AN ANALYSIS OF INSTRUCTIONAL TASK IN LEARNING ACTIVITIES WITH TELEGRAM APPLICATION AS ASYNCHRONOUS COMMUNICATION DURING PANDEMIC COVID-19

(Descriptive Research at SMAN 4 Bulukumba)

A Thesis

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Education Department

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MOTTO

"There is no limit to be kind".

DEDICATION

In the name of Allah, I dedicate this thesis to:

My beloved parents, Supandi and his wife,

My beloved sister

All of my friends

You are my greatest gift.

Thanks for being my supporting systems.

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ABSTRACT

Aisyah Rifanti, 2021. An Analysis of Instructional Task in English Learning Activities with Telegram Application as Asynchronous Communication during Pandemic Covid-19. A thesis of English Education faculty of Teacher Training and Education Muhammadiyah University of Makassar (Supervised by **Erwin Akib** and **Ariana**).

The main problem in this research was to was to find out what instructional tasks the English teacher did in learning activities involving the Telegram application as an asynchronous communication tool during the COVID-19 pandemic at SMAN 4 Bulukumba. This research used a descriptive qualitative approach. The participant of this study was an English teacher in class X MIPA who used the Telegram application as a courageous learning medium during the COVID-19 pandemic at SMAN 4 Bulukumba.The data in this study was collected through checklist observations and interview.

Based on research, it can be said that during the COVID-19 outbreak, both teacher and students decided to use the Telegram group application to carry out the teaching and learning process. Telegram groups are used to interact with and manage all the students in a class. The teacher focuses on three instructional aspects, namely: 1) cognitive, 2) effective, and 3) physics motor. These three aspect, which are often used are affective and phychomotor. Teachers have difficulty providing motoric because they not interact directly with students. It is based on teacher instructions so that the objectives of meeting teaching objectives and learning competencies can be carried out effectively, although this may require more investigation into how effective it is to conduct online group classes.

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Key Words : Covid-19 Pandemic, Telegram Application, Instructional Task

ABSTRAK

Aisyah Rifanti, 2021. Analisis terhadap Tugas Instruksional dalam Kegiatan Pembelajaran Bahasa Inggris dengan Aplikasi Telegram sebagai Komunikasi Asynchronous selama Pandemi Covid-19. Skripsi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Dibimbing oleh **Erwin Akib** dan **Ariana**).

Masalah utama dalam penelitian ini adalah untuk mengetahui apa saja instruksional tugas yang guru bahasa Inggris lakukan dalam kegiatan pembelajaran yang melibatkan aplikasi Telegram sebagai alat komunikasi asinkron selama Pandemi COVID-19 di SMAN 4 Bulukumba. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Partisipan penelitian ini adalah seorang guru bahasa Inggris kelas X MIPA yang menggunakan aplikasi Telegram sebagai media pembelajaran selama masa pandemi COVID-19 di SMAN 4 Bulukumba. Data dalam penelitian ini dikumpulkan melalui observasi checklist dan wawancara.

Berdasarkan penelitian, dapat dikatakan bahwa di masa mewabahnya Covid-19, baik guru maupun siswa memutuskan untuk memanfaatkan aplikasi grup Telegram untuk melakukan proses belajar mengajar. Grup telegram digunakan untuk berinteraksi dan mengatur semua siswa dalam satu kelas. Guru memfokuskan pada tiga aspek intruksional, yaitu: 1) kognitif, 2) afektif, dan 3) fisikomotor. Ketiga aspek yang sering digunakan dalam instruksi tugas berbasis online ini hanyanyalah aspek kognitif saja. Kurang umum digunakan adalah aspek afektif dan psikomotorik. Guru kesulitan memberikan penilaian motoric karena tidak berinteraksi langsyng dengan siswa. Hal ini didasarkan pada instruksi guru sehingga tujuan untuk memenuhi tujuan pengajaran dan kompetensi pembelajaran dapat dilakukan secara efektif, meskipun ini mungkin membutuhkan lebih banyak lagi investigasi tentang seberapa efektif untuk melakukan kelas kelompok online.

Key Words : Pandemi Covid-19, Telegram Aplikasi, Instruksi guru

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillahi Robbil Alamiin, the researcher would like to express her high thankfulness to God, Allah SWT, only provider, the most merciful who gives His guidance, inspiration, health all the time in conducting this thesis. The researcher also sends Shalawat and Salam to our great prophet Muhammad S.A.W who has brought us from the worst to the peace.

Therefore, the researcher would like to express the greatest thanks to all of those who have given the support, advice, suggestion, and pray for the researcher. The researcher really appreciates beloved parent. They are **Supandi, S.Pd.,M.Pd.** and **Jumria AB** as the lovely mother and father who always love, educate, support, and keep praying for the researcher's success. Besides, my young sister is **Andita Fani Febrianti**, who love, support, and encourage the researcher during completing this thesis.Furthermore, the researcher proposed to express her gratitude and appreciation, especially to:

1. **Prof. Dr. H. Ambo Asse, M.Ag.** The Rector of Muhammadiyah University of Makassar, as well as the rector assistant. The researcher is thankful for the words and policies during his education at Muhammadiyah University of Makassar.
2. **Erwin Akib, S.Pd., M.Pd, Ph.D**, the Dean of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar and as the

first supervisor who has guided and directed researcher during writing of her thesis.

3. **Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.,** the Head of English Education Department of FKIP Muhammadiyah University of Makassar and also to the all lecturers who have taught me during the years of my study.
4. **Ismail Sangkala, S.Pd.,M.Pd.,** the Secretary of English Education Department of FKIP Muhammadiyah University of Makassar and his staffs for the supports and kindness during the researcher continued her education at Muhammadiyah University of Makassar.
5. The researcher's first consultant, **Erwin Akib, S.Pd.,M.Pd.,Ph.D.,** who have helped, guided, and supported the researcher during writing of his thesis.
6. The researcher's second consultant., **Ariana, S.Pd, M.Pd.,** who has helped, guided, and supported the researcher during writing of his thesis.
7. The researcher's bloved group "TQB and Nine Gils," ; **Nur Aini Anisa, Nurul Annisa, Nur Hikma, Mulyani, Afrilia, Nirwana, Hasrawati Dewi,Sitti Mariana, Almar, Bau Iin, Riskan Wijayanti, Andi Tari, Andi Fia, Rara, Iriyanti, and Nur Inayah,** who has guided and suppot the researcher during writing of his thesis.
8. The researcher's beloved best sister's **Nurul Amalia Ramadhani** and **Nur Amalia Zalzabila** who always give support, motivation, and advises the researcher in each situation.

9. The researcher's beloved family in English Education Department, PBI Academic Year 2017, especially for the **Charming Class** who also supported and assisted researchers during the completion of the thesis.

The words are not enough to say any appreciation for their help and contribution in this thesis. May Allah the Almighthy bless them all. Moreover, the researcher also realized that this thesis is far from perfect. It is a pleasure to get critiques and suggestion to make this thesis better.

The researcher

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CHAPTER I

INTRODUCTION

A. Background

Online learning during the COVID-19 pandemic is a challenge for all teachers and students to be able to achieve optimal learning goals, including achieving English communication competence. Communication media are all means used to produce, reproduce, distribute or disseminate and convey information, for that communication media plays a very important role in people's lives. The process of sending information in this modern era is very sophisticated so telecommunications technology is most sought after to convey or transmit information or news because telecommunications technology is growing, getting faster, more precise, accurate, easy, cheap, effective, and efficient.

It is now possible to employ social media groups to facilitate distant classes. This is consistent with the learning approach adjustment plan, which calls for professors and students to collaborate to conduct remote lessons. They are not, however, left alone to continue the learning process. As a result, social media group learning tactics may be devised to engage and motivate students to participate actively in the teaching and learning process. This may be improved in order to engage and encourage students to participate actively in the teaching and learning process. Despite the fact that lessons are not held on a regular basis, students may actively participate in this process through

the use of telegram group classes. This social media group can be utilized as well. Since the COVID-19 pandemic quarantine was imposed on March 16, 2020, online lessons have required to be completed entirely from home or from the houses of each student.

Since the beginning of the year, this virus has inexorably spread across the country. The Ministry of Health, on the other hand, has not taken the sickness seriously as an infectious pandemic. As a consequence, most regions, including East Java Province, are unprepared to deal with the worldwide outcry, and every stakeholder, including the education sector, must be prepared to act to break the Covid-19 transmission cycle. However, this is not the issue addressed in this study. Whether we are ready or not, it is everyone's responsibility to use new technology in a thoughtful manner. In this situation, the the English program's online lesson at a school in the Bulukumba area adjusts to the present situation as well. As a result, to deal with the changing school conditions, the government issued directives through an official letter from the Directorate General of Islamic Higher Education on March 26, 2020, instructing all learning procedures to be conducted online. As a result, all schools and lectures are held at home to prevent the infection from spreading.

It is now up to both teachers and students to adapt to the learning process by employing any tool or technological application that best meets the learning process' demands. Getting acclimated to this new online learning method may allude to the societal and technical shifts that will be seen in the

coming years. As a result, the strategy to organize teaching and learning in the 4.0 age is no longer a topic that has been debated in the past. In reality, we are all confronted with it now and are compelled to put it into action. Educators employed a variety of communication technologies to construct online class programs during the COVID-19 epidemic conduct online classes. Telegrams can be used to host meetings as well as regular lessons, according to Wiranegara & Hairi (2020). Once both sides start conversing or stay online in telegram groups, teachers may continue to view all group members—students—in the class. As a result, at each group meeting, the teacher may share and discuss the instructional materials with the pupils. This also implies that students can benefit from the usage of social media groups such as WhatsApp or telegram to learn about alternative teaching and learning methods. However, in comparison to normal face-to-face weekly lessons, the procedure may take some time.

This distance class will undoubtedly be a novel experience for both professors and students, as additional research into how this might be accomplished is required. However, both teachers and students were able to follow all of the content presented in the social media group throughout the four individual meetings held at home. As a result, distance classes should not burden pupils in order to accomplish a successful English class learning process during the Covid-19 epidemic, as long as the learning process can be carried out properly. Teachers and students can keep in touch or interact intensely in discussing educational materials by using telegram groups.

Students will have the option to enhance their learning skills at the conclusion of the teaching and learning process, allowing them to become lifelong learners regardless of their circumstances.

According to Stefan Hrastinski (2008) (in Setianto, 2020), there are two forms of online learning: synchronous and asynchronous learning. Synchronous learning occurs when teachers and students work together on a project at the same time, enabling direct learning to focus on the teacher (Pakpahan and Fitriani, 2020). While synchronous is a learning activity in which the teacher interacts with students at the same time and where students can access the teacher's shared teaching materials whenever and wherever they are, asynchronous is a learning activity in which the teacher interacts with students at different times (Hamidah, 2020). Students can access online content at any time using asynchronous learning. Teachers may educate and assess students at any time and in any location. Teachers are not bound by any laws when it comes to selecting and using online learning techniques. Teachers' approaches, on the other hand, might be utilized by students to ensure good communication in the classroom.

The Internet has the capability of facilitating group discussion and collaborative activities. Additionally, the capacity to hold face-to-face conversation (teleconference) allows internet users to interact audiovisually, allowing them to converse vocally and nonverbally in real time (Sa'ud, 2008: 189). During this quarantine or social lockdown time, the institution is also utilizing e-learning in order to offer online classes. Other social media

applications, such as Zoom cloud (one-to-many communication) as seen in teleconferences, WhatsApp groups, and Telegram groups (one-to-many communication) using readable text messages and seen by all members of the same group, are also recommended for use in remote or online classes. As a result, the major overview of mobile aided learning and regular classroom program reports have been utilized to support the description of the process identified in this research to explain the teaching and learning process utilizing telegram group chat.

In online learning, the teacher gives task instructions to give assessments to students in the telegram application during the Covid-19 pandemic. Learning assessment is an assessment that is usually carried out during the learning process, and after the learning process takes place. Each educator not only provides an assessment by assessing the final results of his students but also assesses the daily life and activities of his students at each meeting. Assessment must be done faithfully by educators to provide recognition for the achievement of student learning outcomes and processes. Assessments carried out during the learning process are usually used as a basis for conducting the teaching and learning process. Educators can provide feedback on students' learning processes, monitor progress, and determine their learning intentions. Assessment can also be done by improving student performance.

