A THESIS

PERCEPTIONS ON THE USE EDLINK PLATFORM IN LEARNING VOCABULARY AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM AT IAIN PAREPARE

BY

GALI RAKASIMIN
REG NUM. 17. 1300. 088

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

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

ENGLISH EDUCATION PROGRAM
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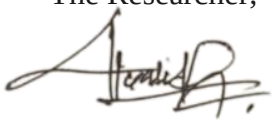

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DECLARATION OF THE RESEARCH AUTHENTICITY

The Researcher who signed the declaration below :

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

Parepare, February 04th 2023
The Researcher,

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ABSTRACT

Gali Rakasimin. *Perceptions on the Use Edlink Platform in Learning Vocabulary at The Third Semester English Study Program at IAIN Parepare.* (Supervised by Abd. Rauf Ibrahim and Ismail Latief).

Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible learning time. Online class (virtual class) is substantially true. no different from real classrooms.

This study aims to find out how students perceive the use of the Edlink Platform in the third semester English education program at IAIN Parepare. The results of this study are useful for them because they will get information about students' use of the Edlink Platform in learning. The population in this research were the students at the third semester of English program at IAIN Parepare. There are 58 students of the third semester at IAIN Parepare. In choosing the sample for the research, the researcher used random sampling. Researchers take 22 female students and 8 male students.

Based on the results of the questionnaire data analysis based on the Technology Accepting Model (TAM), the researchers found that students tended to give positive responses to using the Edlink platform. Students' perceptions about using the Edlink platform are on average good especially with the many benefits that can be found in this application, one of which makes it easier for them to work on and submit assignments online, thus the results of this questionnaire, the Edlink platform can be classified as a good application for students in the online learning process.

Keywords: Edlink Platform, Students' Perception.

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CHAPTER 1
INTRODUCTION

A. Background

Corona Virus Disease 2019 (Covid-19) has impacted nearly every element of human existence around the planet. One of the most important industries affected by the pandemic is education, and educators in underdeveloped nations like Indonesia are experiencing the brunt of it. This influence is mostly created by changes in habits, whether they are welcomed or not, such as shifting learning habits, including learning evaluation, from face-to-face to online form.[1]

The corona virus (Covid-19) outbreak, which has spread to 215 nations worldwide, poses unique challenges for educational institutions, particularly universities. To combat Covid-19, the government has banned crowding, social and physical distance, masks, and hand washing at all times. The Ministry of Education and Culture has mandated that tertiary institutions no longer conduct face-to-face (traditional) lectures and instead conduct lectures or learning online.

Except in Indonesia, the temporary suspension of educational facilities in an effort to jprevent the development of the Covid-19 outbreak has an impact on millions of pupils. Disruptions in the direct learning process between students and teachers, as well as the cancellation of learning evaluations, have an effect on students' psyche and lower the quality of their skills. This burden falls on all aspects of education, particularly the state, which is responsible for ensuring school

[1] Magdahalena Tjalla, Agus Suprijono,Dkk. *Kesiapan Dunia Pendidikan Menghadapi Era New Normal: Era Kenormalan Baru dan Pendidikan Tinggi di Indonesia: Tantangan dan Peluang*.,(IAIN Parepare Nusantara Press,Cet-1 2020),p.207.

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continuity for all educational stakeholders in order to conduct distant learning. How could Indonesia plan for, prepare for, and overcome the recovery of Covid-19 in order to avoid future educational losses. The mode of learning changes from traditional learning to bold learning has become a learning trend which is the only option to reduce the number ofvirus transmission and also the experience of learning online from home of course is a new experience for core teachers and principals of the Partnership Program.

Technological disruptions in education are carried out due to pandemic pressure for educators and learners to adapt to learning technology. Therefore, the Pandemic provides us with the opportunity to transform education using technology in learning. The social networking sites play an important role in this era. No matter big or small, people now report incidents every fraction of a second, as they come up. People are also increasngly dependent on mobile devices as their primary communication tool and increasingly using these devices to access social networking sites. One of the social networking sites is Sevima Edlink.

Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible learning time. Online class (virtual class) is substantially true. no different from real classrooms. Teachers plan to build virtual classrooms and use all technologies suitable for the study program students being taught.[2] Teachers are

[2] Carolin Dwija Novandini & Margaretha W.D Luta, *Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri,* (Yogyakarta: FKIP, Universitas Sanata Dharrma, 2018), p.394.

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supposed to create an effective learning environment in accordance with what has been previously planned. levant studies on perceptions toward vocabulary teaching and vocabulary learning showed that vocabulary teaching and learning haven't been taken into consideration by the practitioners in teaching English as a foreign language.

The researchers in here conducted research at IAIN Parepare in the third semester because researchers saw that this third semester often used edlink as a medium in learning, therefore the researchers conducted this research in the third semester. Based on the problem stated above, The researcher wants to know Perceptions on The Use Edlink Platform in Learning Vocabulary at the Third Semester English Study Program at Iain Parepare.

B. Research Questions

Based on the background above, the research formulates the research question as follows : What is the perceptions on the use Edink platform in learning vocabulary at the third semester English study program at IAIN Parepare?

C. The Objective of The Research

Relating to the problem statements above the objectives of the research is to describe perceptions on the use edlink platform in learning vocabulary english study program at IAIN Parepare.

D. Significant of The Research

This research will give the contribution for:

1. English Teacher

   The research really hopes that it can help the teacher to consider this

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strategy either effective or not by this findings, and to provide the information of the students' perceptions about this application.

2. Students

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

3. Further Researchers.

   To other researchers, the findings of this research are expected to give valuable contribution and information of Edlink platform during Daring Learning.

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CHAPTER II

REVIEW RELATED OF LITERATURE

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research.

A. Previous Research Findings

In this part, the researcher presents some researcher had concluded to this studying in the following.

Carolin Dwija Novandini, Margaretha W.D Luta in their research entitled "Pemanfaatan Kelas Virtual Sevima Edlink untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar dan Trigonometri" explained that the research is progressing as planned, although there are several obstacles that require researchers to use Whatsapp as an aid application. In addition, it also proves that in this increasingly modern era, technology plays an important role in the world of education where now the learning process can also be done without eye contact between teachers and students and learning can be done whenever and wherever the teacher and student are, namely by using virtual (online) classes. such as the Sevima Edlink application in this study.[3]

Ahmad Wibowo, Indah Rahmayanti in their research entitled " Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online Untuk Mengajar dan Belajar Bahasa Indonesia" explained that the Sevima Edlink media is highly recommended to be used as an electronic learning media in Indonesian language

[3] Carolin Dwija Novandini & Margaretha W.D Luta, "*Pemanfaatan Kelas Virtual SevimaEdlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri"*, (Yogyakarta: FKIP, Universitas Sanata Dharma, 2018),p 399.

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learning, because it has features that support the needs of Indonesian language learning. Besides being able to provide material, this Sevima Edlink media can also interact remotely through a conversational discussion via written or video. It is hoped that this media will continue to be promoted in the lowest to the highest educational units so that academics and students can find out about the existence of this Sevima Edlink media.[4]

Muh Zulkarnaen this reasearch aimed to find out students perceptions on the use of online learning in English subject. The subject of this research was the second grade students of MA Darul Muhajirin Praya which the population were 149 students. The design of this research was quantitaive descriptive with survey approach. The data of this research were collected by using questionnaires and documentation. The questionnaire consisted of 15 questions related to students' perceptions on the use of online learning in English subject. The result showed that students had positive perceptions on the use of online learning in English subject. From 15 questionnaire items, only two items that students did not choose whether agree or disagree, in other words neutral positions. The rest of the items were perceived positively where most of students chose agree as their responses to the questions. It meant that online learning gave a good impact for them in learning process. Therefore, online learning can be an alternative way in teaching and learning process especially in English subject.[5]

[4] Andi Wibowo, Indah Rahmayanti, "Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online Untuk Mengajar dan Belajar Bahasa Indonesia". Imajeri : Jurnal Pendidikan Bahasa dan Sastra Indonesia. Vol 02 No 2, Maret 2020, p.173.

[5] Muh Zulkarnaen. *Students' Perception On The Use Of Online Learning In English Subject At The Second Grade Students Of The Madarul Muhajirin Praya In Academic Year 2020/2021*.

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The difference between this research and the previous study is that the object of this research is at university, and the method used is mix method while previous researchers have used quantitative and descriptive qualitative.

B. Pertinent Ideas

1. Perception

a. The Definition of Perception

According Hamachek perception as how individuals experience stimulation by sensory receptors, from the world around them[6]. The perception is someone experience in a phenomenon. In the conclussion, perception is an opinion, feeling expression and a view of the learner in understanding the learning experience, in other words Perception is a view that is formed from the process of seeing and experiencing the events that exist in the environment.

b. Students Perception

Humans are created differently, each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Aristotle stated about perception is the associated with a change in a sense-organ and this is caused by the object of perception[7].

The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which

[6] Hamachek,"*Psychology in teaching, learning and growth".*Boston: Allyn & Bacon: 5th edition, 1995.

[7] Simo Knuutilla, Pekka Karkkainen T*heories of Perception in Medieval and Early Modern Philosophy (*Finland: Springer, 2008), p.1.

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means that everyone has feelings of likes or dislikes for the intended object. The preceding paragraph I have explained that every human being has an opinion or feeling each depends on theirs object. As an example, there are three judges who are choosing a singer audition.

There was a woman who was singing in a melodious and kind voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard and ordinary. From the example here can be concluded that the three judges have different opinions and feelings by looking at one object. By specifying the object has been listed in Gibson's theory that is the basis of Gibson's theory is the conviction that our perception is determined by optical flows optic arrays, Gibson believed that a human perceives objects (their sensory qualities) in a way by which packets of information arrays determined (structured) by objects, enter his sensors[8].

According to Chudler, the perception is the awareness familiarity regarding what we senses. In fact, most attitudes, behaviors, and adjustments are determined by their perceptions[9].According Montague that student's perception is the student feeling about something[10]. In this case, this study would like to know the students' perception toward the use of Edlink Platform in daring learning at the second semester of English Program at IAIN Parepare.

c. Types of Perceptions

1. In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self- perception has to

[8] Andej Demuth, *Perception Theories*(Sloakov: Edicia kognitivne studia, 2003), p.25.
[9] May and Chudler, *Sensation and Perception*.
[10] Marjorie Montague, *Student Perception, Mathematical Problem Solving, and Learning Disabilities*. Pennsylvania State Univ. Vol. 8 No. 1, 1997.

