAGE		2,93	2,93	2,9	3,08	2,8	2,95	3,63	2,95	2,43	1,53	3,13	3,18	3,43	2,68	3,53	3	3,4	3,2	2,73	2,85	2,13	3,25	2,75	2,78

Appendix 5. Students Response

NO	Indicator	Items	Total Item	Pecentage	Average
1	indicator 1	No 1	117	58,5%	57,1%
		No 2	117	58,5%	
		No 3	116	58%	
		No 14	107	53,5%	
		No 20	114	57%	
2	indicator 2	No. 4	123	61,5%	60,8%
		No. 7	145	72,5%	
		No 16	120	60%	
		No 19	109	54,5%	
		No 24	111	55,5%	
3	indicator 3	No 9	97	48,5%	56,4%
		No 11	125	62,5%	
		No 12	127	63,5%	
		No 21	85	42,5%	
		No 22	130	65%	
4	indicator 4	No 5	112	56%	77,12%
		No 8	118	59%	
		No 15	141	70,5%	
		No 18	128	64%	
5	indicator 5	No 6	118	59%	56,2%
		No 10	61	30,5%	
		No 13	137	68,5%	
		No 17	136	68%	
		No 23	110	55%	
				Total average	**61,52%**

Appendix 6.   Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B. 590/In.39.5.1/PP.00.9/02/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

        Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :
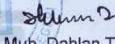
Nama	: Wanda Hamida
Tempat/Tgl. Lahir	: Malaysia, 14 Desember 1998
NIM	: 16.1300.010
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Jl. Wirabuana, Kel. Lapadde, Kec. Ujung, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"Students' Response On Learning Reading Online At The Third Semester Of IAIN Parepare "

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 25 Februari 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

SRN IP0000139

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 141/IP/DPM-PTSP/3/2021

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA	:	**WANDA HAMIDA**
UNIVERSITAS/ LEMBAGA	:	**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	:	**TARBIYAH / PENDIDIKAN BAHASA INGGRIS**
ALAMAT	:	**JL. WIRABUANA PAREPARE**
UNTUK	:	melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENTS RESPONSE ON LEARNING READING ONLINE AT THE THIRD SEMESTER OF IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **26 Pebruari 2021 s.d 26 Maret 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **01 Maret 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP   : 19620915 198101 2 001

Biaya : Rp. 0.00

Appendix 6. Sertificate has researched

CURRICULUM VITAE

WANDA HAMIDA, the writer was born on December 14th, 1998 in Sabah, Malaysia. She is the first child from four children in her family, from couple Iskandar Tokeng and Nasmiah. She has one sister and two brothers. She began her study at SDN 86 Parepare, and graduated on 2010. In the same year, she continued her study at SMPN 4 Parepare. And graduated on 2013. In the same year she continued her study at SMAN 4 Parepare and graduated on 2016. After graduating, she decided to continue her study at State Islamic College (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took the Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2021 with the title "Students' Response on Learning Reading Online at the Fourth Semester of IAIN Parepare".