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Learning is a teaching and learning process that is oriented to achieve learning objectives. In addition, characters will be formed and developed through the learning process. Learning objectives are a target that must be achieved in each learning process. Therefore, to find out to what extent the learning objectives have been achieved, the teacher must carry out evaluation, which is a systematic process to determine or make decisions to what extent the learning objectives have been achieved by students. Norman E. Gronlund. 1976).

Evaluation will be very easy to carry out if the benchmarks are known and understood, namely the aspects of learning outcomes that need to be measured. Based on this, there are three aspects of learning evaluation that Benjamin S. Bloom calls Bloom's Taxonomy, namely: cognitive, affective, and psychomotor. The cognitive domain has six levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation. The affective

domain has five aspects, namely: receiving, responding, valuing, organization, and characteristics of values/formation of life patterns. While the psychomotor domain is related to skills or the ability to act after a person receives a certain learning experience.

The purpose of this study is to determine the instructional task of English teachers in learning activities involving the Telegram application as an asynchronous communication tool during the COVID-19 Pandemic. Does the teacher apply several aspects in providing instruction to students? I did this research at SMAN 4 Bulukumba because SMAN 4 Bulukumba is a school that still conducts online learning using telegram and is close to the researcher's environment. This research method used descriptive research methods, using an interview system and an observation checklist.

B. Research Question

From the background above, the researcher formulates the scientific research question that is "What are the instructional task analysis of English teacher in learning activities involving the Telegram application as an asynchronous communication tool during the COVID-19 Pandemic in SMAN 4 Bulukumba?"

C. Research Objectives

This research aimed at exploring:

"To find out what are the instructional task analysis of English teacher in learning activities involving the Telegram application as

an asynchronous communication tool during the COVID-19 Pandemic in SMAN 4 Bulukumba"

D. Significant of the Research

The significance of this research is expected to provide new knowledge for students, teachers and readers in the process of learning English. The significance of this research is as follows:

1. Teachers can find out about "what is the description of the online learning process through the telegram learning application, and what the instructions taks that the teacher does in carrying out the teaching and learning process using the telegram application", which can be used as a reference in learning English online at SMAN 4 Bulukumba.
2. Students can know what to do when learning English from home, and it can be a motivation to increase students' knowledge of SMAN 4 Bulukumba.
3. Readers can add new knowledge, become a source of reference for further research..

E. Scope of the Research

In collecting data for this study, the limitations of this research only focus on the instructional task process carried out by English teachers online by looking at what instructional teacher do in carrying out the teaching and learning process using the Telegram application at SMAN 4 Bulukumba. According to Sudjana (2005), there are several aspects of assessment in the

teaching and learning process, with the assessment of learning outcomes being the process of instructional task values to the learning outcomes achieved by students with certain criteria. This implies that the object being assessed is the result of student learning. Behavior as a result of learning, in a broad sense, includes: cognitive, affective, and psychomotor. In these three aspects, there are several indicators that researchers want to know whether the indicators are carried out in providing assessments in online learning using the Telegram application.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researchers have been conducting studies relate to this research, there are as follows;

Kusuma, Lintang (2021) with the title "Students' Response To The Use Of Telegram In English Class During Covid-19 Pandemic". This study aims to determine student responses to the use of Telegram in English classes during the COVID-19 pandemic and identify the obstacles they experienced when implementing this application. The results of student responses to the use of Telegram are 81%, resulting in the "very effective" category. These results indicate that Telegram is beneficial for students and is very effective in English classes. However, students still face some obstacles with an average of 70%, and it shows a high level of difficulty. The highest percentage of problems occurred in students' concentration and learning motivation which decreased during e-learning.

Afrilia, Dwi (2021) with the title "Teacher's Strategy in Implementing Assessment Learning during the Covid-19 Pandemic in Elementary School High Class". Based on the results of research and discussion on teacher strategies in carrying out learning assessments during the COVID-19 pandemic in high school, it can be concluded that high-grade teachers at the school have an effective strategy in carrying out learning assessments

during the COVID-19 pandemic. Described as follows. (1) learning assessment is carried out face-to-face, (2) assessment is based on students' daily tasks submitted to students to study at home, (3) assessment based on student attendance is one of the teacher's considerations in carrying out the assessment, (4) In terms of the value of semester report cards prior to the COVID-19 pandemic, report cards are used as a reference by a teacher to determine the value of students because it is difficult to know the overall ability of students during this pandemic, so semester report cards prior to COVID-19 will help teachers determine the value of students.

Wiranegara & Hairi (2020), dengan judul "Conducting English Learning Activities By Implementing Telegram Group Class During Covid-19 Pandemic". Telegram can be used to hold meetings as well as regular classes. Teachers can share teaching materials in groups and discuss them with students. Distance classes should not burden students as long as the learning process can be carried out efficiently. At the end of the teaching and learning process, students will be able to improve their learning strategies.

Eka Dambayana, (2020) in his journal entitled "Online English Class in Pandemic Period: A ChallengeLearning". The EFL Instruction points to a different paradigm during the Covid-19 Pandemic. Face-to-face or conventional classes in schools in Indonesia have turned into Learning from Home (LFH). This study aims to describe the challenges faced by teachers and students in online TEFL, especially for sixth grade

elementary school students. documentation of their work and projects; and interviews. The results show that the challenge is the economic background of students that affects their readiness in preparing gadgets and quotas for online learning, internet connection, time, complementary materials, and heterogeneous student abilities.

Some of the studies above also discuss online learning using telegrams during the COVID-19 pandemic. The similarity of this research is the research method. Some of the journals above can help research that researcher will do to find out about the instructional tasks of teacher in assessing students in learning activities with the Telegram Application at SMAN 4 Bulukumba? The difference lies in the research objectives, research locations, and research systems. In addition, my research only focuses on getting information from previous research.

B. Some Pertinent Ideas

1. Concept of Assessment

a. Definition of Assessment

Assessment is a method for making assumptions about a student's learning and growth on a systematic basis. It's the process of defining, choosing, designing, collecting, analyzing, interpreting, and applying data to help students learn and develop.

(Akib, 2020) Assessment is an evaluation tool in learning adjusted to the times. The criteria that must be included in the assessment are indicators in the cognitive domain and critical thinking.

A learning assessment is a type of evaluation that takes place both during and after the learning process. At each meeting, each educator not only examines his pupils' final scores, but also assesses their everyday lives and activities. Educators must be diligent in their assessment to ensure that students' learning outcomes and processes are recognized. Assessments made during the learning process are frequently utilized as the foundation for conducting the teaching and learning process. Educators can give comments on students' learning processes, track their progress, and figure out what they want to study. Improved student performance can also be used to assess students. Presentation assignments, quizzes, and storytelling are examples of formative assessment. Assessment in learning has a formative purpose and takes place throughout the learning process. Students may also be offered the opportunity to participate in assessments.

(Cangelosi, 1995). An assessment is a decision about the value. Therefore, the next step after carrying out the measurement is an assessment. Assessment is carried out after students answer several questions contained in the test. Then the results of the student's answers are interpreted in the form of grades. Some effective tools for conducting remote assessments include assigning homework, which, as with offline classes, is one of the benchmarks for teacher evaluation.However, in online learning, it is necessary to make some adjustments. As with detailed but concise and clear learning materials, it really helps students in the learning process. They can understand what the demands of the given task

are, and what they have to do. Remote assessment can also be done with discussion forums. Virtual learning does not have to hinder communication between classes.

Students can use learning apps like Telegram and WhatsApp to communicate with one another by forming study groups on this platform. It is mandatory. Not only students, but even educators can participate in it. Good creativity is needed in building a pleasant discussion space so that students and educators can be involved and active in discussions.

The purpose of the assessment of the teaching and learning process is essentially to find out teaching and learning activities, especially efficiency, effectiveness, and productivity in achieving teaching goals. The dimensions of the assessment of the teaching and learning process relate to the components of the teaching and learning process such as teaching objectives, methods, teaching materials, teacher teaching and learning activities, and assessment

According to Syarifah, 2019 Assessment has a number of functions in the teaching and learning process, namely:

1) As a tool to find out whether students have mastered the knowledge, values, norms and skills that have been given by the teacher.
2) To find out the weaknesses of students in carrying out learning activities.
3) Knowing the level of student achievement in learning activities.
4) As a means of feedback for a teacher, which comes from students.

5) As a tool to determine student learning progress.

6) As the main material of learning outcomes reports to parents.

According to Sudjana (2005) said that the assessment of learning outcomes is the process of giving value to the learning outcomes achieved by students with certain criteria. This implies that the object being assessed is the result of student learning. Behaviour as a result of learning in a broad sense includes the areas of cognitive, affective and psychomotor. Assessment and measurement of learning outcomes is carried out using learning outcomes tests, especially cognitive learning outcomes with regard to mastery of teaching materials in accordance with educational and teaching objectives.

b. Various aspects of Assessment Learning

Assessment can be defined as an effort or action aimed at determining how far the established goals have been met. In other words, appraisal serves as a tool for determining the success of a process and the learning outcomes of students.

Process is an activity that students engage in in order to achieve learning objectives, whereas outcomes learning is a skill that students acquire after going through the learning process (experience study). In the national education system using the classification of learning outcomes from Benjamin S. Bloom (1956), better known as Bloom's Taxonomy which broadly divides it into three domains, namely cognitive, affective and psychomotor.

1) **Cognitive Assessment**

Cognitive Assessment is a domain that includes mental (brain) activities. This cognitive domain is divided into six:

a) Knowledge, which is an ability that requires students to be able to recognize, remember, recall the existence of concepts, principles, facts, ideas, formulas, terms, names. With knowledge, students are able to recognize or knowing the existence of concepts, facts, terms, and so on without having to understand or can be used

b) Comprehension, namely the ability that requires students to understand or understand the subject matter presented by the teacher and can use it without having to connect with other things.

c) Application is a demanding ability students to use general ideas, procedures or methods, principles, and theories in new and concrete situations. This application is a higher level thought process rather than understanding.

d) Analysis is an ability that requires students to describe a certain situation or situation into its constituent elements or components.

e) Synthesis is a process of combining elements or parts into a whole entity.

f) Evaluation is a skill that demands pupils to assess a situation, circumstance, statement, or notion using certain criteria.

The most crucial aspect of this assessment is to set up situations that allow pupils to build criteria or benchmarks for evaluating anything.

2) **Affective Assessment**

Affective assessment is a domain related to attitudes and values, a person's attitude can be predicted to change if he already has a high level of cognitive mastery. There are several categories of affective assessment as a result of learning, namely:

a) Receiving

Receiving is a person's sensitivity in receiving stimuli (stimulus) from outside that comes to him in the form of problems, situations, symptoms and so on. Included in this level, for example, are: awareness to receive stimuli, control and select symptoms or stimuli that come from outside.

b) Answer (Responding)

The answer is the reaction given by someone to stimulation coming from outside.

c) Assessment (Valuing)

Assess or value means to give value or value ive an award for an activity or object, so that if the activity is not carried out, it is felt that it will bring loss or regret.

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d) Organizatio

Includes the ability to form a value system as a guide and guide in life, which is expressed in the development of a set of values.

e) Characteristics of values / Formation of life patterns

Includes the ability to live up to the values of everyday life so that they become real and clear guidelines in various areas of life.

3) Psychomotor Assessment

This assessment relates to skills or the ability to act after a person receives a certain learning experience. The psychomotor learning outcomes were stated by Simpons (1956) who stated that the psychomotor learning outcomes appeared in the form of individual skills and abilities to act. This learning outcome is actually a continuation of cognitive, affective learning outcomes, this can be seen if students have shown certain behaviors or actions in accordance with the meanings contained in the cognitive and affective domains.

c. Assessment Process and Learning Outcomes

Appraisal is the process of assigning or assigning value to certain objects based on certain criteria. A measure or criterion is needed to be able to determine the value or price of an object. The education assessment includes three main targets, namely educational programs, teaching and learning processes, and learning outcomes.

1) Learning Process Assessment

A process assessment is carried out during the learning process. Process assessment is an assessment that focuses on the assessment target on the level of effectiveness of teaching and learning activities in order to achieve teaching objectives. The assessment of the teaching and learning process involves the assessment of teacher activities, student activities, teacher-student interaction patterns, and the implementation of the teaching and learning process.