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act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each individual obtain and choices each human being makes all the way through life[11].

2. Positive perception is a valuable present that prepares the self- confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
3. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

2. Online Learning

a. Definition of Online Learning

Online or Virtual Learning is a learning system that utilizes electronic media as a tool to assist learning activities[12]. Students don't need to sit in the classroom to listen to every lesson the teacher delivers directly but their can be viewed at any time and any place connected to internet facilities.

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[13]. Online learning is a form of conventional learning that is translated into digital format via the internet. Online

[11] Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fift Edition* (United States of America: Library of Congress Cataloging, 2009),p. 304.

[12] Daryato, *Media Pembelajaran Peranannnya Sangat Penting Dalam mencapai tujuan pembelajaran,* p.168.

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

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learning is considered to be the only medium for delivering material between teachers and students during a pandemic emergency.

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[14].

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,teachers and students are used to doing distance learning interactions[15].

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)[16].

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

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

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

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

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far apart but can communicate with each other, interact or collaborate (directly/synchronously and indirectly/ asynchronously)[17].

1) The process of Daring Learning

Daring Learning Process in technology, where the learning process can be done remotely or not in the classroom. The learning process also takes place at any time without being limited by time, meaning that students can carry out the learning process according to their wishes. In this case, the role of the teacher, who is usually the teacher in the classroom as the material provider, will be computer media that ready with material simulations,at line with the rapid development of information and communication technology, there has been a shift in views of learning both inside and outside the classroom. This has changed the roles of teachers and students in learning. There are three alternative models of learning activities, they are:

a) Compeletely face to face (conventional).
b) Some face to face and some via the internet.
c) Completely via the internet (Online learning).
d) Advantages, Disavantages and Benefits 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 variety learning

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

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sources. The success model of learning depends on the characteristic of the students[18].

The advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers / teachers, learning can be doneanywhere 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 archivable capabilities)[19].

The advantages of use 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[20].

In various literature online learning cannot be separated from the internet network, because this media is used as a means of presenting learning ideas and ideas, in which there are still constraints and obstacles, but there are also benefits of e-learning.

[18] Sabran&Sabara, E, *Keefektifan Google Classroom sebagai Media Pembelajaran.Prosiding Seminar Nasional*, (LembagaPenelitianUniversitasNegeri Makassar, 2018)

[19] 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).

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

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There are many Disadvantages and Benefits of Online Learning, they are:[21]

No	The Disadvantages of Online Learning	The Benefits of Online Learning
1.	There is still a lack of ability to use the internet as a learning resource.	Facilitate learning interactions anywhere and anytime.
2.	Insufficient attention from various parties to learning via the internet.	Make it easy for repair and storage of study materials.
3.	Inadequate basic needs in certain areas.	Facilitate student interaction with learning materials and student interaction with teachers.
4.	The loss of educational atmosphere that occurs between teachers and students.	Doesn't make students to leave the house during pandemic covid-19.

In this case the internet is used as a source of information to be conveyed to students in the learning and learning process. In connection with the classical learning system (class learning), the use of the internet network as a source and means of learning, such as browsing, resourcing, searching, consulting and communicating.

a. Delivery of Online Learning Materials

The delivery of online learning material can be through on synchronous (lecturers with students or interacting in real time), for example two-way

[21] Wiwi Mulyani, *Pengaruh Pembelajaran Berbasis e-Learning Terhadap Hasil Belajar Siswa Pada Konsep Implus dan Momentum*,(Jakarta:UIN,2013),p.29.

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video conference, audio conferencing, internet chat and desktop video conferencing.

While the delivery of material through on asynchronously means that lecturers and students interact simultaneously, teachers give instructions via video, computers and others, and students respond at other times, for example the teacher give instructions through via the web and feedback delivered via email.

b. Types of Daring 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:[22]

1) Google Classroom services
2) Edmodo
3) Schoology
4) Media Social (WhatsApp, Facebook, Instagram)
5) Zoom call
6) Etc.

3. Sevima Edlink

a. Definition of Sevima Edlink

Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more

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

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flexible learning time. Online class (virtual class) is substantially true. no different from real classrooms. Teachers plan to build virtual classrooms and use all technologies suitable for the study program students being taught. Teachers are supposed to create an effective learning environment in accordance with what has been previously planned[23].

Sevima Edlink is a mobile android based media that is devoted to the world of education to help educators in the learning process. Some of the benefits of Sevima Edlink for educators are to save time, keep classes organized and improve communication with students or students. Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments briefly.

In conclusion based on the above, EdLink is an application that helps students and lecturers (students and teachers) in learning activities. Sharing information, lecture / lesson materials, and giving assignments becomes easier with just your hand.

Sevima Edlink is an application or electronic learning media made by PT Sentra Vidya Utama (SEVIMA), an information technology consulting and developer company that was founded in 2004. Currently it has office locations in Surabaya and Jakarta supported by competent young experts, innovative and experienced professionals in their fields.[24]

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[23] Carolin Dwija Novandini & Margaretha W.D Luta, *Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri*, (Yogyakarta: FKIP, Universitas Sanata Dharma, 2018), p.394.

[24] Indah Rahmayanti, *Penggunaan Sevima Edlink sebagai media pembelajaran online untuk mengajar dan belajar bahasa Indonesia,* (Jakarta: Universitas Muhammadiyah Vol 02 No 2, 2020),p.167.

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b. The Advantages, Disavantages and Benefits of Sevima Edlink

1) The Advantages

a. Students can following lectures whenever and wherever they want and have a good internet connection.

b. Lecture materials can be selected according to the level of ability and she/he want.

c. Students can look back at the material being taught because the material is usually a module that can be downloaded and stored on a PC or computer.24

2) The Disavantages

a. When open this application, the state of the cellphone data must be online can't offline.

b. Must have email because we register using email.

3) The Benefits of Sevima Edlink

Some of the benefits of Sevima Edlink for educators are to save time, keep classes organized and improve communication with students or students. Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments briefly.

4) The details features of Sevima Edlink

In the Sevima Edlink application there are several very useful and supportive features, they are[25]:

[25] https://sukmaarsani.blogspot.com/2019/09/media-pembelajaran-sevima-edlink.html, diakses pada tanggal 01 Nov 2020, pukul 11:32.

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NO	The Features	The Function
1.	Schedule Reminder	lecture schedule notification
2.	Academic group	academic group forum equivalent to college students.
3.	Online discussion	discussing with friends and lecturers is made easier
4.	Report Check	check the value of KRS, KHS, and transcripts without being complicated
5.	E-learning	Learning online directly in the Edlink application
6.	Presence with QR Code	attendance with QR code
7.	Sharing feature	we can share any type of data / file with friends in the same forum.

Sevima edlink itself is integrated with Siakad, and also has an attendance feature that is usually used by lecturers. Through this application, users can also check campus accreditation, or study program accreditation from Tires - PT. In the Sevima Edlink electronic learning media, this media makes it easier for students to get material from the remote system teacher and makes it easier for students to assign assignments through the features found on the Sevima Edlink media. In this media there is no need to pay for usage, because there is no requirement to subscribe to using Sevima Edlink media, just download it on the internet page or on the android plyastore page. This media is highly recommended by teachers to use online learning media

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The Sevima Edlink application is indeed intended for the world of education to help implement better and easier learning by relying on collaboration between lecturers and students.

4. The Concept of Vocabulary

a. Definition of Vocabulary

To understand language, vocabulary is the most important item in understanding language, where it can be concluded by several leading researchers from the conclusions that can be drawn, here are some statements that researchers can conclude:

Based on Esra Akdogan's statement, vocabulary is more important than grammar because we can speak without the right grammatical structure but we cannot speak without vocabulary. Words become a source or root of communication or a strong vocabulary that can improve all areas of communication such as listening, speaking, writing and reading. From these statements, Vocabulary is one of the most important skills in learning any function of any language. every language includes words.[26]

Mastering vocabulary is needed to express the ideas you have and to understand what other people say . Harmer revealed that if language becomes the body, grammar is the bone that makes up the frame, while vocabulary becomes the flesh that makes the body take shape. Thus, a person was not able to communicate well if the vocabulary is inadequate.[27]

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[26] EsraAkdogan, *Developing Vocabulary in Game Activities and Game Materials*, Bangladesh: Journal of Teaching and Education, (2017), h. 34

[27] Jeremy Harmer, *The Practice of English Language Teaching*, New York: Longman. (1991), h.91

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Riska Afriyanti Hasman revealed that vocabulary is the first and foremost way to communicate and give their opinions, statements, and expressions. For, vocabulary items can and continue to increase students' overall knowledge. In addition, Trisyuni Shabrina revealed that vocabulary can be interpreted as a large number of vocabularies that need to be understood by students, not only memorizing words but also being able to understand what they mean.[28]

Based on definition above, the researcher concludes that vocabulary is the key in learning English. Vocabulary is the main and most important component in English. Vocabulary also is the main asset for learning English and communicating fluently. The more vocabulary you have, the easier it was be to understand spoken English or written text and the easier it was be to communicate with other people. In addition, with the large number of vocabulary that is mastered, it was increase self-confidence. Without vocabulary it is impossible for the students to master English.

b. Kinds of Vocabulary

Vocabulary in this case has been explained into several different arguments. Here are some classifications that researchers can give, where there are active and passive vocabulary. Where active vocabulary focuses or refers to items that students can use appropriately in speaking and writing, and it is a productive vocabulary. While the second is passive vocabulary which is for language items that can be recognized and understood both in the context of reading and listening.

[28] Hasman, RiskaAffriyanti. *MeningkatkanKosakataSiswamelaluiMetodePartisipasi Point System (PPS) padakelasdua SMPN 5 Pinrang*. Nublikasi yang tidakdipindahkan, DepartemenBahasaInggris: Parepare. (2020)

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There are two kinds of vocabulary, namely:

1) Active Vocabulary has several contents where words can be used and understood clearly for someone when speaking and writing.
2) Passive Vocabulary where it can be seen that this learning is to understand what other people say but they cannot use it yet. Passive vocabulary focuses on words that they can only recognize when they meet but may not be able to produce.[29]

c. Types of Vocabulary

Here are listed in order of most limited:

1) Reading vocabulary

A person's reading vocabulary is where every word they can recognize when reading. It becomes the most important type of vocabulary because only because it includes the other three.

2) Listening Vocabulary

Listening vocabulary is where every word can be recognized when listening to a conversation between two or more people. This vocabulary is measured in terms of context or tone of voice.

3) Writing Vocabulary

Writing vocabulary where every word they use in writing. Unlike the case with the two previous types of vocabulary, where in terms of writing, the writing vocabulary is stimulated by the users themselves.

[29] Judy K, Montgomery's Book : The Bridge of Vocabulary : Evidence Based Activities for Academic Success NCS Pearson Inc, (2007), h.1-2.

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4) Speaking Vocabulary

Vocabulary speaking where every all the words they use in terms of speaking. because of the spontaneous character or nature of spoken vocabulary, sometimes words are misused or this misuse but even if it is slight or unintentional it can be recognized or compensated for from facial expressions, tone of voice, or hand movements.[30].

d. The Importance of Vocabulary

Vocabulary is an important reason when learning English. Because without vocabulary, students will find it difficult or even unable to understand other people and will find it difficult to express the ideas they have. The definition of vocabulary is where the language component includes four main points or four mastery of English. Therefore, without vocabulary, people cannot speak, listen, speak and listen well.

From this statement, it can be concluded that the importance of vocabulary to be used in mastering English, the first is that a broad vocabulary can help expression and communication. The second is vocabulary size which is directly related to reading comprehension. Third, linguistic vocabulary is identical to thinking vocabulary. Fourth, a person is able to be judged by others based on his vocabulary. Fifth, Wilkins said that without grammar, there would be very little or nothing to convey.

5. Technology Acceptance Theory

a) Definition of Acceptance Theory

[30]Types of Vocabulary. Wikipedia the Free Encylopedia. http://en.wikipedia.org/wiki/vocabulary.honday (2009).

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Etymologically, acceptance comes from the Latin word "accipere" which means taking what is offered. Acceptance is understood as "the act of taking, reaching or capturing", in contrast to the general connotation synonymous with "the act of receiving". Psychologically, acceptance implies actively accepting the event or situation as a whole.[31]

The implementation of an information technology is always related to user acceptance. The extent to which users can accept and understand the technology is important to see the level of support for implementing the system. So that user acceptance is an important factor that can affect the implementation of a technology.[32] Lack of user acceptance will greatly affect the successful implementation of information technology. Therefore, acceptance must be seen as a central factor that will determine the success or failure of the implementation of an information technology designed to help their work. Therefore, the greater the willingness of the user to change existing practices in use and the effort to actually start with a new information technology system, then the system change does not provide much benefit to the organization or company.[33]

b) Types of Acceptance Theory

1) Technology Acceptance Model (TAM)

a. Definition of TAM

The TAM method was first introduced by Davis in 1989. TAM is an information systems theory that makes a model about the process the user

[32] Farida Hardja, "Penerimaan Anak Berkebutuhan Khusus di SMP Kristen 1 P.P. Aru Maluku". (Skripsi : Universitas Kristen Satya Wacana).

[33] Pikkarainein, T., Karjalouto, H. & Pahnila, "Consumer Acceptance of Online Banking: am Extension of The Technology Acceptance Model". (Internet Research, vol. 14, no 3, 2004) p.224-234

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accepts and uses technology. This model explains that when users use information systems, a number of factors influence their decisions about how and when to use the information system.[34]

The Technology Acceptance Model (TAM) is an adaptation of Theory of Reasoned Action to model user information system acceptance. The level of acceptance of information technology users was determined by six builders, namely: external variable, perceived ease of use, perceived usefulness, attitude toward using, behavioral intention to use, and actual system usage.[35]

The Technology Acceptance Model (TAM) is an information technology system acceptance model that will be used by research. TAM was developed by Davis based on the Theory of Reasoned A model. TAM adds two main the Theory of Reasoned Action model. These two main constructs are the perceived ease of use.[36]

b. Constructs at TAM

Technology Acceptance Model (TAM) which has not been modified using the five main constructs. The five constructs are as follows :

1. Perceived usefulness

Perceived usefulness defined as the extent to which a person believes that using a technology will enhance her or his performance. Thus if someone believes that information systems are useful then he will use them. Previous studies have

[34] Aditya Arie Hanggono et.al., *"Analisis atas Praktek TAM (Techonology Acceptance Model) dalam mendukung Bisnis Onlinee dengan memanfaatkan Jejaring Sosial Instagram",* Jurnal Administrasi Bisnis (JAB) (Vol. 26 No. 1 September 2015). p.3.

[35] I Made & Dana *" Pengembangan Model Penerimaan Teknologi Internet oleh Pelajar dengan Menggunakan Konsep Technology Acceptance Model (TAM*)", (Jurnal Sistem Informasi. Vol. 4, No. 2, ISBN 1412-8896), P. 82.

[36] Davis, F. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (MIS Quarterly (13 : 3) 1989), p. 319-339.

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shown that the perceived usefulness construct positively and significantly affects the use of information systems. Previous studies also show that perceived usefulness is the most significant and important construct that influences attitudes, intentions, and behavior in using technology compared to other constructs.[37]

According to Chin and Todd, benefits can be divided into two categories, namely benefit by estimating one factor, benefit by estimating two factors (benefit and effectiveness). The dimensions of each are grouped as follows : Benefit includes dimensions : making work easier, useful, increasing productivity. Effectiveness includes dimensions : increasing effectiveness, developing job performance.[38]

Davis uses a items to form this construct. The six items are Work More Quickly, Job Performance, Increase Productivity, Effectiveness, Makes Job Easier, and Useful.

2. Perceived ease of use

Perceived ease of use is the extent to which a person believes that using a technology will be free of effort. It can be concluded that if someone believes that information systems are easy to use then he will use them. Previous studies show that construct perceived ease of use affects usefulness of perceptions, attitudes, intentions, and behavior.[39] As with the construct of perceived usefulness, Davis uses 6 items to form this construct. The sixth items are Easy of Learn,

[37]Jogiyanto, P *"Sistem Informasi Keperilakuan Edisi Revisi".* (Yogyakarta : Penerbit Andi. 2008). p. 25.

[38]Chin W Wynne, Todd Peter. *(Usefulness, ease of use of structural equation modeling in MIS Research : A Note of Caution : Management Information System Quarterly, 1995).* p. 21

[39] Jogiyanto, P *"Sistem Informasi Kepribadian Edisi Revisi".* P.217

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Controllable, Clear and Understandable, Flexible, Easy to Become Skillful, and Ease to Use.

3. Attitude towards behavior or attitude towards using technology.

Attitude towards behavior as an individual's positive or negative feelings about performing the target behavior.[40] While Mathieson defines as the user's evaluation of desirability of his or her using the system. However, there are a lot of behavioral behaviors carried out by humans outside their will of control. This behavior is called man datary behavior, obligatory behavior not on his own accord but because it is a demand or obligation from work.

4. Behavioral intention to use

Behavioral intention is a desire (intention) someone to do a certain behavior. Someone will do a behavior if he has the desire or intention to do so. Previous studies have shown that behavioral intention is a good predictor of technology use by system users. The level of use of a computer technology in a person can be predicted from the user's attention to the technology, for example the desire to add supporting peripherals, motivation to continue to use, and the desire to motivate other users.[41]

5. Behavior or actual system usage

Behavior is an action taken by someone in the context of using information technology systems; behavior is the true use of technology. Because the actual use cannot be observed by the researcher using a list of questions, then

[40] Davis, F. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". p.340

[41] Aditya Arie Hanggono et.al., *"Analisis atas Praktek TAM (Techonology Acceptance Model) dalam mendukung Bisnis Onlinee dengan memanfaatkan Jejaring Sosial Instagram",* Jurnal Administrasi Bisnis (JAB) (Vol. 26 No. 1 September 2015). p.3.

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this actual usage is often replaced by a perceived usage name. Igbaria uses the perceived usage measurement which is measured as the amount of time it takes to interact with a technology and the frequency of its use.[42]

c. Unified Theory of Acceptance and Use of Technology

Unified Theory of Acceptance and Use of Technology (UTAUT) is a theory developed by Venkatseh et.al. in 2003, which is an extension of the TAM theory regarding technology acceptance. This theory is related to several factors that influence behavioral intentions to use certain technologies. UTAUT places performance expectations, effort expectancy and social influence as things that influence the intention to behave in relation to the use of technology.[43]

d. Theory of Reasoned Action (TRA)

Efforts to understand individual behavior is a central topic in the field psychology. One of the many theories used is Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen in 1975. This theory further developed by Ajzen in 1985 became Theory of Planned Behavior (TPB) which is intended to predict individual behavior more specifically.[44] Based on the TRA, a person's attitude towards a behavior is determined based on belief in the consequences of a behavior and evaluate the consequences. Confidence is determined by possibility subjective someone that doing something or certain needs can creates certain results.

[42]Igbaria, M., Guimaraes, T., & Davis, G.B. "Testing the Determinants of Microcomputer Usage via a Structural Equation Model". (Journal of Management Information Systems (11) (1995). P. 87-114.

[43] Trie Handayani, "Analisis Penerapan UTAUT Terhadap Perilaku Pengguna System Informasi")Jurnal Angkasa, Vol. II, No. 2, November 2015, Yogyakarta, 2015).p.168.

[44] Neila Ramdhani, "Peyusunan Alat Pengukur Berbasis Theory of Planned Behaviour", (Fakultas Psikologi Gadjah Mada, Volumw 19, Nomor. 2, ISSN : 0854-7108, 2011),p.16.

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C. Conceptual Framework

Based on the background and several theoretical basis, a framework of thought can be taken that this research is intended to provide innovation in carrying out education during the pandemic, it creates difficulties in the educational process, one of which is that we cannot doing face to face learning. Learning can be done only through information technology (online learning). This research was conducted to determine how the second semester students' perceptions at IAIN Parepare on the use of one of the applications used in learning during the pandemic, one of them is the Sevima Edlink application. Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible learningtime. This application is widely used in other universities but only a few mentionit in the sense of introducing the application to the public. So, to find out how students perceptions' is in accordance with the problem statement.