The follow-up to the assessment of the learning process If the results are unsatisfactory, then Classroom Action Research (CAR) is carried out. This means that a teacher tries to diagnose the cause of the difficulties students experience in the learning process and then finds a way to solve the problem. This is the forerunner of CAR for a teacher. Unlike in the case of exam activities, if a teacher finds a student does not meet the criteria set out in the KKM (Minimum Completeness Criteria), then the solution is to do remedial learning.

The purpose of the assessment of the teaching and learning process is essentially to find out teaching and learning activities, especially efficiency, effectiveness, and productivity in achieving teaching goals. The dimensions of the assessment of the teaching and learning process relate to the components of the teaching and learning process, such as teaching objectives, methods, teaching materials, teaching activities, and assessment.

Assessment has a number of functions in the teaching and learning process, namely:

a) As a tool to find out whether students have mastered the knowledge, values, norms, and skills that have been given by the teacher.
b) To find out the weaknesses of students in carrying out learning activities.
c) Gaining an understanding of the level of student achievement in learning activities.
d) As a means of feedback for a teacher, which comes from students.
e) As a tool to determine student learning progress,
f) As the main material of the learning outcomes report to parents.

2) Scope of Assessment of Learning Process and Outcomes

The scope of the assessment process and learning outcomes are as follows:

a) Attitudes include habits, motivations, interests, talents which include the attitudes of students towards teachers, subjects, parents, school atmosphere, environment, methods, media and assessment.
b) Knowledge and understanding of students already know and understand their duties as citizens, citizens of the community, school residents, and so on.
c) Intelligence includes whether students to a certain level have been able to solve the problems faced in the lesson.

d) Physical development includes whether the students' bodies have developed harmoniously, whether students have gotten used to living healthy

e) This skill explains whether students are skilled in reading, writing, and counting, whether students are skilled at drawing or sports.

d. Components of Assessment Process and Learning Outcomes

1) Components of Assessment Learning Process

The dimensions of the assessment of the teaching and learning process are concerned with the components that make up the teaching and learning process and the interrelationships between these components. The teaching component as an assessment dimension of the teaching and learning process includes:

a) The components of instructional objectives include aspects of the scope of objectives, the capabilities contained therein, the formulation of objectives, suitability with student abilities, the amount and time available to achieve them, conformity with the applicable curriculum, implementation in teaching.

b) Components of teaching materials include the scope, suitability of the objectives, level of difficulty of the materials, ease of obtaining and learning them, usability for students, implementation according to the time available, sources for studying them, how to study them, continuity of materials, relevance of materials to student needs, prerequisites study it.

c) The student components include prerequisite abilities, interests and attention, motivation, attitudes, learning styles, socialization relationships with classmates, learning problems faced, characteristics and personality, learning needs, student and family identities which are closely related to school education.

d) The teacher component includes subject mastery, teaching skills, teacher attitudes, teaching experience, teaching methods, ways of assessing, willingness to develop their profession, communication skills, personality, ability and willingness to provide assistance and guidance to students, relationships with students and their peers, their appearance. , other skills required.

e) Components of learning tools and resources include the types of tools and their number, usability, ease of procurement, completeness, benefits for students and teachers, and how to use them. These learning tools and resources include teaching aids, resource books, laboratories and other learning equipment.

f) The assessment components include the type of assessment tool used, the content and formulation of the question, its examination and interpretation, the assessment system used, the implementation of the assessment, follow-up to the assessment results, utilization of the assessment results, the administration of the assessment, the level of difficulty of the questions, the validity and reliability of the

assessment questions, the power of discrimination assessment frequency and assessment planning.

2) Learning Outcomes Assessment Components

Learning outcomes assessment components include:

a) Common/market input (students)The Ministry of National Education (2003) asserts that students are members of the community who try to develop themselves through paths, levels, and types of education.

b) Instrumental input (curriculum, teaching methods, facilities, and teachers)

- The curriculum is a set of subjects provided by an educational institution that contains lesson plans that will be given to lesson participants in one period of education. The preparation of these subject sets is adjusted to the circumstances and abilities of each level of education in the implementation of the education.
- Learning methods are procedures, sequences, steps, and methods used by teachers to achieve learning objectives. One approach can be translated into various learning methods. From the method, the learning techniques are derived in an applicable, real, and practical way in the classroom when learning takes place,
- Educational facilities are tools that are used directly in the educational process. While educational infrastructure includes all

kinds of tools that are not directly used in the educational process,

- Teachers are educators and teachers in formal education who must have some kind of formal qualification. In a broader definition, anyone who teaches something new can also be considered a teacher.

c) Environmental input (social environment and non-human environment)

The educational environment is an environment where the educational process takes place as part of the social environment. The educational environment is divided into three, namely: family, school, and community.

d) Educational outputs are learning outcomes (learning achievements) that reflect how effectively the teaching and learning process is held. There are 3 aspects that are assessed in the assessment of learning outcomes, namely cognitive, affective, and psychomotor aspects.

e. Criteria for Assessment of Learning Process and Outcomes

According to Nana Sudjana, the assessment of the teaching and learning process has the following criteria:

1) The curriculum-consistent nature of teaching and learning activities

The curriculum is a teaching and learning program that has been determined as a reference for what should be implemented. The

success of the teaching and learning process is seen in how the reference is actually implemented in the form and aspects:

a) Educator objectives

b) Teaching materials are provided.

c) Types of activities carried out.

d) How to carry out the type of activity.

e) Equipment is used for each activity.

f) Ratings are used for each purpose.

2) Implementation by the teacher

In this case, it is the extent to which program activities have been carried out by the teacher without experiencing significant obstacles and difficulties. If what is planned can be realized as it should, this implementation can be seen in terms of:

a) Conditioning student learning activities.

b) Prepare learning resources, tools, and equipment.

c) The time provided for teaching and learning time

d) Give assistance and study guidance to students.

e) Implement the process and student learning outcomes.

f) Generalize the current learning outcomes and follow up with the next teaching and learning activities.

3) Implementation by students

Judging by the extent to which students carry out learning activities with programs that have been determined by the teacher

without experiencing significant obstacles and difficulties, these include:

a) Understand and follow the instructions given by the teacher.

b) All students participate in learning activities.

c) Learning tasks can be completed properly.

d) Benefit from all the learning resources provided by the teacher.

e) Mastering the teaching objectives that have been set by the teacher.

4) Student motivation to learn

The success of the teaching and learning process can be seen in the learning motivation aimed at students when carrying out teaching and learning activities. In terms of :

a) Students' interest and attention to the lesson.

b) The enthusiasm for carrying out their learning tasks.

c) Students' accountability for completing their learning tasks

d) The reaction is shown by students to the stimulus given by the teacher.

e) Having a good time and feeling satisfied with the task at hand

5) The activeness of students in learning activities

The assessment of the teaching and learning process is mainly to see the extent to which students are active in following the teaching and learning process. Student activity can be seen in terms of:

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a) Participate in carrying out their learning tasks.

b) Engage in problem-solving.

c) Ask a friend or teacher if you don't understand the problem at hand.

d) Trying to find out the information needed for problem-solving.

e) Carry out group discussions according to the teacher's instructions.

f) Assess his abilities and the results obtained.

g) Train yourself to solve problems or similar problems.

h) The opportunity to use or apply what has been obtained in completing the task or problem it faces.

6) Teacher and student interaction

This can be seen in the interaction of teachers and students regarding the reciprocal relationship in carrying out teaching and learning activities. This can be seen:

a) Questions and answers, or dialogue, between teachers and students, or between students and students

b) Individual and group tutoring by teachers for students with learning disabilities.

c) Can certain teachers and students be used as learning resources.

d) It is nice to have a teacher in a teaching and learning situation as a learning facilitator.

e) The appearance as a provider of a way out when students face a dead end in their learning task.

f) There is an opportunity to get continuous feedback from the learning outcomes obtained by students.

7) The teacher's ability or skill to teach

Teacher teaching skills are the pinnacle of professional teacher expertise in terms of teaching materials, communication with students, teaching methods, etc. Several indicators in assessing this capability include:

a) Mastering the subject matter is taught to students.

b) Skilled in communicating with students.

c) Mastering the class so that it can control class activities.

d) Skilled in using various learning tools and resources.

e) Skilled in asking questions, both orally and in writing.

8) The quality of students' learning outcomes

One of the successes of the teaching-learning process is seen in the learning outcomes achieved by students. In this case, the aspects that are seen include:

a) Changes in students' knowledge, attitudes, and behavior after completing their learning experience.

b) Quality and quantity of mastery of instructional objectives by students.

c) The number of students who can achieve the instructional goals must be at least 75% of the total number of instructional.

d) Learning outcomes are long-lasting and can be used as a basis for studying the next material.

The criteria for assessing learning outcomes include:

a) Developed with reference to 3 aspects: knowledge, skills, and attitudes.

b) Using various methods based on the demands of basic competencies.

c) Refers to the purpose and function of the assessment (summative, formative). Formative objectives and functions: decisions on what aspects still need to be improved and what aspects are considered to have met the assessment indicators. Summative objectives and functions: the decision on whether students are considered capable of mastering the qualities desired by the learning objectives.

d) Refers to the principle of differentiation.

e) Not discriminatory.

2. Concept of Distance Learning Method

a. Definition of Synchronous Learning

Synchronous is a learning activity carried out by teachers and students at the same time, thus allowing direct learning to be centered on the teacher (Pakpahan and Fitriani, 2020). Narayana (2016) states that

synchronous is also a learning process that causes direct interaction between students and instructors through an online learning community within a set time.

b. Definition of Asynchronous Learning

Asynchronous is a learning activity carried out by the teacher with students at the same time, where teaching materials that have been distributed by the teacher can be accessed by students whenever and wherever they are (Hamidah, 2020). Asynchronous is also a learning process that takes place indirectly between students and their learning resources, where students can carry out learning activities whenever and wherever they want without having to wait for the presence of learning resources directly (Sungkono, 2017).

c. How Synchronous and Asynchronous Work

Here's how Synchronous direct communication works:

1) The process of sending and receiving is arranged in such a way that it has the same settings, so that it can be received and sent properly.
2) Generally this setting is based on the time in transmitting the signal.
3) This time is regulated by a periodic electrical pulse called a clock or timer.
4) In other words, synchronous is an operating system for events that occur at the same time, are continuous and predictable.

5) Examples of the application of the synchronous method are: video call messenger, chat.

Here's how Asynchronous indirect communication works:

1) The process of data communication that does not depend on a fixed time.
2) The process of data transformation speed.
3) Quite relative and not fixed.
4) Serial communication method from one device to another.
5) Data is sent per bit per unit time.
6) Each symbol sent has a start bit and a stop bit, to synchronize from a sending and receiving device.
7) The interval that occurs between one character to another can vary.
8) Asynchronous is an operation that does not depend on time.
9) Examples of the application of the asynchronous method are: email, Telegram, WhatsApp, telepathy.

d. Advantages and Disadvantages of Synchronous

1) Advantages

a) Familiar for students, because it is similar to conventional learning
b) There is communication between students and instructors
c) The existence of educators makes the learning process guaranteed

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2) Disadventages

a) Requires special time

b) There is a fee for the instructor

c) Requires bandwidth and internet speed that is adequate and equal for all students

e. Advantages and Disadvantages Asynchronous

1) Advantages

a) A conversation format and providing participants more time to think about what to post can result in very high discourse quality.

b) Students who participate in learning can pick a time that is convenient for them at any moment.

c) Students are not bound by any restrictions in terms of space, and they can study whenever they choose.

2) Disadvantages

a) There is indeed a lack of communication in language or writing that the reader does not accept.

b) Requires internet connection.

3. Concept of Communication Media

The Big Indonesian Dictionary defines media are: (1) tools, and (2) communication tools or means such as magazines, radio, television, films, posters, and banners. Furthermore, the media can be interpreted as a medium of communication in print and audio-visual formats, as well as hardware technologies. To put it another way, communication media are tools for

producing, publishing, and disseminating information. Because mass media is utilized by humans to aid the communication process that will be carried out with many individuals, this is used to use communication media such as Telegrams and WhatsApp as learning media during the COVID-19 pandemic.

a. Definition of Telegram

Telegram is a cloud-based instant messaging application that focuses on speed and security. According to Farhana (2018) Telegram is designed to make it easier for users to send text messages, audio, video, images, and stickers securely. Telegram was a term used by post offices in the past to convey written messages over large distances swiftly. However, as technology advances, this facility is no longer useful. A start-up has now turned it into an application.

Digital citizens can interact effectively with this program. Telegram bot technology has the benefit of being able to download photographs from Instagram, which is one of the bot's hidden features. Instagram, as we all know, does not allow users to download photos directly from their apps. Telegram bots can also be utilized as a realistic alternative for creating and developing online-based learning resources.

b. Definition of WhatsApp

WhatsApp is a free application that provides a simple, secure, and reliable messaging and calling service and is available on a variety of phones around the world. The name WhatsApp is a pun on the phrase

What's Up, which means What's Up. More than 2 billion people in more than 180 countries use WhatsApp1 to stay connected with friends and family, anytime and anywhere.

c. Differences between WhatsApp and Telegram Applications

According to Tracy (2017), some of the differences between WhatsApp and Telegram, are:

1) Sync

WhatsApp can't be shared on multiple devices. If you are already logged in on one device, you cannot log in at the same time using another device. while Telegram is cloud-based, so you can log in to Telegram using various devices, such as Mobile Phones, PCs, tablets, and others.

2) Security

On Telegram, we can chat as much as we want safely. Because there is a secret chat feature with messages, photos, and videos that can disappear by themself, Telegram also provides an additional pass code, so you need to enter the pass code to open the application. Telegram uses a multi-datacenter infrastructure and encryption. While WhatsApp is following in the footsteps of Telegram by adding an end-to-end encryption feature, if you don't want to play telegram anymore, you can make your account disappear automatically if you don't log in for the specified period of time.

3) Number of group members

The number of members in the Telegram group can reach 10 thousand people. When delivering messages in broadcast, Telegram does not limit the number of people that can be sent messages. While the number of members in the WhatsApp group only consists of 250 people.

4) The type and size of the file sent

With Telegram, you can send messages, photos, videos, and various files. The size of the file that can be sent reaches 1.5 GB. Received messages can be stored in the cloud or downloaded to your phone. While WhatsApp can only send files with a maximum size of 100 MB.

5) Storage

Telegram can store messages in the cloud, while WhatsApp stores messages on mobile phones, thus making phone memory run out quickly.

6) Stickers

Telegram supports animated gif image search, photo-editing applications, and supports an open sticker platform. Whereas the new WhatsApp has some of these features.

7) Hash tags

Telegram has a hash tag feature that makes group chat more structured. While WhatsApp does not yet have a hash tag feature.

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8) Bot

WhatsApp does not have a bot feature like Telegram. Bots are accounts that are run by applications. Bots can do anything, such as broadcasting, gaming, and various activities.

That's why WhatsApp and Telegram can be said to be 1: 1000. With this application, digital citizens can interact well. Telegram bot technology has the advantage of one of the secret features of the telegram bot is being able to download photos from Instagram. As we know, Instagram doesn't allow users to download photos directly from its app. Telegram bots can also be used as an alternative to create and develop practical online-based learning media.

Telegram has unlimited cloud storage services. That means all conversations, photos, videos, contacts, voice notes, and files or documents that are in your account will be backed up to their cloud. Data is not easily lost; the device's internal storage becomes more spacious. That is why Telegram is said to be an asynchronous learning medium.

d. Advantages of Telegram

Some of the benefits of Telegram Group in general, according to various research findings, are: (1) the features of this application such as sharing documents, photos, audio/video files, various emojis, voice notes, and audio/video call conferencing, as well as support for internet quota which is not too high, can encourage students to be more

courageous in expressing their opinions because thinking time is more flexible and longer; (2) the WhatsApp Groups feature is very practical and can be used on smartphones so that its contents can be accessed anytime and anywhere; (3) the dissemination of information is very easy; (4) affordable internet fees.

By paying attention to some of the advantages of this Telegram learning media, educational practitioners are also creative in designing a learning process by utilizing the various facilities offered by this technology, one of which is learning English through the Telegram Group.

Telegram Group has a member capacity of up to 200,000 users, which means it can be used by one study group. In addition, teachers and students can learn to develop English vocabulary by utilizing features in the form of emojis, pictures/photos, voice recordings, and writing. Susilawati & Supriyanto (2020) also added that Telegram Group can be used as a collaborative learning medium between teachers and students online or offline, and as a technology-based learning application, it can also improve students' abilities in English reading and writing skills.

The results of other studies also state that learning English using the features available in the Telegram application can also be used in emergency conditions and in areas where the internet network is not strong enough (Perdamean, 2019). Under these conditions, students can still learn English in the current pandemic emergency due to the

COVID-19 outbreak, as well as by taking advantage of the various features offered by Telegram in the form of document sharing, text messages, linking to web addresses to improve English language skills for students. students (Jasrial, 2019).

e. Disadvantages of Telegram

In every learning application by utilizing technological sophistication, in addition to having advantages, this application also has several disadvantages. Some of the weaknesses that can be summarized include: (1) the asynchronous nature of learning English through Telegram groups which triggers students' indiscipline because they are not too bound by time; (2) in some cases, students tend to be inactive in discussions in telegram groups because the teacher only provides material and asks students to discuss without any guidance; (3) from the results of the author's experience in using this application for learning English is the possibility of plagiarism and the culture of cheating / copy pasting answers from other friends can still occur.

Some of these weaknesses are also supported by the availability of signals and insufficient internet quota to access the learning materials provided by the teacher so that the process of downloading documents or images becomes slow and the data storage capacity is limited to having to download English audio/video recording files in practicing listening skills. and talk. This can happen because the various backgrounds of students in several regions in Indonesia are very diverse and this must be

handled wisely by teachers and students. To minimize the disadvantages of using this media, the teacher can modify it by using interesting learning techniques so that students can be actively involved in the teaching and learning process. The creativity of the teacher will greatly help the achievement of the target of learning English to be achieved by utilizing this media.

4. Features of the Telegram Learning Application

With the service features available in the Telegram group, it allows teachers and students to communicate in English learning activities, for example by easily sending dialogues or conversations through the voice note and video features. In addition, students can also enrich their vocabulary and master English grammar through emojis and also sharing photos.

Grover et al. (2020) states that Telegram groups create a condition where students can interact with each other more actively, can discuss better and can help each other among themselves, both during the process of preparation, learning, evaluation, and feedback. This can happen because students tend to feel more confident, bolder, and less intimidated when they have to express their opinions in Telegram groups.

In the use of telegram groups for learning media, there are several features in this application that can be utilized. Among others are:

a. Group Chat

This feature can be used for integration and communication between students and teachers, either directly or indirectly. This is very

beneficial because both students and teachers can always reread if there is information they want to learn more.

b. Document Share Facility

This facility is used to send documents in the form of written files, images, audio, and video

c. Camera

This feature can be used to divide several activities to require picturestaken in an activity

d. Gallery

This feature can be used to share or send previously saved images/videos.

C. Conceptual Framework

In connection with the above statement related to: *Analysis of Instructional Task of English Teacher in English Learning Activities with Telegram Application as Asynchronous Communication during the Covid-19 Pandemic*, the following is an explanation of the conceptual framework. This section describes the research scheme. This is illustrated by Figure 2.1 below.

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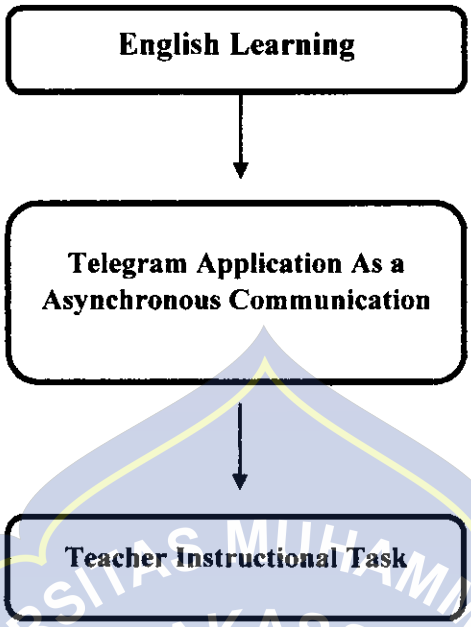

Figure 2.1: The Conceptual Framework

This conceptual framework was a picture that was drawn by the researcher in Figure 2.1. In this situation, the researcher was interested in discovering what are the instructional task in Engslih learning activities with the Telegram Application.

CHAPTER III

RESEARCH METHOD

This chapter deals with description of the research methods, research design, place and time of the study, population and sample, data collection techniques, research instruments, and technique of data analysis.

A. Method of the Research

The type of this research that the researcher applied is qualitative research with a case study method. According to Walgito (2011), a case study is a method for investigating or studying an incident concerning an individual (curriculum vitae). Also, Gudnanto (2013) states that a case study is a method for understanding an individual that is carried out in an integrative and comprehensive manner in order to achieve good development.

Based on the explanation above, the researcher concluded that qualitative research in this case was used to provide an explanation of various realities found. Therefore, the researcher analyzed the teacher's instructional task process in learning English by using the Telegram application.

B. Research Subject

The subject of this research was an English teacher in class X of SMA Negeri 4 Bulukumba. The researcher chose the teacher because she met the criteria of this study.

The criteria that the researcher uses from this research are teacher who used the telegram application as a means of teaching and learning, as well as providing instructional to students. Based on the results of the pre-survey before conducting research, English teacherin SMAN 4 Bulukumba used the telegram application as a learning medium since it was based online due to the COVID-19 pandemic. According to respondent, the Telegram application is good for use in online learning process, because it does not use a lot of storage and is not easily lost. Like the results of the students learning process that they collected on her. Furthermore, the researcher has seen the instructional task in the English learning process by teacher using the Telegram application.

C. Place and time of Research

1. Place of the Research

   This research was conducted at SMA Negeri 4 Bulukumba.

2. Research Time

   The duration of this study was around one month. From November 22nd to December 30th, 2021.

D. Research Intrument

The researcher used observation and interview to collect data. In the observation method, the researcher used a structured observation method, meaning that in making observation, the author refers to the guidelines that have been prepared. The researcher asked permission from the teacher

concerned to allow the researcher to see and pay close attention to the instructional task process being carried out by the teacher. The tools used in this observation are checklists and interview.

1. Observation Checklist

Observation checklist is a list of things an observer will see when observing a class. The researcher has prepared a checklist of observations related to the instructional task process from several aspects. The observation checklist not only provides the observer with a structure and framework for observation but also serves as a contract of understanding with the teacher, who as a result may be more comfortable, and will get specific feedback on the instructional task from teacher in the online learning classroom.

Observation as a systematic procedure requires recording during the observation process. The researcher developed a recording method using a checklist as a method of recording the results of observations. A checklist is a list of specific traits or behaviors that are arranged in a logical order. Observers must indicate the presence or absence of behavior during observation. The checklist is considered efficient in recording observations because it makes it easier for the observer to know the observed behaviors quickly, simply, and easy to interpret. (According to Beaty, 2008).

Tabel 3.1

Teacher Instructional Task Criteria

No.	Criteria	Score
1.	Effective insructional taskt in accordance with applicable aspects (cognitive, affective, and physicomotor) (VE)	41-50
2.	Instructional task following the state of the Covid-19 pandemic (E)	21-40
3.	Instructional task with end-of-semester evaluation only (LE)	11-20
4.	Not doing an instructional task in the online class (NE)	0-10

After the checklist has found the presence or absence of behavior during the observation, there are several criteria that the researcher needs to match, after obtaining data from the checklist. Each indicator is worth 5 points if the respondent performs each of these indicators. There are several instructional task criteria, namely; Very Effective (VE), Effective (E), Less Effective (LE), and Ineffective (NE).

2. Interview Method

Interviews were used as data collection techniques through an oral question and answer process that takes place in one direction, meaning that the questions come from the interviewer and the answers are given by the interviewee. In this interview method, the instrument is used in an interview guide. Interview was conducted in the form of questions and answers to the English teacher. The researcher conductd a face-to-face question and anwer process at SMAN 4 Bulukumba. Interview was

applied to find out what are the processes of instructional task by the teacher towards students' learning using Telegram media works.

E. Data Collection

To get the data for this study, the researcher used the checklist observation method and interview. The researcher contacted the respondent to make observation by analyzing the English learning process that the teacher did in the Telegram application. After making observations, the researcher contacted respondent to conduct interview using face-toface. Interview were conducted to strengthen and complete the observational data that had been collected. Respondent answered five questions related to how is the online learning process through virtual classes and using Telegram as a communication medium during the COVID-19 pandemic that had been prepared by the researcher. The last thing that researcher check is whether the data is complete or not.