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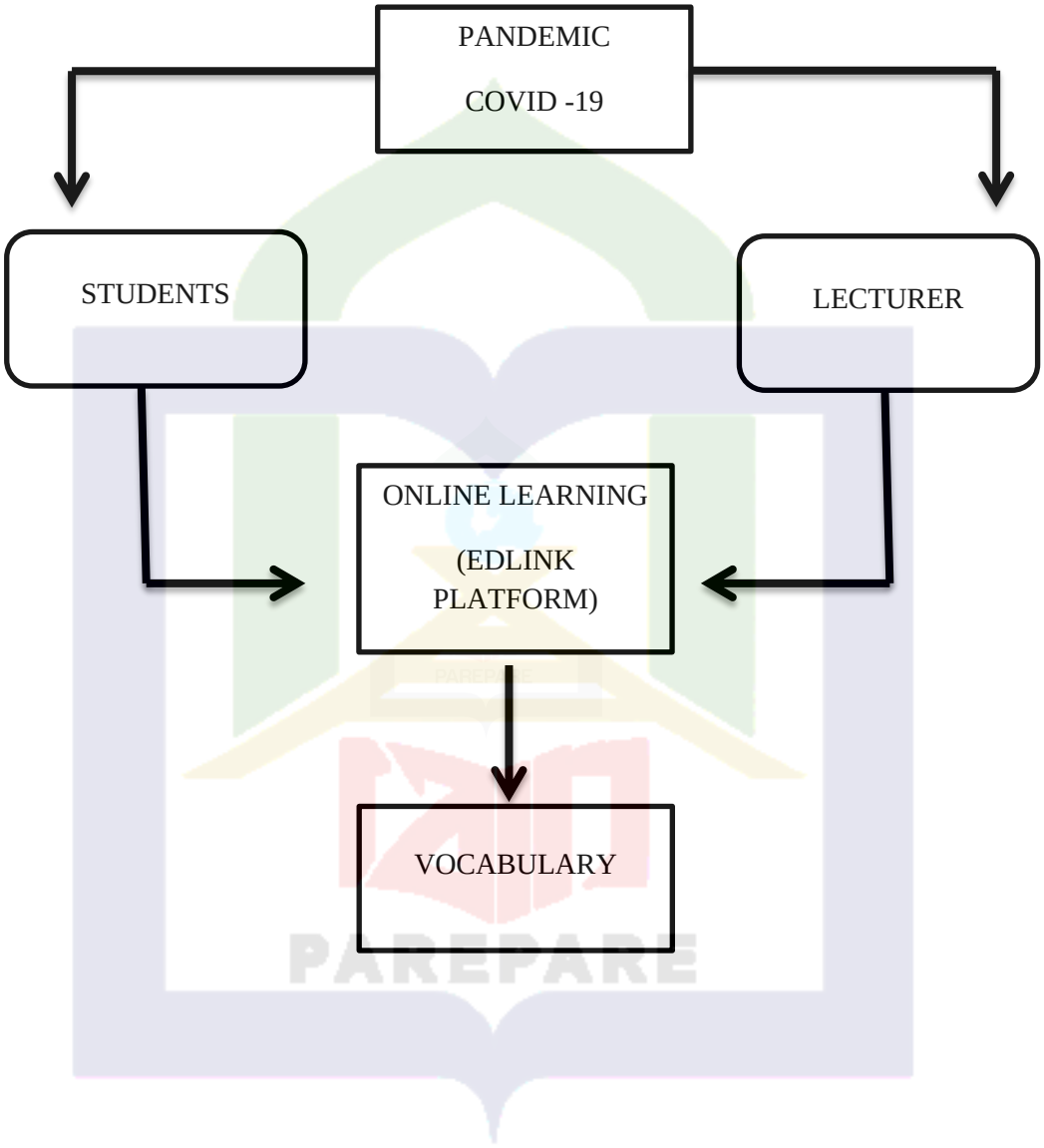
Below is the framework of this research :



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D. Definition of Operational Variabel

Operational Definitional of Variable

1. Students perception toward the use of Sevima Edlink after being implemented Daring Method (Sevima Edlink), the daring method has been being implemented by the teacher in previous semesters and the researcher will only identify how students perception toward the application.
2. Sevima Edlink means that helping students deal with uncertainties cause by the pandemic, engaging students to continue learning even while normal school operations are disrupted. Helping teachers to continue learning activity through Sevima Edlink application in Daring learning.

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CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The researcher used a mixed-method to get the data in this research. According to Sugiyono notes mixed-method research is a research method that combines between quantitative and qualitative methods to be used together in a study in order to obtain more comprehensive, valid, reliable and objective data.[45] Further, Cresswell and Plano Clark claim that mixed-method research is a research design with philosophical assumptions as well as method inquiry.[46] It incriminates philosophical opinions that lead the direction of collecting and analyzing the data and the combination of qualitative and quantitative data in a single study. Its main premise is that the use of quantitative and qualitative approaches in mixture gives a better understanding of the research problem that either approach alone.

Based on the opinion, mixed methods research is a research method that uses two methods of quantitative and qualitative research methods. This research is aimed to describe how students perceptions toward of the use Edlink Platform at the Second Semester of English program at IAIN Parepare.

B. Variable of The Research

There were two variables in this research, independent variable (X) and dependent variable (Y). edlink platform status is as independent variable (X) and learning vocabulary is as dependent variable (Y).

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[45] Sugiyono,*Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung : Alfabeta, 2011) p.404

[46] Creswell et.al.,*Designing and Conducting Mixed Methods Research*, (Thousand Oaks : SAGE Publications, 2007), p.5

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C. Location and Duration of the Research

The location of this research in Tarbiyah Faculty and focus on the students of English program education at IAIN Parepare. It is located on Jl. Amal Bakti, Soreang. Duration of the research is 30 days.

D. Population and Sample

The population in this research were the students at the third semester of English program at IAIN Parepare. The students of the third semester at IAIN Parepare there are 58 students. In choosing the sample for the research, the researcher used random sampling. The distribution of sample as follow :

Table. Sample of the Third Semester at IAIN Parepare.

NO	Genders	Total
1	Male	8
2	Female	22
	Total	**30**

E. Procedure of collecting Data

In this Research, the researcher collected data by use questionnaire. The type of questionnaire used in this research is close ended questionnaire. Closed-ended questions are question that can only be answered by selecting from a limited number of options, usually multiple-choice questions with a single-word answer , 'yes' or 'no', or a rating scale (e.g. from strongly agree to strongly disagree)

Close ended questionnaire here used a rating scale questionnaire where the research uses a Likert Scale to get the information from the participants. The Likert Scale is a scale that can be used to measure a person’s attitudes,

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opinion, perceptions of a particular object or phenomenon[47]. Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a five pointscale: Strongly Agree (SA), Agree (A), Doubtful (DF), Disagree (D), Strongly Disagree (SD). In this research, researcher spread the questioner just in one way is electronically in form Google Form.

F. Research Instrument

The research instruments that were used in this study is arranged based on the adoption of questionnaire items that have been used in previous studies. This is done because the constructs of this research are the constructs of the TAM theory that have been developed for a long time. The items used in the questionnare are 21 items which are composed of 5 construct.

No	Konstruk	Indikator	No items		Total Items
			Positif	Negatif	
1.	Perceived Usefulness / PU	a) Makes job easier b) Work more quickly c) Job performances d) Increase productivity e) Effectiveness f) Useful	1,3,5	2,4,6	6 items
2.	Perceived Ease Of Use / PEOU	a) Easy of learn b) Controllable c) Clear and understandable	7,9,11	8,10,12	6 items

[47] Syofian Siregar. *Statistika Deskriptif untuk Penelitian*. (Jakarta: Rajawali Pers, 2010). P. 138

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		d) Easy to use e) Easy to become skillful			
3.	Attitude Towards using Technology (ATU)	a) Happy to use b) Convenience of interacting c) Enjoying using d) Not boring	13,15	14,16	4 items
4.	Behavioral Intention to Use / BIUS	a) Has helpful features b) Continue in the future c) Always try to use d) Access	17,19	18,20	4 items
5.	Actual Technology Use / Behavior / B	a) Frequency and duration of use of ICTs b) Actual Technology Use	21	22	2 items
Total Items			11	11	22

G. The technique of Data Analysis

In this research the writer will use questionaire in data collection offers several advantages. According to Selinger and Shohamy, these include: " a) they are self-administered and can be given to a large group of subjects at the sam time. They are therefore less expensive to administer than other procedures, such as interviews, b) when anonimity is assured, subjects tend to share information of a sensitive nature more easily, c) since the same

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questionaire is given to all subjects, the data are more uniform and standard, d) since they are usually given to all subjects of the research at exactly the same time, the data are more accurate".

Observing these benefits, the questionaire will use in the collection of data. The statements will design to elicit participants' agreement or disagreement. Participants respond according to 5 pint liker scale ranging from one to five (1 = strongly disagree; 2 = disagree; 3 = have no idea; 4 = agree; 5 = strongly agree.

Participants will instruct to circle the response that best corresponded to their level of agreement per each statement. Questionnaire consists of 22 questions that need to be answered honest by the students. For premilinary analysis using a simple distribution tables for each variable by using the following criteria:

1. Strongly agree, it shows the highest grade. The score given is 5 for that condition.
2. Agree, it shows lower grade in comparison with that adding "stronly" word. It will give 4 scores for this condition.
3. Neutral (have no idea), it shows lower rate in comparison with agree. Then it give 3 scores.
4. Disagree, it shows lower rate in comparison with neutral. Then it gave 2 scores.
5. Strongly disagree, it shows the lowest grade. The score given is 1 for this condition. In this study, tabulating will be use by the researcher in collecting the data.

Tabulating means putting answer of the data in the table that will be summarized in form of frequency and percentage. All the collected data then

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will be selected and arrange. In this case, all data that collected by the researcher is quantitative data.

The percentage formula that will be used is as follows:

$$P\ \frac{F}{N} X\ 100\%$$

Annotation:

P= Percentage

F= Frequency of the respondents

N= The Total Number of The Respondents

Data that obtained from each statement item will be made in one table in which there percentage and frequency are including. Then, the researcher analyzing and interpreting data with the provisions of the scale decided as follows:

Table. The Scale Likert Below

NEGATIVE STATEMENT		**POSITIF STATEMENT**	
Category	Score	Category	Score
Strongly Disagree (STS)	5	Strongly Disagree (STS)	1
Disagree (TS)	4	Disagree (TS)	2
Neutral (N)	3	Neutral (N)	3
Agree (S)	2	Agree (S)	4
Strongly Agree (SS)	1	Strongly Agree (SS)	5

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Table. Certain Percentage Scale

NO	Interval	Interpretation
1.	84%-100%	Almost
2.	68%-84%	More than half
3.	52%-68%	Half
4.	36%-52%	Almost half
5.	20%-36%	Least

In Addition the Classification of the students' response based on the criteria below :

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

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CHAPTER IV
FINDING AND DISCUSSION

This chapter consist of two sections, namely the research finding and the discussion of research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

A. Findings

The research findings were the answer of problems statements that formulated in the first chapter. This part also present data analysis of Students' Perception Toward The Use of Edlink Platform at The Third Semester of English Program at IAIN Parepare.