F. Data Analysis

There were three stages in the qualitative data analysis of Miles and Huberman's (Sugiono, 2014) model:

1. Data Condensation

   Data condensation refers to the process of selecting, focusing, summarizing, validating, simplifying, and looking for themes and patterns. Then the reduced data was provided a clearer picture and make it easier for the researcher to carry out data collection at the next stage. In

this study, the researcher was analyzed and concluded the data that has been collected.

2. Data Display

In this stage is the data display, the researcher was involved in presenting the data that has been collected and previous analysis, considering that many qualitative the researcher compiled narrative text. In this case, Miles and Huberman (2014) often use narrative text in presenting data.

3. Drawing conclusion and Data Verification

After completing data reduction and data presentation, the final step to analyse the data in this study to draw conclusions and verify the data. The conclusion of the research results is drawn from the results of data reduction and data display, namely temporary conclusion. So that in the data verification process, the researcher was returns to collect the data again which allows the obtaining of other strong evidence that can change the results of drawing temporary conclusion.

Qualitative research analysis according to Miles and Huberman (2014) can answer qualitative research problems. This is based on the stages of research which are arranged systematically and coherently, naturally, logically, actually, and accountably. In this step, the researcher bases her analysis on the research problems and the data that has been analysed.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the research presents a description of the research findings as a result of the process of analyzing data collected through interviews and checklist observations. The findings presented are based on scientific research questions"What are the instructional task analysis of English teacher in learning activities involving the Telegram application as an asynchronous communication tool during the COVID-19 Pandemic in SMAN 4 Bulukumba?". All research questions are based on the researcher desire to know the phenomenon of how teachers carry out the learning process through the Telegram application.

Based on the result of the study, researcher made observations by following several aspects of the assessment. There are three aspects of instructional task in providing an assessment for students, namely: cognitive (Q1), affective (Q2), and physicomotor (Q3). In each of the three aspects of the assessment, there are several kinds of indicators included in them.

1. Cognitive Assessment (Q1)

a. The teacher gives instructions for the final task of the meeting at each meeting (Q1.1)

Based on the results of the study, giving assignments to students in every meeting in online learning used the Telegram application was

applied by an English teacher in class X MIPA SMAN 4 Bulukumba. The application of cognitive assessment with the Q1.1 indicator was found at each meeting. In each meeting, the researcher got the Q1.1 indicator only once in each meeting. In several meetings, as follows:

1) In the first meeting, the researcher found:

> Hartini said "I will give you the task for today. So, make a conversation of 2 people in pairs about the suggestion sentences. And try to have 5 suggestions in the conversation. Please make a voice recording with your partner then send it on my personal Telegram. I am waiting for your conversation task until 4 pm".

2) In the second meeting, the researcher found:

> Hartini said, "Please read text 1-3. Pay attention to the expressions used to congratulate people. Pay attention also to the responses. And answers the questions in text 1-3".

3) In the third meeting, the researcher found:

> Hartini said "Chose the most appropriate answer to complete the blank sentences below."

4) In the fourth meeting the researcher found :

> Hartini said "Please make a procedural text using your respective sentences. I will give the deadline for collecting assignments and absenteeism until 12 p.m".

In the instructional task for the four meetings, the teacher gives assignments when learning has been completed. The task was to measure students' understanding of the material that has been taught.

b. Teacher gives an objective descriptions to students through the telegram applicaion (Q1.2)

The second indicator of cognitive assessment aspects was applied in the instructional system by the English teacher class X MIPA SMAN 4 Bulukumba. The teacher gives an objective picture to students. In several meetings, as follows:

1) In the first meeting, the researcher found:

> Hartini said "Who can tell us example suggestion use must and have/has to?

2) In the second meeting, the researcher found:

> Hartini said, "Who can give us examples of congratulating and complementing expressions?"

3) In the third meeting, the researcher found:

> Hartini said, "Who knows what is the definition of correlating conjunction?"

4) In the fourth meeting, the researcher found:

> Hartini said "Okay our material for today is procedure text. Who knows the definition of procedure text?

With this indicator, student learning comprehension, namely the ability that requires students to understand or understand the subject matter presented by the teacher, can be used without having to relate it to other things. Based on the results of the study, this indicator was used in four meetings.

C. Teacher gives instruktional task through voice note in the telegram application (Q1.3)

The third indicator in this aspect of cognitive instructional was aimed at honing students' knowledge of the material being taught. This ability requires students to be able to recognize, remember, and recall the existence of concepts, principles, facts, ideas, formulas, terms, and names. With knowledge, students were required to be able to recognize or know the existence of concepts, facts, terms, and so on without having to understand or be able to use them. Based on the results of observations in this study, the researcher found that the cognitive instructional of the third indicator was not always applied by the teacher. At the first meeting, the teacher did not give an instructional task of the students' voice notes. However, at the next meeting, the teacher applied these indicator. In several meetings, as follows:

1) In the second meeting, the researcher found:

> Hartini said, "You can use a voice note, so mom can hear her voice".

2) In the third meeting, the researcher found:

> Hartini said, "Who can give an example, and answer using a voice note".

In Q1.3, the indicator was absent in the first and second meetings. This means that the Q1.3 indicator is not always applied by the English teacher in class X MIPA SMAN 4 Bulukumba.

2. **Affective Assessment (Q2)**

   a. **The teacher gives instructions about the discipline of students in online learning using Telegram application (Q2.1)**

   In the first indicator of the affective instructional aspect, the teacher provides an assessment by assessing attitudes by seeing which students do not submit assignments on time or pass the specified time limit. In this assessment, the teacher will find some students who do not submit assignments on time and provide assessments according to the provisions. In the results of interviews with the English teacher in class X MIPA SMAN 4 Bulukumba:

   > Hartini said, "In effective assessment, I can only assess students with student attitudes, see whether he answers the greetings I give or not, whether he responds quickly when I ask questions, fills out the absences on time, and does the assignments on time ".

   In this assessment indicator, the English teacher of class X MIPA SMAN 4 Bulukumba applied these indicators in every meeting. Because student discipline towards online learning can be measured by these indicators. In this assessment, there is no learning chat room, but the teacher judges students who send their personally ordered assignments.

   b. **The teacher gives instructions about the attitude of students in online learning using Telegram application (Q2.2)**

   The results showed that the researcher found that teachers assessed students' attitudes by seeing whether they answered greetings, and

filled in attendance on time. In this assessment, the teacher will find several students who answered greetings and those who did not. The teacher will also look for students who fill in the absences on time and fill them in at the end of the lesson. In this assessment indicator, the English teacher of class X MIPA SMAN 4 Bulukumba applied these indicators in every meeting. Because students' attitudes towards online learning can be measured by this indicator. In several meetings, as follows:

1) In the first meeting, the researcher found:

   Safirah said, "Waalaikumsalam wr.wb maam".
   Syafirah said, "Please Fill and continue your attendent List 5/11/2021.
   1. Syafirah Fildzah Herman
   2.
   3.
   ...

2) In the second meeting, the researcher found:

   Nur Atika said, "Waalaikumsalam warahmatullahi wabarakatuh mam. I am good.
   Khaerunnisa said "Waalaikumsalam, yes mam"
   Syafirah said, "Waalaikum salam wr.wb"

3) In the third meeting, the researcher found:

   Nurul Annisa said, "Waalaikumsalam morning mam".
   Atifa said, "Waalaikumsalam mam"
   Nur Ismi said, "Please Fill and continue your attendant List 19/11/2021.
   1. Airin Taslim
   2. Nur Atifa Tamrin
   3. Nur Ismi
   ...

4) In the fourth meeting, the researcher found:

   Andi Gia said, "waalaikum greetings ma'am"

Alya said, "Waalaikumsalam", "i am fine mam, how about you?
Airi Taslim said, "Waalaikumsalam"
Syahrir Suandi said, "Waalaikumsalam".

c. The teacher gives instructions about the response of students in online learning using Telegram application (Q2.3)

Based on the results of the research, the researcher found that teachers gave appreciation to students who responded very actively and quickly. In this assessment, the teacher provides an affective assessment of students who respond very quickly and actively. In this assessment indicator, the English teacher of class X MIPA SMAN 4 Bulukumba applied these indicators in every meeting.

d. Teacher gives a warning against the bad attitude of students via telegram (Q2.4)

In the third indicator in the aspect of affective assessment, the teacher does not reprimand students because in online learning using Telegram, the teacher does not have direct contact with students, so the teacher does not know what movements students make when learning takes place.

3. Psychomotor Assessment (Q3)

a. Teacher gives instruction by giving opening question before the learning material starts via telegram (Q3.1)

Based on the results of the study, the English teacher of class X MIPA SMAN 4 Bulukumba implemented an assessment system by giving

opening questions before learning began. In several meetings, as follows:

1) In the first meeting, the researcher found:

   Hartini said, "Who can tell us an example suggestion use should?"

   Hartini said, "Who knows what is the meaning of suggestion?"

2) In the second meeting, the researcher found:

   Who can give congratulations and appreciation to his friend?".

3) In the third meeting, the researcher found:

   Hartini said, "How is that an example of a conjunction in everyday life?"

4) In the fourth meeting, the researcher found:

   Hartini said, "Who can give you what the purpose of the procedure text is?"

This assessment aimed to train students' motor skills before studying the material to be studied. The opening question given by the teacher is not only one or two questions, but several questions. I see this assessment at every meeting.

b. The teacher gives instructions about the activenessof answering students' in learning using Telegram application (Q3.2)

Based on the results of the study, the English teacher of class X MIPA SMAN 4 Bulukumba implemented an assessment system by assessing students' active attitudes and answering questions. One of

the teacher's appreciation of students who understand what is meant and have been studied. In several meetings, as follows:

1) In the first meeting, the researcher found:

> Khaerunnisa said, "You must go to Masjud Dato Tiro when you visit Bulukumba"
>
> Alya said, "You must go to Apparallang beach when you visit Bulukumba"
>
> Syafirah said, "Me mam, Your hair is so long. I should you to cut your hair".
>
> Khaerunnisa said, "Suggestion is a form of noun which means as an idea or suggestion proposed to someone else".

2) In the second meeting, the researcher found:

> Andi Gia's answer is in the form of voice none.
>
> Khaerunnisa said, "Nisa, congratulations for being the first winner of the school storytelling competition!"

3) In the third meeting, the researcher found:

> Airin Taslim said, "Correlative conjunctions are conjunctions that connect two words, phrases or clauses that have the same syntactic status".
>
> Hartini said, "Nice answer".
>
> Hartini said, "Well good".

4) In the fourth meeting, the researcher found:

> Alya said, "Procedure text is a text that provides instructions so that someone can do a job precisely and accurately and get maximum results. The goal is to explain the activities that must be done so that the reader can accurately and follow a process of making something, doing a job, or using a tool."

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Soviana balqis said," The purpose of the procedure text is to make it easier for the reader or listener to follow the instructions or steps in the text so that the goal can be achieved".

Hartini said' "Nice, good job Alya and Sofia"

Researcher found some of these indicators in the teacher assessment process in online learning through the Telegram application. The teacher applied the assessment every day.

c. Teacher gives instruction by giving direct question to students on the material that has justbeen taught via telegram (Q3.3)

Based on the results of research, the researcher found the English teacher of class X MIPA SMAN 4 Bulukumba applied an assessment system by giving direct questions to students about the material that has just been taught. In several meetings, as follows:

1) In the first meeting, the researcher found:

Hartini said "Who can tell us example suggestion use must and have/has to?

2) In the second meeting, the researcher found:

Hartini said, "Who can give us examples of congratulating and complementing expressions?"

3) In the third meeting, the researcher found:

Hartini said, "Who knows what is the definition of correlating conjunction?"

4) In the fourth meeting, the researcher found:

Hartini said "Okay our material for today is procedure text. Who knows the definition of procedure text?

Researcher found some of these indicators in the teacher assessment process in online learning through the Telegram application. The teacher applied the assessment every day

B. Discussion

In this section, the researcher discusses the findings found from the research according to the scope of this research. The discussion was conducted to find out the assessment system used by teachers in providing online assessments using the Telegram application for learning English. During the Covid-19 outbreak, both teacher and students decided to use the Telegram group application to carry out the teaching and learning process. Telegram groups are used to interact with and manage all students in a class. The teacher invites one of the student representatives or class president to install the telegram application so that it can tell all students to join the online group in this online class using the Telegram group.