1. The Result of Students Perception

The questionnaire results are presented by the researcher. The perception factor was mentioned in the questionnaire. The researcher used the following formulas to analyze the questionnaire:

a. Perceived Usefulness (PU)

Table. Number 1: Makes job easier.

1) Edlink Platform memudahkan saya dalam mengerjakan dan menyelesaikan tugas mata kuliah.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	23	92

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3	Neutral	3	5	15
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			**30**	**122**

Most students agree with that statement, according to the result above. The relevant data are shown below:

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

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are 122/150 x 100 = 81,3%, where 122 is the total of score from the statement beside 150 from maximum score, so it's classified Strong.

Table. Item Number 2 : Work more quickly.

2. Edlink Platform memperlambat saya dalam menyelesaikan tugas matakuliah.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	2	4
3	Neutral	3	5	15
4	Disagree	4	21	84

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5	Strongly Disagree	5	2	10
TOTAL			**30**	**113**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are 113/150 x 100 = 75,3%, where 113 is the total of score from the statement beside 150 from maximum score, so it's classified Strong.

Table.Item Number 3 : Job performance.

3. Edlink Platform meningkatkan kinerja saya dalam mengerjakan tugas.

No	**Category**	**Score**	**Frequent**	**Sum of Score**
1	Strongly Agree	5	1	5
2	Agree	4	25	100
3	Neutral	3	4	12
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			**30**	**117**

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According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are 117/150 x 100 = 78%, where 117 is the total of score from the statement beside 150 from maximum score ,so it's classified Strong.

Table. Item Number 4 : Increase Productivity.

4. Menggunakan Edlink Platform tidak dapat meningkatkan produktivitas saya dalam Bahasa Inggris

No	**Category**	**Score**	**Frequent**	**Sum of Score**
1	Strongly Agree	1	2	2
2	Agree	2	2	4
3	Neutral	3	7	21
4	Disagree	4	18	72
5	Strongly Disagree	5	1	5
TOTAL			**30**	**104**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are 104/150 x 100 = 69,3%, so it's classified Strong.

Table.Item Number 5 : Efectiveness.

5. Menggunakan Edlink Platform dapat meningkatkan efektivitas saya dalam Bahasa Inggris.

No	**Category**	**Score**	**Frequent**	**Sum of Score**
1	Strongly Agree	5	1	5
2	Agree	4	5	20
3	Neutral	3	7	21
4	Disagree	2	15	30
5	Strongly Disagree	1	2	2
TOTAL			**30**	**78**

According the result above most of students agree with that statement, the relevant data are shown below :

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

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Data shows that half of students agree with that statement to the Perceived Usefulness (PU) Constructs, they are 78/150 x 100 = 52%, so it's classified Normal/Neutral.

Table . Item Number 6 : Useful.

6. Saya merasakan Edlink Platform tidak berguna bagi saya.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Neutral	3	3	9
4	Disagree	4	17	68
5	Strongly Disagree	5	7	35
TOTAL			**30**	**118**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are 118/150 x 100 = 78,6%, so it's classified Strong.

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b. Perceived ease of Use (PEOU)

Table. Item Number 7 : Easy of Learn.

7. Cara Penggunaan Edlink Platform mudah di pelajari.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	17	68
3	Neutral	3	6	18
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			**30**	**121**

According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are 121/150 x 100 = 80,6%, so it's classified Strong.

Table.Item Number 8 : Controllable.

8. Edlink Platform tidak dapat digunakan sesuai yang diinginkan.

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No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	21	42
3	Neutral	3	7	21
4	Disagree	4	0	0
5	Strongly Disagree	5	0	0
TOTAL			**30**	**65**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that almost half of students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are 65/150 x 100 = 43,3%, so it's classified Low.

Table.Item Number 9 : Clear and Understandable.

9. Tampilan Edlink Platform sangat jelas dan mudah dipahami.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	6	30
2	Agree	4	20	80
3	Neutral	3	4	12

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4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			**30**	**122**

According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are 122/150 x 100 = 81,3%, so it's classified Strong.

Table. Item Number 10 : Easy to use.

10. Dengan Edlink Platform, memperoleh maupun pengumpulan materi tidak mudah di akses.

No	**Category**	**Score**	**Frequent**	**Sum of Score**
1	Strongly Agree	1	0	0
2	Agree	2	6	12
3	Neutral	3	7	21
4	Disagree	4	16	64
5	Strongly Disagree	5	1	5
TOTAL			**30**	**102**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are 102/150 x 100 = 68%, so it's classified Strong.

Table. Item Number 11 : Easy to become skillful.

11. Mudah bagi saya untuk menjadi ahli Edlink Platform.

No	**Category**	**Score**	**Frequent**	**Sum of Score**
1	Strongly Agree	5	1	5
2	Agree	4	10	40
3	Neutral	3	17	51
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
TOTAL			**30**	**100**

The result above shows that most of students agree with that statement, the valid data can be seen below:

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

Data shows that half of students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are 100/150 x 100 = 66,6%, so it's classified Normal.

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Table.Item Number 12 : Flexible.

12. Penggunaan google Edlink Platform sangat tidak fleksibel.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	4	8
3	Neutral	3	7	21
4	Disagree	4	17	68
5	Strongly Disagree	5	2	10
TOTAL			**30**	**107**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are 107/150 x 100 = 71,3%, so it's classified Strong.

c. Attitude Towards using technology (ATU)

Table. Item Number 13 : Happy to use.

13. Saya merasa senang menggunakan Edlink Platform.

No	Category	Score	Frequent	Sum of Score

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1	Strongly Agree	5	2	10
2	Agree	4	21	84
3	Neutral	3	7	21
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			**30**	**115**

According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are 115/150 x 100 = 76,6%, so it's classified Strong.

Table.Item Number 14 : Convenience of interacting.

14. Sangat tidak nyaman berinteraksi dalam pembelajaran dengan menggunakan Sevima Edlink.

No	**Category**	**Score**	**Frequent**	**Sum of Score**
1	Strongly Agree	1	0	0
2	Agree	2	6	12
3	Neutral	3	3	9

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4	Disagree	4	21	84
5	Strongly Disagree	5	0	0
TOTAL			**30**	**105**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are 105/150 x 100 = 70%, so it's classified Strong.

Table.Item Number 15 : Enjoying to use.

15. Saya sangat menikmati penggunaan Edlink Platform

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10
2	Agree	4	23	92
3	Neutral	3	4	12
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
TOTAL			**30**	**116**

According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are 116/150 x 100 = 77,3%, so it's classified Strong.

Table.Item Number 16 : Not boring.

16. Tampilan Edlink Platform membosankan

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	2	4
3	Neutral	3	6	18
4	Disagree	4	21	84
5	Strongly Disagree	5	1	5
TOTAL			**30**	**111**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are 111/150 x 100 = 74%, so it's classified Strong.

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d. Behavioral intention to use (BIUS)

Table. Item Number 17 : Having helpful features.

17. Saya selalu menggunakan Edlink Platform untuk mencari dan mengerjakan tugas.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	1	5
2	Agree	4	17	68
3	Neutral	3	11	33
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
TOTAL			**30**	**108**

According the result above most of students agree with that statement, the relevant data are shown below :

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

Saya selalu menggunakan Edlink Platform untuk mencari dan mengerjakan tugas. Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are 108/150 x 100 = 72%, so it's classified Strong.

Table. Item Number 18 : Always try to use.

18. Saya tidak selalu mencoba menggunakan Edlink Platform sesering mungkin untuk menyelesaikan pekerjaan.

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No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	3	3
2	Agree	2	14	28
3	Neutral	3	12	36
4	Disagree	4	0	0
5	Strongly Disagree	5	1	5
TOTAL			**30**	**72**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that almost half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are 72/150 x 100 = 48%, so it's classified Low.

Table 4.19 Item Number 19 : Continue in the future.

19. Saya mengharapkan bisa terus menggunakan Edlink Platform di masa mendatang.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10
2	Agree	4	17	68
3	Neutral	3	9	27
4	Disagree	2	2	4

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5	Strongly Disagree	1	0	0
TOTAL			**30**	**109**

According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are 109/150 x 100 = 72,6%, so it's classified Strong.

Table.Item Number 20 : Access.

20. Saya sangat jarang mengakses Edlink Platform

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Neutral	3	13	39
4	Disagree	4	14	56
5	Strongly Disagree	5	0	0
TOTAL			**30**	**104**

According the result above most of students disagree with that statement, the relevant data are shown below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%

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Strongly Low	Low	Normal	Strong	Very Strong

Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are 104/150 x 100 = 69,3%, so it's classified Strong.

Behaviour (B) or Actual System Usage.

Table. Item Number 21 : Frequency and duration the use of ICT.

21. Setiap melakukan akses Edlink Platform, ekurangnya-kurangnya saya habiskan waktu selama 15 menit.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	0	0
2	Agree	4	12	48
3	Neutral	3	13	39
4	Disagree	2	4	8
5	Strongly Disagree	1	1	1
TOTAL			**30**	**96**

The According the result above most of students agree with that statement, the relevant data are shown below :

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

Data shows that half of students agree with that statement to the Behaviour (B) or Actual system Usage Constructs, they are 96/150 x 100 = 64%, so it's classified Normal.

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Table. Item Number 22 : Actual technology Use.

Saya tidak menyarankan kepada orang lain untuk menggunakan Edlink Platform.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	3	6
3	Neutral	3	3	9
4	Disagree	4	7	28
5	Strongly Disagree	5	16	80
TOTAL			**30**	**124**

According the result above most of students disagree with that statement, the relevant data are shown below :

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

Data shows that more than half students agree with that statement to the Behaviour (B) or Actual system Usage Constructs, they are 124/150 x 100 = 82,6%, so it’s classified Strong.

B. Discussion

In this section, the writer describe the perceptions of students using the Edlink platform in learning vocabulary at the third semester of english study program at IAIN Parepare. This study used a questionnaire-style survey instrument with a Likert scale. The questionnaire used was adapted from Davis'

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theory in 1898, and then adopted in the form of a statement through research conducted by Irfan Mahendra in 2015, namely measurements using the TAM model with five perception indicators. The data analysis technique used is descriptive analysis with percentage calculations. Each student has a different perception or opinion of the Edlink platform in learning, there are five aspects of constructs or factors that can influence students to perceive the objects described in this study, they are Perceived Usefulness (PU), Perceived Ease Of Use (PEOU), Attitude Towards using Technology (ATU), Behavioral Intention to Use (BIUS) and Behaviour or Actual system Usage (AU).

Based on the data processing, here are the results found for each question indicator:

1. Perceived Usefulness (PU)

   Perceived Usefulness (PU) is one of the independent constructs in the Technology Acceptance Model (TAM). This is the extent to which a person believes that using a particular system or application will improve job performance. In this construct there are 6 statement items; 3 negative statements and 3 positive statements. Based on the research conducted, the highest PU construct score is item number 1 (platform Edlink membuat saya mudah mengerjakan dan menyelesaikan tugas mata kuliah), the total statement score on this item is 122 with a percentage of 81.3%, so it is included in the strong qualification. This means that more than half of the students in semester 2 of the IAIN Parepare English Program agree that the Edlink platform makes it easy for students to work on and complete course

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assignments.

While the lowest score of the PU construct is item number 5 (Menggunakan Edlink Platform tidak dapat meningkatkan efektivitas saya dalam berbahasa inggris), the total statement score is 78 with a percentage of 52%. The percentage indicates a Normal/Neutral qualification. This means that half of the students at the third semester of English study program at IAIN Parepare from this statement indicate that they have doubts about the statement that the Edlink platform cannot increase effectiveness in speaking English. So this can be said to be still comparable because the statement scores are almost the same. This means that some students can increase their effectiveness in speaking English and some cannot improve it by using the Edlink platform.

2. Perceived Ease of Use (PEOU)

Perceived Ease of Use is the extent to which a person believes that using a particular system will reduce one's effort in doing something. In this construct there are 6 statement items; 3 negative statements and 3 positive statements. Based on the research results the highest PEOU construct score is item number 9 (tampilan platform Edlink sangat jelas dan mudah dipahami), the total statement score is 122 with a percentage of 81.3% indicating a strong data qualification, meaning that more than half of the third semester students of the English study program at IAIN Parepare agrees with this statement, it can be said that for the construction of items that are easy to agree on, the Edlink Platform display is clear and easy to understand.

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If students are happy with the appearance of a system, they will definitely return to exploring the web or application. Whereas for the lowest score of the PEOU construct is item number 8 (Edlink Platform dapat digunakan sesuai yang diinginkan) the total statement score is 65 with a percentage of 43.3%, so it shows low or little from the third semester students of the English study program at IAIN Parepare who agree that Edlink platform links can be used as desired. Some students feel that Sevima Edlink is very dependent on the internet, so if the network is slow, the learning process will lag behind, especially if college exams are being carried out.

3. Attitude toward Using Technology (AUT)

Attitude toward using in TAM is conceptualized as an attitude towards the use of a system in the form of acceptance or rejection as an impact when someone uses technology in their work. In this construct there are 4 statement items; 2 negative and 2 positive statements. Based on the results of this study, the highest score for the AUT construct is item number 15 (Saya sangat nyaman dan menikmati penggunaan Edlink Platform), the total statement score is 116 with a percentage of 77.3% indicating strong qualifications, meaning that more than half of the students in the third semester of the English study program at IAIN Parepare agrees with this statement, it can be said that one of the positive impacts of online learning using the Edlink platform is that students feel very comfortable in the learning process. One of the reasons why students feel comfortable using the Edlink platform is because the use of the Edlink platform is easy to learn.

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For the lowest score from Attitude to Using Technology (AUT) is item number 14 (Sangat tidak nyaman untuk berinteraksi dalam pembelajaran dengan menggunakan Platform Edlink), the number of statements is 105 scores with a percentage of 70%, so it shows strong or significant more than half of the students in the second semester of the English Programs at IAIN Parepare disagree with this statement, it can be said that students are comfortable interacting in learning by using the Edlink Platform.

4. Behavioral Intention to Use (BIUS)

Behavioral Intention to Use is a person's desire (intention) to perform a certain behavior. In this construct there are 4 items; 2 negative and 2 positive statements. Based on the research results, the highest BIUS score is item number 19 (Saya mengharapkan bisa terus menggunakan Edlink Platform di masa mendatang). The total score for this statement is 109 with a percentage of 72.6% indicating Strong, meaning that more than half of the students in the third semester of English study program at IAIN Parepare agree with this statement. It can be said that they like the Edlink platform as an online learning medium so they expect they can use the Edlink platform in the future.

Whereas the lowest score in the Behavioral Intention to Use (BIUS) construct is item number 18 (Saya tidak selalu mencoba menggunakan Edlink Platform sesering mungkin untuk menyelesaikan pekerjaan tugas saya), The overall score statement is 72 and the percentage is 48%. This means that more than half of third semester students in IAIN Parepare's English program

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disagree with this statement. From these results it can be seen that most students easily agree with the Behavioral Intention to Use (BIUS). Behavioral interest in using technology is a person's desire to perform certain behaviors, for example the desire to add support devices, the motivation to continue using, and the desire to motivate other users. If the application system provides a good service, students will always feel like using it.

5. Actual technology Use / Behavior

Actual Technology Use or Behavior is an action performed by someone. In the context of using information technology systems, behavior is actual use. In this construct there are 2 items; 1 negative statement and 1 positive statement. According to the research results, the highest AU score is item number 22 (saya tidak merekomendasikan orang lain untuk menggunakan Edlink Platform), the total statement score is 124 with a percentage of 82.6%, so it shows strong data qualifications, meaning that more than half of the third semester students of the English Program at IAIN Parepare disagree with this statement. If a system tends to be good, people will start recommending its use. The people making the recommendations are people who have experience and know what they're saying. If the respondent has suggested its use to others, this means that the application can be trusted to assist in learning. Use of the Edlink Platform on average is acceptable and can be suggested to other students.

For the lowest AU score is item number 21 (setiap kali saya mengakses platform Edlink, saya menghabiskan setidaknya 15 menit) the total

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statement score is 96 with a percentage of 64% so it shows normal/neutral, meaning that the student's statement shows something that is comparable or almost thesame. This means that some students when accessing the Edlink platform spend at least 15 minutes and some spend more than 15 minutes accessing the Edlink platform. Students who do distance learning spend a lot of their time using Edlink, moreover Edlink has many features that make it easier for students both in the learning process and doing their assignments.

From the evidence described above, it is clear that students' perceptions of using the Edlink platform in the learning process are good. Moreover, in construct item number 22 (I do not recommend other people to use the Edlink Platform), the total score of the statements is 124 with a percentage of 82.6% which indicates strong qualifications, meaning that more than half of the students disagree with this statement. By recommending this Edlink platform to other friends / other people, it means that students already trust and believe that this system or application is good and has many benefits. Whereas access difficulties can be caused by external factors other than the application itself, such as adequate internet network or supporting electronic devices which are external factors from the Edlink platform application.

TAM theory described the user's behavior towards technology. The TAM model can explain that user perceptions will determine their attitudes information technology users through 5 constructs in theory TAM. Based on the research results that are connected with the TAM theory, more than half students gave positive responses to the 5 constructs of the TAM theory in the use of Edlink technology. Therefore, the researcher can make classification

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for the data is strong or can be said that the Using Edlink Platform at The Third Semester of English Study Program at IAIN Parepare was good.

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CHAPTER V

CLOSING

This is the last chapter that discussing about two sections in the first section consists with the conclusion of the findings and the second is suggestion.

A. Conclusion

In conducting this research, the Technology Acceptance Model was applied to determine student perceptions of using the Edlink Platform in the third semester of the English Program at IAIN Parepare. The research design of this research is quantitative with a descriptive survey and a questionnaire from TAM theory. researchers found that students had good perceptions of the Edlink platform in learning English. Student perceptions are good, especially since the Edlink platform always makes it easy for students to work on and submit online platform assignments and Edlink must be categorized as a great application for students in online learning.

B. Suggestion

Based on research and discussion, researchers offer two points of thought addressed to teachers and researchers. These points are explained as follows:

1. Teachers are expected to be able to advise students to use the Edlink platform in their learning by considering the convenience provided by the Edlink platform as an effective learning application for students. The Edlink platform also provides a nice display and is easy for teachers or students to learn, which is very good for use in the learning process.

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2. For future researchers who also examine student perceptions regarding Edlink platforms, it is hoped that they can conduct better research with better methodologies and collect more data. Researchers hope that prospective researchers can conduct further research so that they can provide a better picture of students' perceptions of using the Edlink platform in the learning process.

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APPENDICES

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PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDIX I : INSTRUMENT

INSTRUMENT PENELITIAN

A. Identitas Responden Nama :
Semester :

B. Pilih Jawaban yang Benar, dengan mencentang salah satu kolom jawaban yang tersedia

C. Pernyataan jawaban

SS = Sangat Setuju
S = Setuju
AS = Agak Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

NO	Pernyataan	Jawaban				
		SS	S	AS	TS	STS
1.	Edlink Platform memudahkan saya dalam mengerjakan dan menyelesaikan tugas mata kuliah.					

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2.	Edlink Platform memperlambat sayadalam menyelesaikan tugas matakuliah.					
3.	Edlink Platform meningkatkan kinerja saya dalam mengerjakan tugas.					
4.	Menggunakan Edlink Platform tidak dapat meningkatkan produktivitas sayadalam bahasa Inggris.					
5.	Menggunakan Edlink Platform tidak dapat meningkatkan efektivitas sayadalam bahasa inggris.					
6.	Saya merasakan Edlink Platform tidak berguna bagi saya dalam pembelajaran.					
7.	Cara penggunaan Edlink Platform mudah dipelajari					
8.	Edlink Platform dapat digunakan sesuai yang diinginkan.					
9.	Tampilan Edlink Platform sangat jelas dan mudah dipahami.					
10.	Dengan Edlink Platform, memperoleh maupun pengumpulan materi tidak					
11.	Mudah bagi saya untuk menjadi ahli					
12.	Penggunaan Edlink Platform sangat tidak fleksibel					
13.	Saya merasa senang menggunakan Edlink Platform					
14.	Sangat tidak nyaman untuk berinteraksi dalam pembelajaran menggunakan					

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	Edlink Platform					
15.	Saya sangat nyaman dan menikmati penggunaan Edlink Platform					
16.	Tampilan Edlink Platform membosankan					
17.	Saya selalu mencoba menggunakan Edlink Platform untuk mencari dan mengerjakan tugas					
18.	Saya tidak selalu mencoba menggunakan Edlink Platform sesering mungkin untuk menyelesaikan pekerjaan tugas saya					
19.	Saya mengharapkan bisa terus menggunakan Edlink Platform di masa mendatang					
20.	Saya sangat jarang mengakses Edlink Platform					
21.	Setiap kali melakukan Edlink Platform sekurang-kurangnya saya habiskan waktu selama 15 menit					
22.	Saya tidak menyarankan kepada orang lain untuk menggunakan Edlink Platform					

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APPENDIX. 2 RESEARCH ALLOWANCE

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2424 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
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 :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

Kesatu : Menunjuk saudara; 1. Drs. Abd. Rauf Ibrahim, M.Si.
2. Drs. Ismail Latif, M.M

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Gali Rakasimin
NIM	:	17.1300.088
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Perceptions On The Use Edlink Platform In Learning Vocabulary "English Study Program" at IAIN Parepare

Kedua : 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;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 03 September 2021

Dekan,

Dr. H. Saepudin

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PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.5066/In.39/FTAR.01/PP.00.9/12/2022 27 Desember 2022
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	: Gali Rakasimin
Tempat/Tgl. Lahir	: Parepare, 17 April 1998
NIM	: 17.1300.088
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: Jl. Kasuari Blok F No.101, Kel. Lompoe, Kec. Bacukiki, Kota Parepare

***Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul* "Students Perceptions On The Use Edlink Platform In Learning Vocabulary At The Third Semester "English Study Program" At IAIN Parepare".** Pelaksanaan penelitian ini direncanakan pada bulan Desember 2022 sampai bulan Januari Tahun 2023.