It is based on teacher instruction in order to achieve the goal of satisfying teaching objectives and learning skills, albeit further research into the effectiveness of conducting online group classes is needed. This explanation is supported by (Wiranegara & Hairi, 2020) saying that "the use of telegrams can be used to hold a meeting just like the regular class conducted. Teacher can still observe all members of the group-students-belong to the class once both parties start to chat or to keep online within the chat in telegram group. Therefore, every meeting within the group, the

teacher can share his or her teaching material into the group and discuss it along with the students".

Based on the activities that have been analyzed by researcher, teacher and students have made good use of online classroom activities. This is in line with any adaptation plan of learning strategies where both teacher and students can work together to conduct distance classes. However, they are not actually left alone to keep the learning process going. For this reason, social media group learning strategies can be developed to involve and encourage students to be active in the teaching and learning process. Even if classes are not conducted regularly, teacher can apply task instructions to students. Teacher can still observe all group members students who are in the class once both parties start chatting or stay online in chats in telegram groups. Therefore, every meeting in groups, the teacher can distribute teaching materials and task instructions into study groups and discuss them with the students.

This statement is supported by (Wiranegara & Hairi, 2020) revealing that "the use of the telegram mobile application has helped teachers and students to achieve this online class competency goal. Since this program teaches reading and writing as its main language skills, this mobile app can also insert video files and these files will not be lost because they are saved into the cloud application. Therefore, Telegram has become one of the most famous online social media networks used for the teaching and learning process because its intermediary server can actually

handle all encryption and communication with Telegram API for users. Therefore, this social media application can help to accommodate the teaching and learning process for both teachers and students".

In conducting online group learning, teachers can really guide students to understand teaching materials and maintain or monitor interactions during the teaching and learning process. Therefore it can help students to have background knowledge through this process. Before heading to the activity while teaching, other activities carried out by the teacher are: 1) greeting, 2) giving attendance to students, 3) giving opening questions before learning takes place, 4) providing objective descriptions to students, 4) giving instructions using voice notes. , 5) give appreciation to students in answering questions, and 6) provide an evaluation of assignments in each meeting. That, of course, must be related to the topic presented and discussed in class. During this activity, it can be considered that everything related to the material, both visual and textual, must be presented in a clear and simple manner.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents research conclusions and suggestions for students, lecturers, and future researchers.

A. Conclusion

The data collected and analyzed in this study were used to answer research questions. This study tries to analyze the instructional task process carried out by teachers in carrying out the teaching and learning process through the Telegram application as an online learning medium during the COVID-19 pandemic at SMA Negeri 4 Bulukumba. The researcher concludes that in the process of instructional tasks that the teacher do during the online learning process, teachers have made good use of online classroom activities. Even if classes are not conducted regularly, teachers can apply task instructions to students. For this reason, social media group learning strategies can be developed to involve and encourage students to be active in the teaching and learning process.

B. Suggestion

Based on the conclusions above, the researcher convey some suggestions and recommendations as follows:

1. For English Teachers

   Teachers are expected to use media or learning tools that can be seen directly in activities or activities related to assessment, in order to find out what activities students are doing in online learning. So that effective learning can be done.

2. For Students

   Students are expected to be able to increase their activeness and discipline in virtual learning by participating in learning according to what they know from teaching and learning outcomes, not from the help of the Google Map application with the help of others. So that the value they get is real from themselves.

3. For the Next Researcher

   For further researchers, they should further deepen their understanding, especially regarding aspects of the assessment and how to apply it.

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APPENDICES

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APPENDIX 1

Observation Check List

Project : **The Assessment of English Teacher in English Learning Activities with Telegram Application as Asynchronous Communication During Pandemic Covid-19 (Descriptive Research at SMAN 4 Bulukumba)**

Time of Observation :

Date :

Place :

Observationer : **Aisyah Rifanti**

No.	Aspect	Inicator	Meeting							
			1		2		3		4	
			A	T	A	T	A	T	A	T
1.	Cognitive Assessment (Q1)	- The teacher gives instruction for the final task of the meeting at each meeting. (Q1.1)								
		- The teacher given an objective descriptions to students through the Telegram application.(Q1.2)								
		- The teacher gives instructional task through the student's voice note in the Telegram application. (Q1.3)								
2.	Affective Assessment (Q2)	- The teacher instructions about the discipline of students in online learning using Telegram application. (Q2.1)								
		- The teacher instructions about the attitude of students in online learning								

		using Telegram application.(Q2.2)								
		- The teacher gives instructions about the response of students in online learning using Telegram application.(Q2.3)								
		- The teacher gives a warning against the bad attitude of students via Telegram. (Q2.4)								
3.	Psychomotor Assessment	- The teacher gives instructions by giving opening questions before the learning material starts via Telegram. (Q3.1)								
		- The teacher gives instructions about the activeness of answering students in learning using Telegram application. (Q3.2)								
		- The teacher gives instructions by giving direct questions to students on the material that has just been taught via Telegram. (Q3.3)								

*keterangan: *A = ada, T= tidak ada*

(Adopted from Sudjana, 2011)

APPENDIX 2

Instrument of Interview

Project : **The Assessment of English Teacher in English Learning Activities with Telegram Application as Asynchronous Communication During Pandemic Covid-19 (Descriptive Research at SMAN 4 Bulukumba)**

Time of Interview :

Date :

Place :

Interviewer : **Aisyah Rifanti**

1. Did you apply three aspects of instructional task in your English online learning using the telegram application as a learning medium during the COVID-19 pandemic?
2. In providing physical, behavioral, and cognitive in the instructional task using Telegram application, what student actions do you rate?
3. Is giving an assessment to students what the difficult thing to do, during the COVID-19 pandemic using the Telegram application?
4. How is the process of providing assessments for students with aspects of speaking, listening, writing, and pronunciation in online learning through the Telegram application?
5. What is the difference between the assessment process for students in online learning using Telegram and face-to-face learning?

(Adopted from Purbowati, 2021)

APPENDIX 3

Ttanscript of Observation

First Meeting

Name : **Hastini Rispawant, S.Pd**

Date of Observation : **November, 23th 2021**

Time of Observation : **09.45 WITA**

Place : **Online Observation in Telegram Learning Group**

No.	Aspect	Inicator	Meeting							
			1		2		3		4	
			A	T	A	T	A	T	A	T
1.	Cognitive Assessment (Q1)	- The teacher gives instruction for the final task of the meeting at each meeting. (Q1.1)	✓							
		- The teacher given an objective descriptions to students through the Telegram application.(Q1.2)	✓							
		- The teacher gives instructional task through the student's voice note in the Telegram application. (Q1.3)		✓						
2.	Affective Assessment (Q2)	- The teacher instructions about the discipline of students in online learning using Telegram application. (Q2.1)	✓							
		- The teacher instructions about the attitude of students in online learning using Telegram application.(Q2.2)	✓							
		- The teacher gives instructions about the response of students in online learning using			✓					

		Telegram application.(Q2.3)								
		- The teacher gives a warning against the bad attitude of students via Telegram. (Q2.4)								
3.	Psychomotor Assessment	- The teacher gives instructions by giving opening questions before the learning material starts via Telegram. (Q3.1)	✓							
		- The teacher gives instructions about the activeness of answering students in learning using Telegram application. (Q3.2)	✓							
		- The teacher gives instructions by giving direct questions to students on the material that has just been taught via Telegram. (Q3.3)	✓							

*keterangan: *A = ada, T= tidak ada*

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Second Meeting

Name : **Hastini Rispawant, S.Pd**

Date of Observation : **November, 23th 2021**

Time of Observation : **10.25 WITA**

Place : **Online Observation in Telegram Learning Group**

No.	Aspect	Inicator	Meeting							
			1		2		3		4	
			A	T	A	T	A	T	A	T
1.	Cognitive Assessment (Q1)	- The teacher gives instruction for the final task of the meeting at each meeting. (Q1.1)			✓					
		- The teacher given an objective descriptions to students through the Telegram application.(Q1.2)			✓					
		- The teacher gives instructional task through the student's voice note in the Telegram application. (Q1.3)			✓					
2.	Affective Assessment (Q2)	- The teacher instructions about the discipline of students in online learning using Telegram application. (Q2.1)			✓					
		- The teacher instructions about the attitude of students in online learning using Telegram application.(Q2.2)			✓					
		- The teacher gives instructions about the response of students in online learning using Telegram application.(Q2.3)			✓					
		- The teacher gives a warning against the bad				✓				

		attitude of students via Telegram. (Q2.4)								
3.	Psychomotor Assessment	- The teacher gives instructions by giving opening questions before the learning material starts via Telegram. (Q3.1)			✓					
		- The teacher gives instructions about the activeness of answering students in learning using Telegram application. (Q3.2)			✓					
		- The teacher gives instructions by giving direct questions to students on the material that has just been taught via Telegram. (Q3.3)			✓					

*keterangan: *A = ada, T= tidak ada*

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UPT PERPUSTAKAAN DAN PENERBITAN

Third Meeting

Name : **Hastini Rispawant, S.Pd**

Date of Observation : **November, 23th 2021**

Time of Observation : **10.50 WITA**

Place : **Online Observation in Telegram Learning Group**

No.	Aspek	Inikator	Meeting							
			1		2		3		4	
			A	T	A	T	A	T	A	T
1.	Cognitive Assessment (Q1)	- The teacher gives instruction for the final task of the meeting at each meeting. (Q1.1)					✓			
		- The teacher given an objective descriptions to students through the Telegram application.(Q1.2)					✓			
		- The teacher gives instructional task through the student's voice note in the Telegram application. (Q1.3)					✓			
2.	Affective Assessment (Q2)	- The teacher instructions about the discipline of students in online learning using Telegram application. (Q2.1)					✓			
		- The teacher instructions about the attitude of students in online learning using Telegram application.(Q2.2)					✓			
		- The teacher gives instructions about the response of students in online learning using Telegram application.(Q2.3)					✓			
		- The teacher gives a warning against the bad						✓		

		attitude of students via Telegram. (Q2.4)								
3.	Psychomotor Assessment	- The teacher gives instructions by giving opening questions before the learning material starts via Telegram. (Q3.1)					✓			
		- The teacher gives instructions about the activeness of answering students in learning using Telegram application. (Q3.2)					✓			
		- The teacher gives instructions by giving direct questions to students on the material that has just been taught via Telegram. (Q3.3)					✓			

*keterangan: *A = ada, T= tidak ada*

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UPT PERPUSTAKAAN DAN PENERBITAN

Fourth Meeting

Name : **Hastini Rispawant, S.Pd**

Date of Observation : **November, 23th 2021**

Time of Observation : **10.50 WITA**

Place : **Online Observation in Telegram Learning Group**

No.	Aspect	Inicator	Meeting							
			1		2		3		4	
			A	T	A	T	A	T	A	T
1.	Cognitive Assessment (Q1)	- The teacher gives instruction for the final task of the meeting at each meeting. (Q1.1)							✓	
		- The teacher given an objective descriptions to students through the Telegram application.(Q1.2)							✓	
		- The teacher gives instructional task through the student's voice note in the Telegram application. (Q1.3)								✓
2.	Affective Assessment (Q2)	- The teacher instructions about the discipline of students in online learning using Telegram application. (Q2.1)							✓	
		- The teacher instructions about the attitude of students in online learning using Telegram application.(Q2.2)							✓	
		- The teacher gives instructions about the response of students in online learning using Telegram application.(Q2.3)							✓	

		- The teacher gives a warning against the bad attitude of students via Telegram. (Q2.4)								✓
3.	Psychomotor Assessment	- The teacher gives instructions by giving opening questions before the learning material starts via Telegram. (Q3.1)							✓	
		- The teacher gives instructions about the activeness of answering students in learning using Telegram application. (Q3.2)							✓	
		- The teacher gives instructions by giving direct questions to students on the material that has just been taught via Telegram. (Q3.3)							✓	

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UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX 3

Ttanscript of Interview

Name : **Hastini Rispawant, S.Pd**

Date of Interview : **November, 24th 2021**

Time of Interview : **09.50 WITA**

Place : **SMA Negeri 4 Bulukumba**

1. Did you apply 3 aspects of assessment in English using the telegram application as an assessment medium during the Covid-19 pandemic?

   Answer: Yes, I applied these 3 aspects of the assessment in online learning using the Telegram application. Although there are some indicators that are not applied as a whole such as physicomotor because we do not have direct contact with students so it is less applicable.

2. In providing physical, behavioral, and cognitive assessments in the Telegram application. What are the student actions that you assess?

   Answer: In giving a physical assessment, I think I can only assess the activeness of students answering direct questions when I give opening questions before learning begins, trying to make students able to give conclusions at the end of learning, and do assignments on time. For trait assessment, I can only assess students with student attitudes, see whether he answers the greetings I give or not, whether he responds quickly when I ask questions, fills out the absences on time, and does the assignments on time. For cognitive assessment, I assessed by giving

assignments in each meeting, giving objective descriptions to students, giving assessments to students who answered quickly directly through Voice Notes. Although sometimes we don't know whether it's real from them (himself) or helped by others.

3. Is giving assessments to students something that is difficult to get during the Covid-19 pandemic using the Telegram application?

Answer: To give an online rating using the Telegram application is very difficult in my opinion, because we cannot judge them directly. It cannot also be said that what they do online is the absolute result of what they know and do individually, not assisted by other people or tools that can help them take some of these tests. Suppose he uses the google application to get the correct answer from the teacher's question, so it is not real from their own mind.

4. How is the process of providing assessment for students with aspects of speaking, listening, writing, and pronunciation in online learning through the Telegram application?

Answer: In the assessment of speaking and pronunciation, I gave assignments and then answered using the students' recordings. Then for listening, I personally gave several recordings and YouTube videos so that students would rewrite what they listened to. Then from there we can do two assessments, namely listening and writing.

5. What is the difference between the assessment process for students in online learning using Telegram and face-to-face learning?

Answer: The online assessment process is only based on what we see in the learning process through the telegram application. If we give assignments to them, we have to re-examine the answers to the assignments given to see if they really do it themselves. If the students we teach simply answer questions or do the assignments we give, they can be done by themselves or assisted by others. And for the face-to-face assessment process, the overall assessment can be maximized because we have been dealing directly with students.

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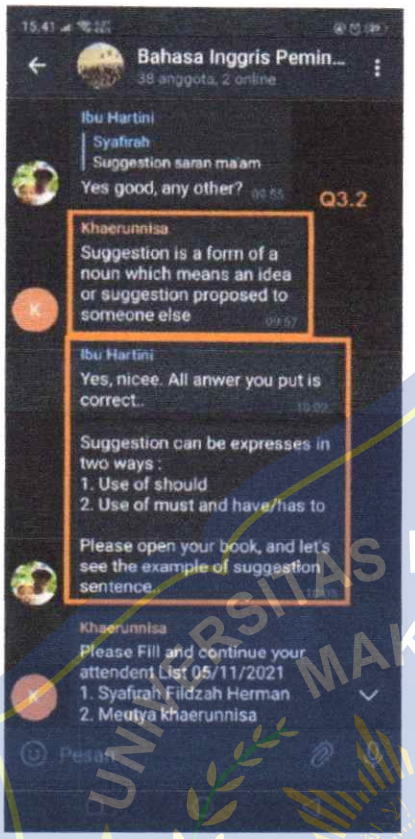
DOCUMENTATION

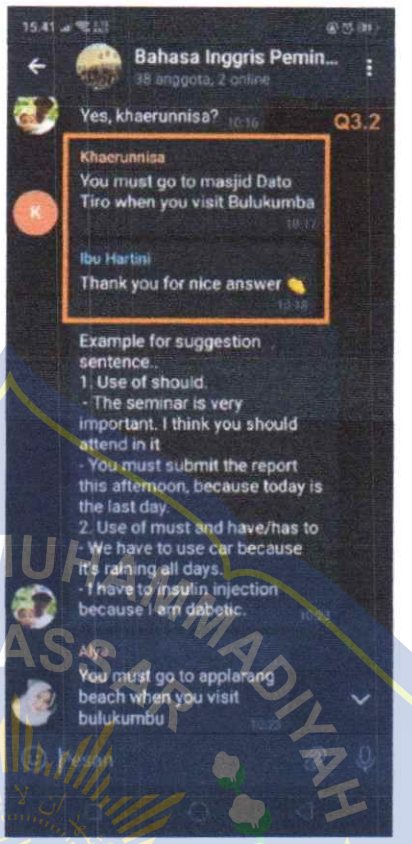
Observation Check List

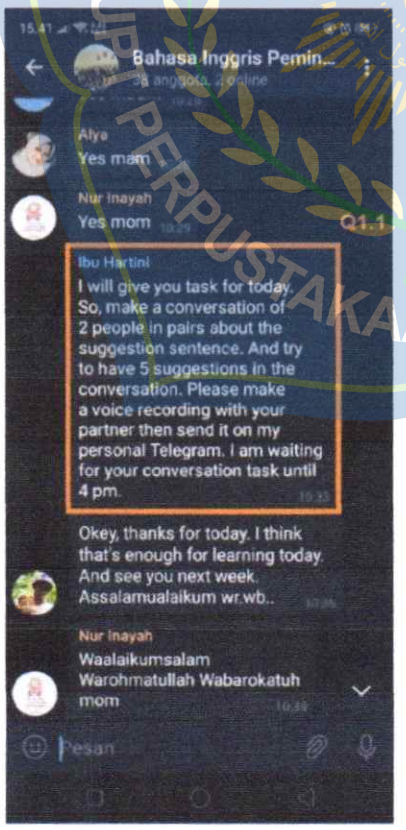
(Telegram Learning Group)

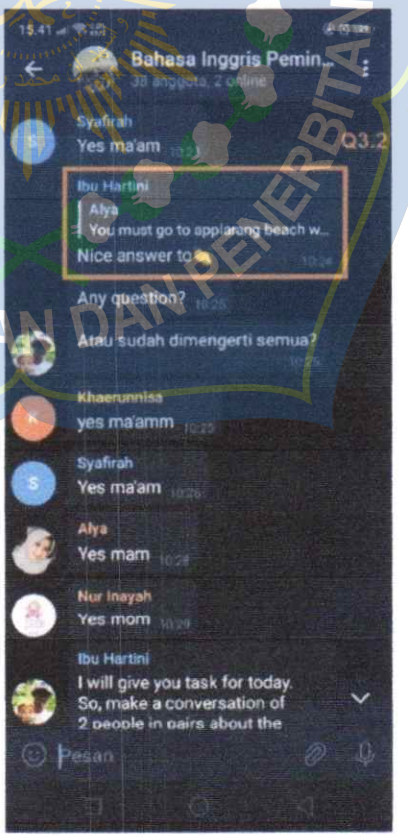
First Meeting

(05 November 2021









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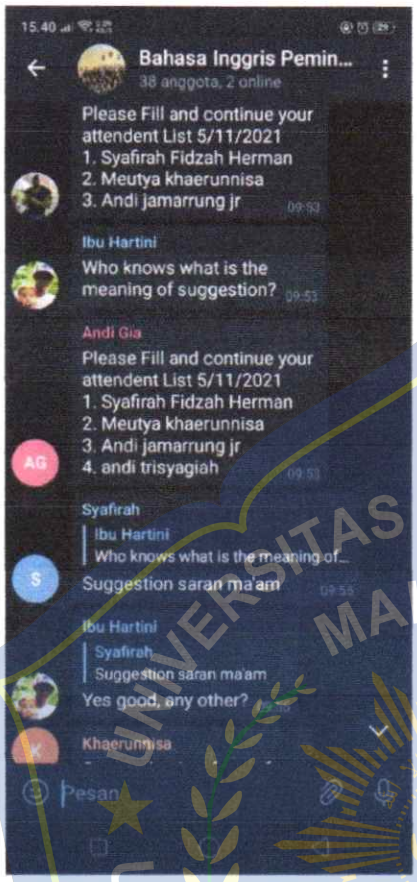

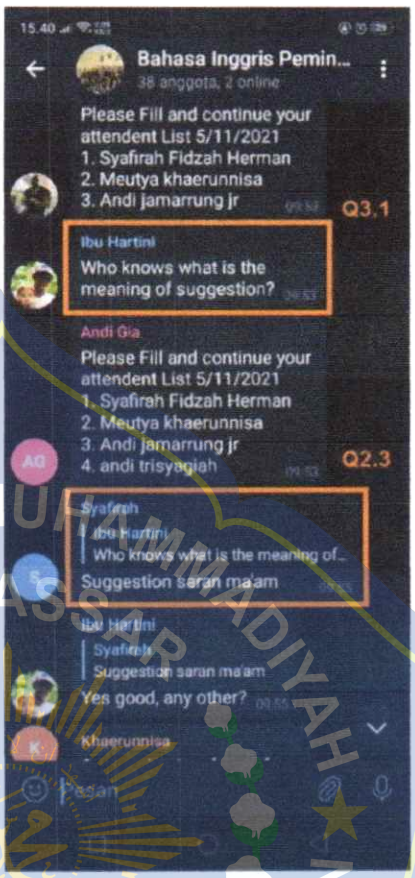

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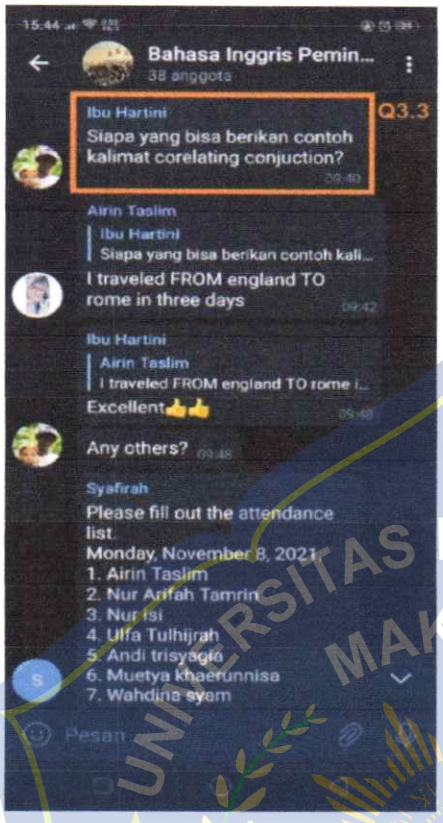

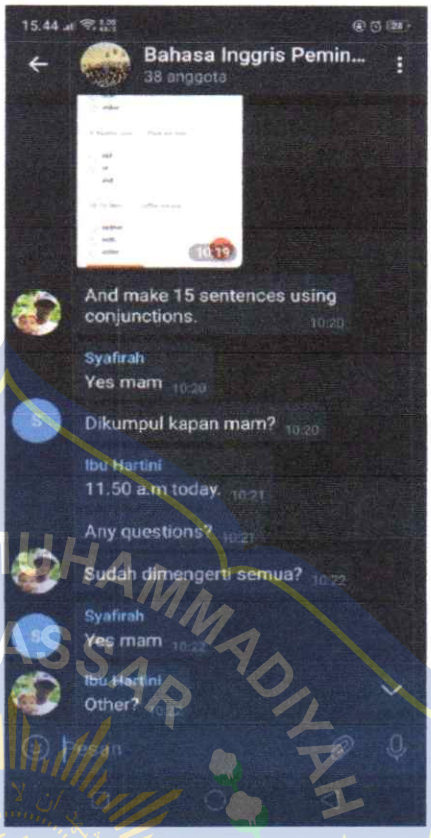

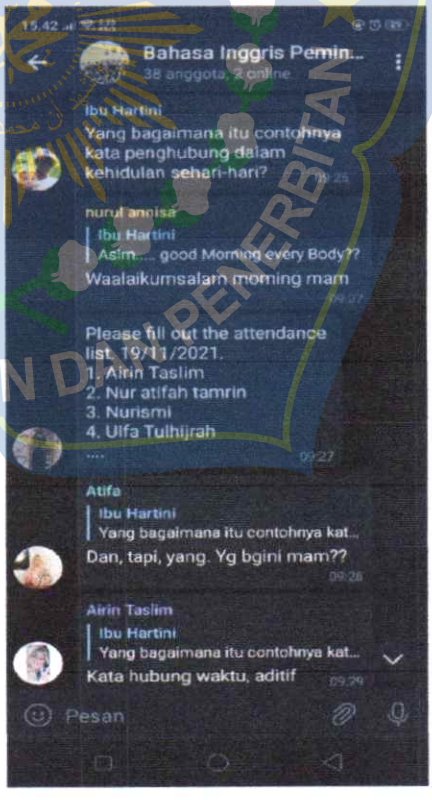

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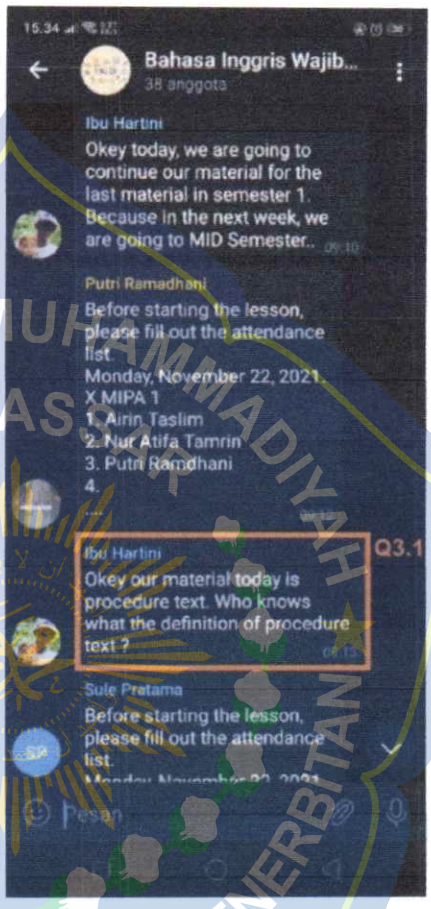
Fourth Meeting