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

Wassalamu Alaikum Wr. Wb.

Wakil Dekan I,

Bahtiar, M.A

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

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Nomor : B.5066/In.39/FTAR.01/PP.00.9/12/2022 27 Desember 2022
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	: Gali Rakasimin
Tempat/Tgl. Lahir	: Parepare, 17 April 1998
NIM	: 17.1300.088
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: Jl. Kasuari Blok F No.101, Kel. Lompoe, Kec. Bacukiki, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Students Perceptions On The Use Edlink Platform In Learning Vocabulary At The Third Semester "English Study Program" At IAIN Parepare".** Pelaksanaan penelitian ini direncanakan pada bulan Desember 2022 sampai bulan Januari Tahun 2023.

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

Wassalamu Alaikum Wr. Wb.

Wakil Dekan I,

Dr. Bahtiar, M.A

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

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SRN IP0000006

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@parepare.go.id

REKOMENDASI PENELITIAN

Nomor : 6/IP/DPM-PTSP/1/2023

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. 23 Tahun 2022 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 :

MENGIZINKAN

KEPADA

NAMA : **GALI RAKASIMIN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN)**

Jurusan : **TADRIS BAHASA INGGRIS**

ALAMAT : **JL. KASUARI BIOK F NO.101, BACUKIKI BARAT, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENTS PERCEPTIONS ON THE USE EDLINK PLATFORM IN LEARNING VOCABULARY AT THE THIRD SEMESTER "ENGLISH STUDY PROGRAM" AT IAIN PAREPARE**

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

LAMA PENELITIAN : **02 Januari 2023 s.d 02 Februari 2023**

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 : **05 Januari 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : Pembina (IV/a)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

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PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email : mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.631/In.39/FTAR.01/PP.00.9/02/2023

Yang bertanda tangan di bawah ini,

Nama	: Dr. Zulfah, M.Pd.
NIP	: 19830420 200801 2 010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Deka n Fakultas Tarbiyah
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Gali Rakasimin
NIM	: 17.1300.088
Fakultas/Prodi	: Tarbiyah/ Tadris Bahasa Inggris
Alamat	: Jl. Kasuari Blok F No.101, Bacukiki Barat, Kota Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Januari 2023 sampai dengan bulan Februari 2023, dengan judul penelitian **"Students Perceptions On The Use Edlink Platform In Learning Vocabulary At The Third Semester "English Study Program" At IAIN Parepare".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 06 Februari 2023
Dekan,

Dr. Zulfah, M.Pd
NIP. 19830420 200801 2 010

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PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email : mail@iainpare.ac.id

SURAT KELAYAKAN MENGIKUTI UJIAN MUNAQASYAH
NOMOR : B.659/In.39/FTAR.01/PP.00.9/02/2023

Yang bertanda tangan di bawah ini, Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare menyatakan bahwa:

Nama : Gali Rakasimin
NIM : 17.1300.088
Semester : XI (Sebelas)
Fakultas : Tarbiyah
Prodi : ~~PAI/PBA/PBI/PIAUD/TIPS/TIPA/MPI/TMT~~*

Yang bersangkutan telah menempuh Seminar Proposal dan Ujian Komprehensif dan dinyatakan **LULUS** dengan nilai sebagai berikut:

NO	KEGIATAN	NILAI		TANGGAL PELAKSANAAN
		Angka	Huruf	
1	Seminar Usul Penelitian/ Proposal	77.50	B	18 November 2022
2	Ujian Komprehensif	80.20	A	30 – 31 Mei 2022

Oleh karena itu, yang bersangkutan dinyatakan layak mendaftar untuk mengikuti ujian munaqasyah skripsi setelah memenuhi syarat-syarat administrasi lain yang ditetapkan.
Demikian surat ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 08 Februari 2023
Dekan,

Dr. Zulfah, M.Pd
NIP. 19630420 200801 2 010

\

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PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PEMBAYARAN

No. B. 921 / In.39/KU.03.2/01/2023

Yang bertanda tangan di bawah ini :

N a m a	:	Dr. Firman, M.Pd
N I P	:	196502202000031002
Jabatan	:	Wakil Rektor Bidang AUPK

Menerangkan bahwa

N a m a	:	Gali Rakasimin
N i m	:	17.1300.088
Fakultas	:	Tarbiyah
Prodi	:	PBI

Mahasiswa tersebut telah membayar UKT semester I sampai XI

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya .

Parepare, 9 Februari 2023

Wakil Rektor Bidang AUPK

Dr. Firman, M.Pd
Nip. 196502202000031002

Catatan.
Surat keterangan ini berlaku pada semester berjalan.

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INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
UPT. PERPUSTAKAAN

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100,website: www.iainpare.ac.id, email: perpustakaan@iainpare.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

No. : B- 462/In.39/UPS.09/PP.00.9/02/2023

Kepala UPT. Perpustakaan IAIN Parepare menerangkan bahwa mahasiswa dengan identitas berikut :

Nama	: GALI RAKASIMIN
NIM	: 17.1300.088
Fakultas/Prodi	: Tarbiyah/PBI

Benar telah bersih dari pinjaman pustaka di UPT. Perpustakaan Institut Agama Islam Negeri (IAIN) Parepare. Bukti bebas pustaka ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

01 Februari 2023
Kepala UPT. Perpustakaan

Sirajuddin

Catatan : Mahasiswa yang mengambil cuti kuliah, jika aktif kembali harap membawa slip pembayaran SPP/ UKT semester berjalan ke Perpustakaan

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APPENDIX 3. DOCUMENTATION

HASIL KUESIONER

Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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SH	4	4	4	4	3	2	4	2	4	3	3	4	4	4	4	4	3	3	3	3	3	5
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SS	4	4	4	4	2	4	5	2	4	2	3	4	5	2	5	4	4	2	5	4	3	5
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RASDW	5	4	4	3	2	5	4	2	5	3	3	4	4	4	4	4	3	2	3	3	3	4
S	4	5	4	3	3	5	3	3	4	3	3	3	4	4	4	3	4	3	2	3	2	3
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FR	4	3	4	3	3	5	5	2	4	3	3	3	3	4	4	4	4	2	4	4	3	5
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AAR	4	3	3	4	2	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3
JA	4	4	4	4	2	5	4	2	4	4	4	3	4	3	4	4	3	3	4	3	4	4
F	3	3	3	4	2	4	3	2	3	4	3	3	3	4	3	3	4	3	3	3	4	4
SA	4	4	4	4	2	4	4	2	4	2	4	4	4	4	4	4	3	3	4	4	4	4

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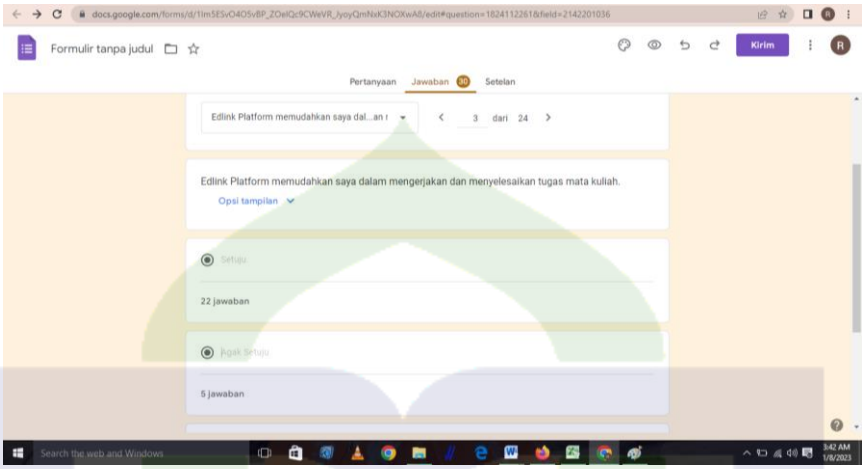
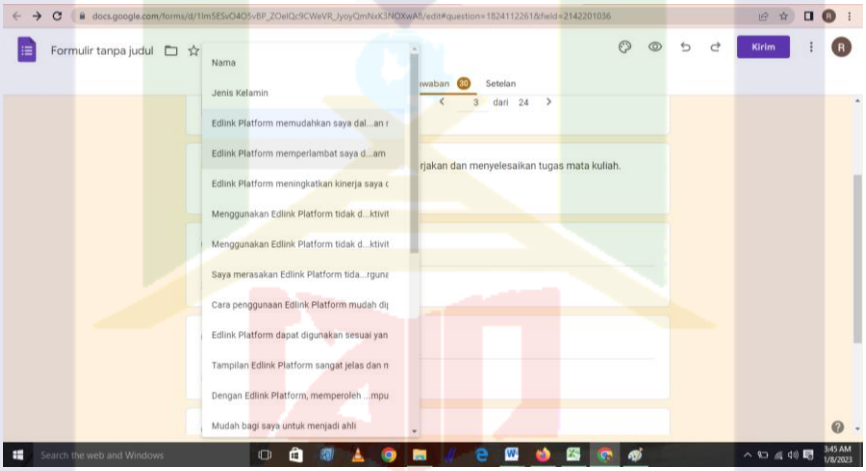
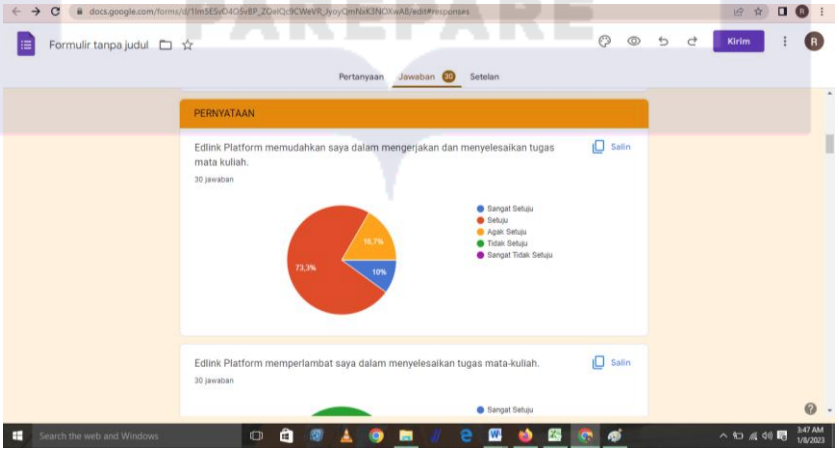
SCREENSHOT HASIL KUESIONER