(22 November 2021)



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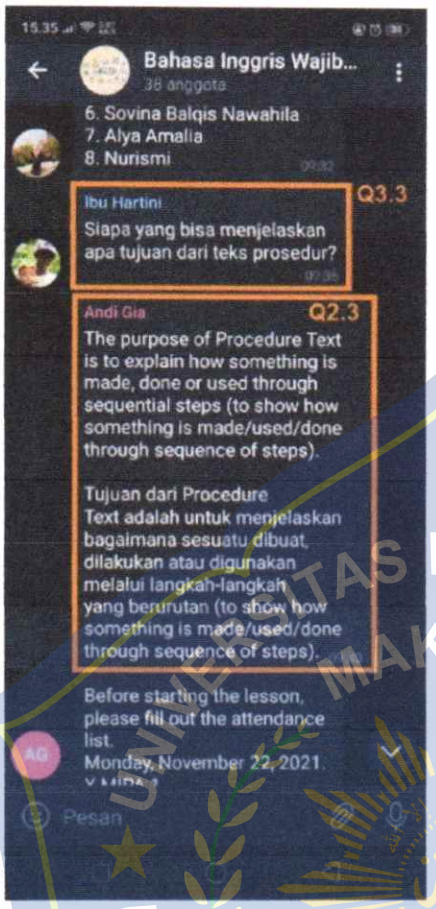
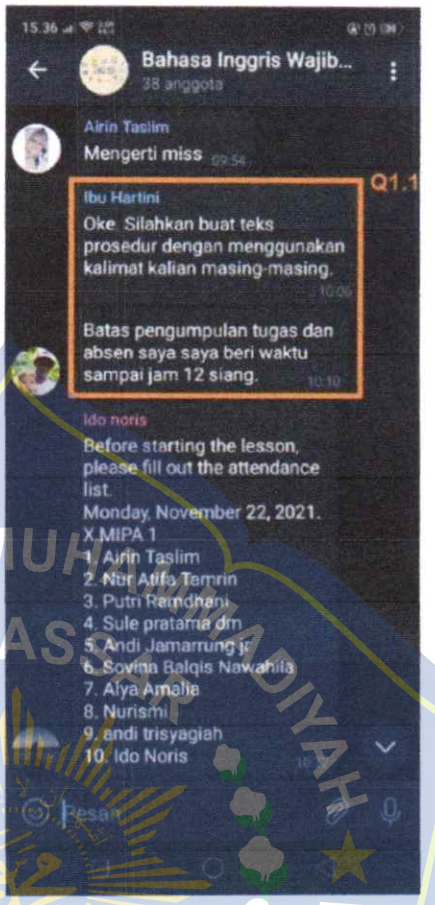
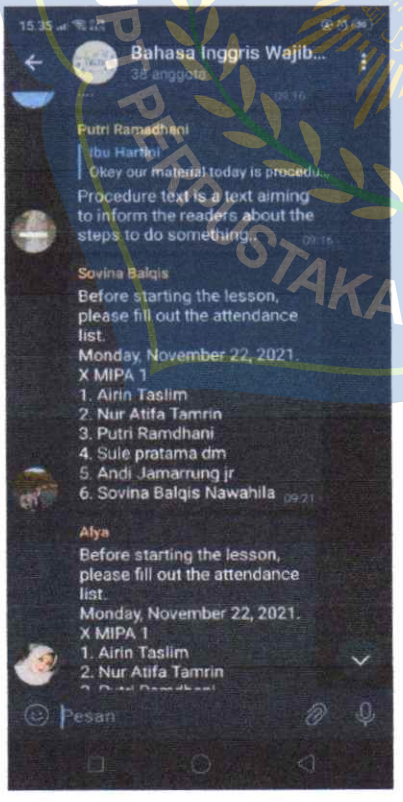
PERPUSTAKAAN DAN PENERBITAN

Bahasa Inggris Wajib...
38 anggota
Alya
Procedure text is a text that provides instructions so that someone can do a job precisely and accurately and get maximum results. The goal is to explain the activities that must be done so that the reader can accurately and accurately follow a process of making something, doing a job, or using a tool.
Sovina Balqis
Q2.3
The purpose of the procedure text is to make it easier for the reader or listener to follow the instructions or steps in the text so that the goal can be achieved.
Ibu Hartini
Alya
Procedure text is a text that provid...
Nice god joob Alya
Sovina Balqis
The purpose of the procedure text i...
Nice too Sovina
Pesan
Bahasa Inggris Wajib...
38 anggota
Ibu Hartini
Assalamualaikum Warohmatullahi Waborakuh..
Q2.2
Andi Gia
walaikumsalam bu
Ibu Hartini
Good morning everybody. How are you today?
Airin Taslim
Waalaikumsalam
Alya
Waalaikumsalam
Syahrir Suandi
Waalaikumsalam
Andi Gia
I am fine mam. How about you?
Airin Taslim
i'm fine mam
Ibu Hartini
Pesan
Bahasa Inggris Wajib...
38 anggota
Sovina Balqis
The purpose of the procedure text i...
Nice too Sovina
Okey jadi tujuan teks prosedur adalah untuk memudahkan pembaca atau pendengar mengikuti petunjuk atau langkah-langkah dalam teks sehingga tujuan dapat tercapai
Sovina Balqis
Iye miss
Kalau contoh dari teks prosedur Miss?
Sovina Balqis
Ohh iye miss
Ibu Hartini
Pesan
Bahasa Inggris Wajib...
38 anggota
mengoprasikan mesin
Tujuan dari Procedure Text adalah untuk menjelaskan bagaimana sesuatu dibuat, dilakukan atau digunakan melalui langkah-langkah yang berurutan.
Q1.1
Oke. Silahkan buat teks prosedur dengan menggunakan kalimat kalian masing-masing.
Batas pengumpulan tugas dan absen saya saya beri waktu sampai jam 12 siang yah
Sekian pelajaran hari ini, siapkan diri kalian untuk MID semester minggu depan.
Assalamualaikum Warahmatullahi Wabarakatuh
Alya
Pesan







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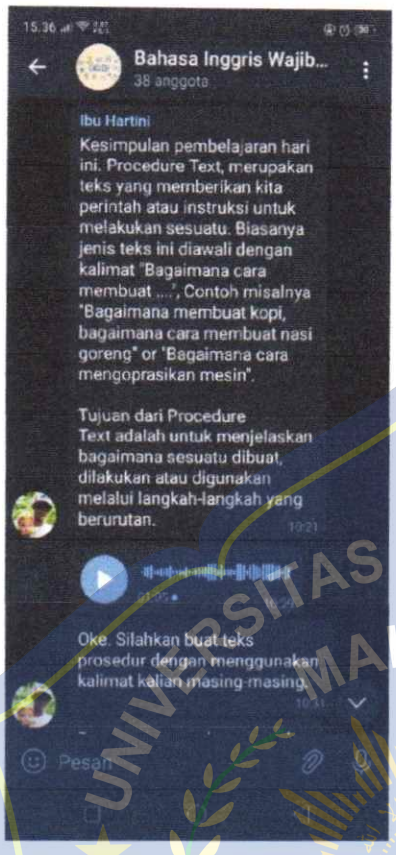

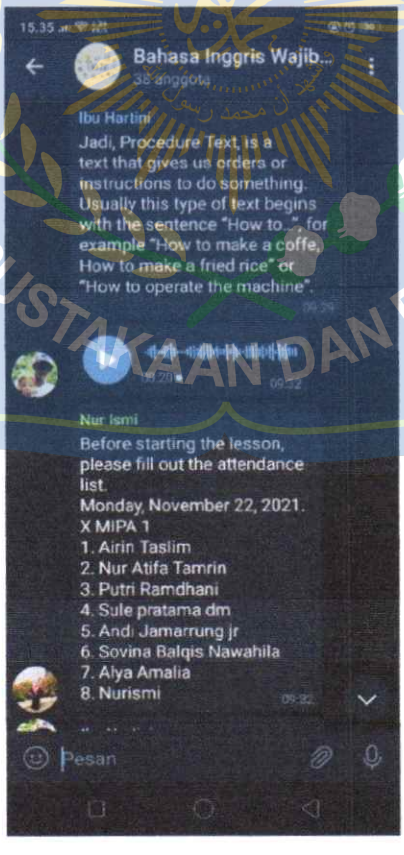

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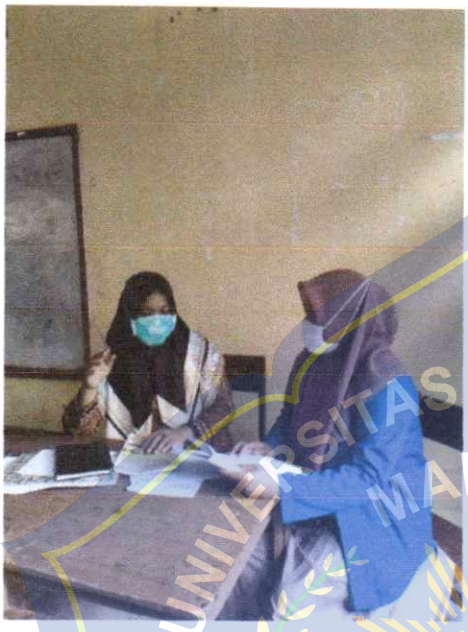

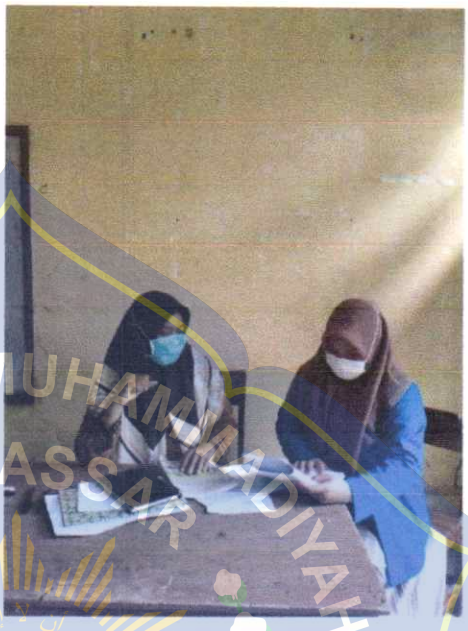

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CURRICULUM VITAE

Aisyah Rifanti was born in Bone, South Sulawesi, on January, 11 2000. She is the first child of two siblings of Supandi, S.Pd.M.Pd and Jumria AB. The researcher got her first education at SDN 133 Hila-hila and graduated in 2011. Then, she continued her study at SMP Negeri 29 Bulukumba and graduated in 2014. After that, she entered SMAN 4 Bulukumba to continue her senior high school. She graduated and enrolled as a university student at Muhammadiyah University of Makassar to continue her study on English Education Department in 2017.

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NIM : 105351108017

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