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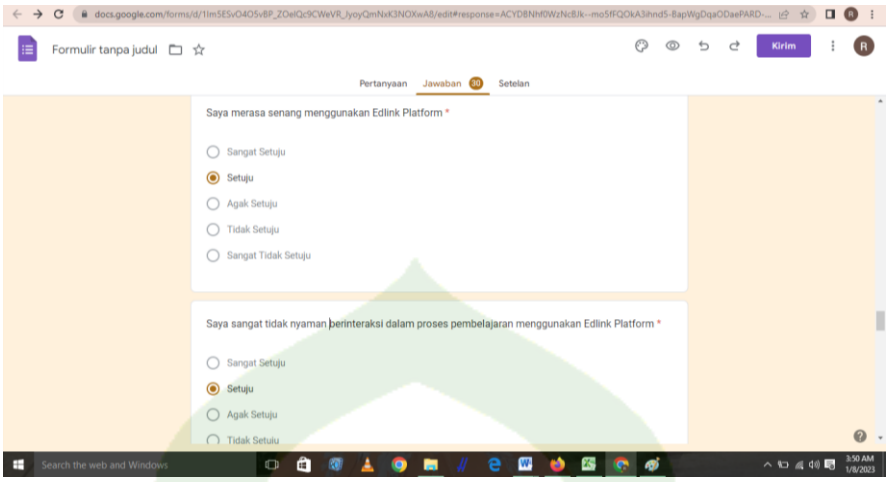

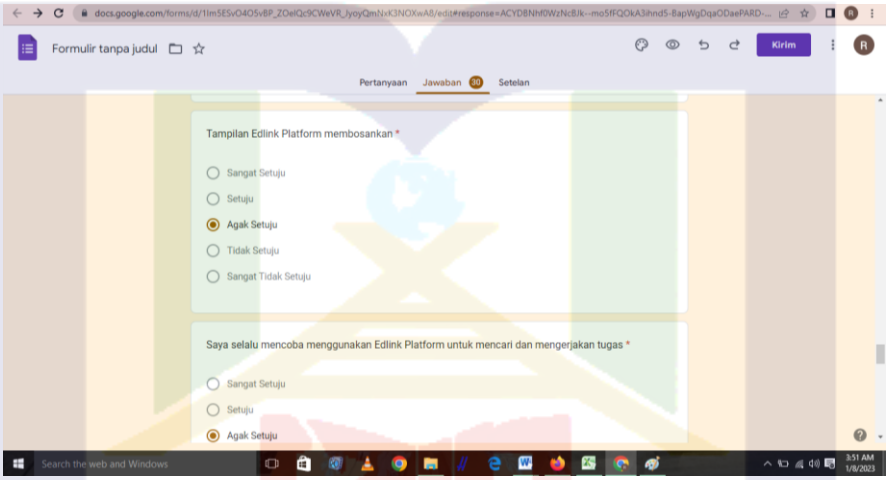

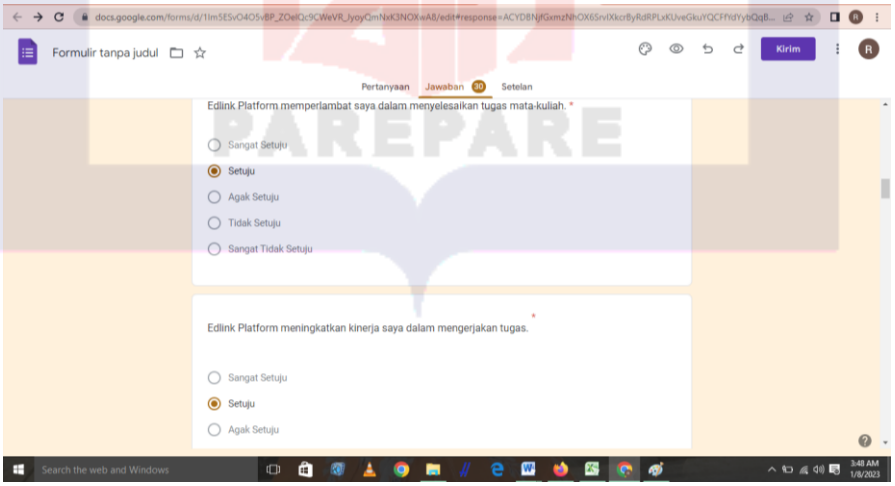

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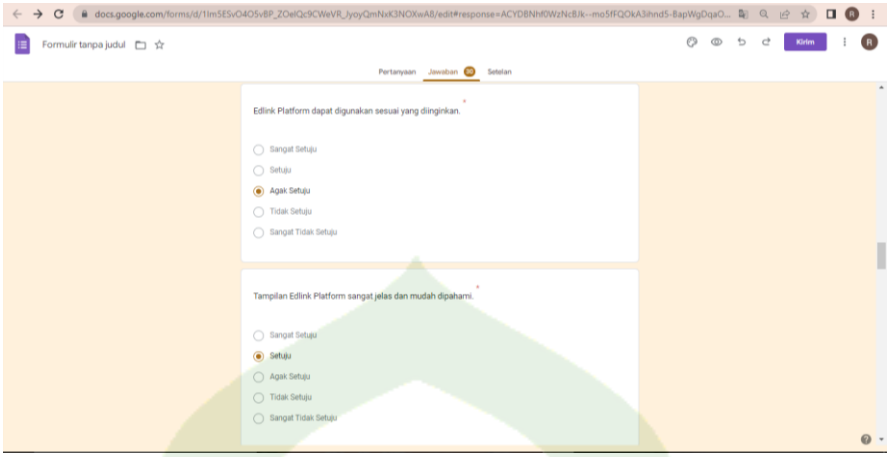

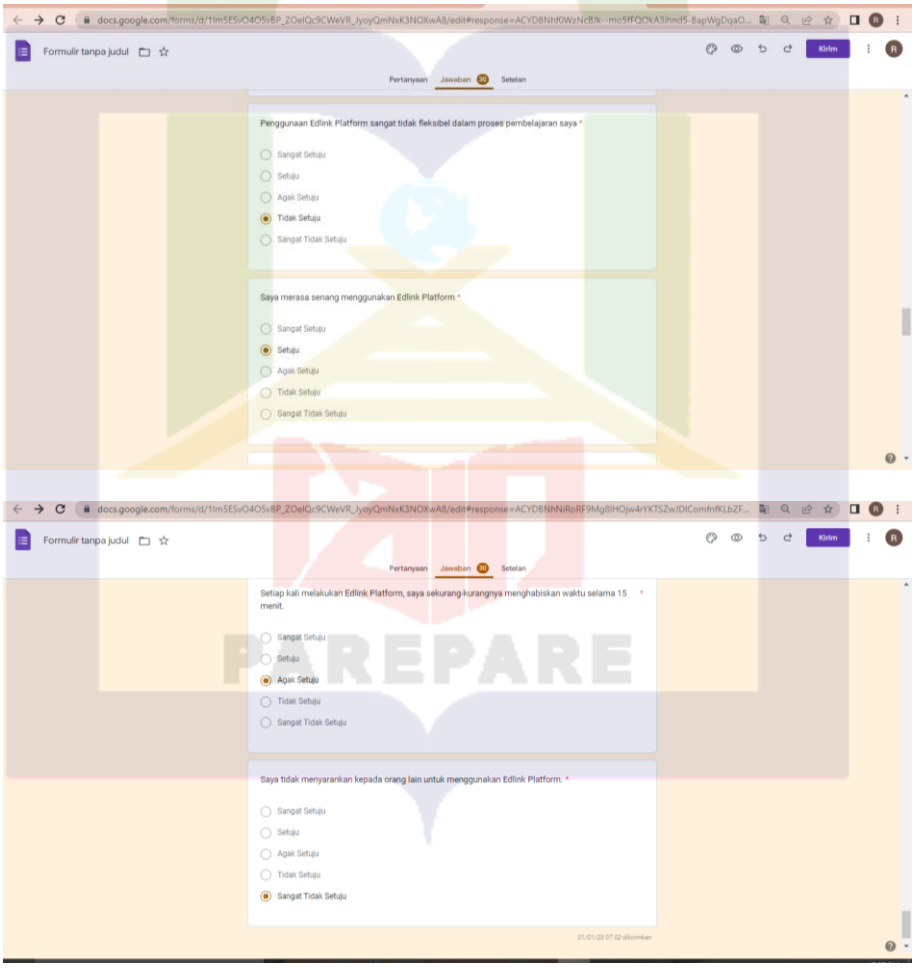

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CURRICULUM VITAE

Gali Rakasimin, the writer was born on April 17th 1998 in Parepare. He is the third child in her family. He has three sisters and no brothers. His father's name is Muh. Bakhtiar and his mother's name is Dumiati. He began his study on 2004 at SD Negeri 85 Parepare and graduated on 2011. In the same year, he continued his study at SMP Negeri 8 Parepare and graduated on 2014.

In the same year he continued his study at SMA Negeri 2 Parepare and graduated on 2017. After graduated, he decided to continued his study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. He took Tarbiyah Faculty and focused on English Education Program. He completed his skripsi on 2023 with the tittle "Perceptions on the Use Edlink Platform in Learning Vocabulary English Study Program" at IAIN Parepare.

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