Kode/Nama Rumpun Ilmu : 742/Pendidikan Bahasa (dan Sastra) Inggris

USULAN PROPOSAL PENELITIAN DOSEN

TEACHERS' CHALLENGES IN THE INTEGRATION OF TECHNOLOGY FOR ONLINE CLASSROOM AT SMAN 1 SALO

TIM PENGUSUL

Ketua   Dr.Citra Ayu,M.Pd   (NIDN : 1023058002)
Anggota 1   Dr.Ummi Rasyidah,M.Pd   (NIDN : 1006058204)
Anggota 2   Nona Alanis Fauziah Haris (NIM : 2088203019)
Anggota 3   Ainul Fadillah   (NIM : 2088203009)

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
TAHUN AJARAN
2022/2023

IDENTITAS DAN URAIAN UMUM

1. Judul Penelitian : Teachers' Challenges in the Integration of Technology for Online Classroom at SMAN 1 Salo.

2. Tim Peneliti :

No	Nama	Jabatan	Bidang Keahlian	Program Studi
1.	Dr.Citra Ayu,M.Pd	Ketua	Speaking	Pendidikan Bahasa Inggris
2.	Dr.Ummi Rasyidah,M.Pd	Anggota I	Listening	Pendidikan Bahasa Inggris
3.	Nona Alanis Fauziah Haris	Anggota II	TEFL	Pendidikan Bahasa Inggris

3. Objek Penelitian penciptaan (jenis material yang akan diteliti dan segi penelitian): Challenges in Utilizing Technology in Online Classroom.

4. Masa Pelaksanaan

   Mulai   : bulan Desember   tahun 2022

   Berakhir : bulan Desember   tahun 2023

5. Lokasi Penelitian (lab/lapangan) Non Lapangan (Desk Evaluation)

   Penelitian direncanakan dilaksanakan di SMA N 1 Kuok (Lapangan)

7. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya)

   Tidak ada

8. Skala perubahan dan peningkatan kapasitas sosial kemasyarakatan dan atau pendidikan yang ditargetkan

Perubahan Perilaku

9. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)

Basicedu Nasional terakreditasi Sinta 3 tahun 2023

Formulir Usulan Pengabdian

1. Judul Penelitian

: Teachers' Challenges in the Integration of Technology for Online Classroom at SMAN 1 Salo

2. Kategori Penelitian : Pendidikan
3. Nama Ketua Peneliti : Dr. Citra Ayu, M. Pd.
   a. NIP/NIDN : 1023058002
   b. JabatanFungsional : Lektor 200 / Penata IIIc
   c. ProgramStudi : Pendidikan Bahasa Inggris
   d. No.Telp/Hp : 085130303009
   e. e-mail : citraayu1980@gmail.com
   f. Mata Kuliah yang diintegrasikan : Vacobulary

4. Anggota Dosen /NIP/NIDN/Prodi

a.Dr. Ummi Rasyidah, M.Pd/ 1006058204/ Bahasa Inggris

b. Dr. Wida Rianti/1023038302/ Bahasa Inggris

5. Anggota Mahasiswa/NIM/Prodi

a. Nona Alanis Fauziah Haris/2088203019/ Bahasa Inggris

b.Ainul Fadilah /208203009/ Bahasa Inggris

6. Peneliti (MITRA)
   a. Nama Lengkap : Dr. Ummi Rasyidah, M.Pd
   b. NIP/NIDN : 1006058204
   c. Instansi : Universitas Pasir Pangaraian
   d. Jabatan : Dosen Bahasa Inggris
   Biaya Penelitian Keseluruhan : Rp 9. 700.000
   Biaya Penelitian
   - dana internal PT : Rp 9.700.000
   - dana institusi mitra : Rp 4.000.000/ *in kind* tuliskan: tidak ada

Mengetahui,
Ketua Prodi

(Dr.Masrul. M.Pd)
NIDN: 1005048402

Bangkinang, 10 Maret 2023
Ketua Pelaksana

(Dr. Citra Ayu, M. Pd)
NIDN: 1023058002

Menyetujui,
Ketua LPPM

(Dr. Musnar Indra Daulay, M.Pd)
Nip. FM 096542108

HALAMAN PENGESAHAN
RISET KERJASAMA ANTAR PERGURUAN TINGGI

Judul Penelitian : Teachers' Challenges in the Integration of Technology for Online Classroom at SMAN 1 Salo

Kode/Nama Rumpun Ilmu : 801 / Bahasa Inggris
Jenis Penelitian : Penelitian Dasar/~~Penelitian Terapan~~)*
Bidang Fokus : Pendidikan

Ketua :
    a. Nama Lengkap : Dr. Citra Ayu, M. Pd.
    b. NIDN : 1023058002
    c. Jabatan Fungsional : Lektor 200 / Penata IIIc
    d. Program Studi : Bahasa Inggris
    e. Mata Kuliah yang
       diampu : Vacobulary
    f. Nomor HP dan email : 085130303009

Anggota Peneliti :1.Dr. Ummi Rasyidah, M.Pd (1016118702), Bahasa Inggris
:2. Dr. Wida Rianti. (023038302), Bahasa Inggris

Peneliti (MITRA)
    e. Nama Lengkap : Dr. Ummi Rasyidah, M.Pd
    f. NIDN : 1016118702),
    g. Instansi : Universitas Pasir Pangaraian
    h. Jabatan : Dosen Bahasa Inggris
Biaya Penelitian Keseluruhan : Rp 10.200.000
Biaya Penelitian :
- dana internal PT : Rp 10.200.000
- dana institusi mitra : Rp 4.000.000/ *in kind* tuliskan: tidak ada

Mengetahui,
Ketua Prodi

(Dr.Masrul. M.Pd)
NIDN: 1005048402

Bangkinang, 10 Maret 2023
Ketua Peneliti

(Dr. Citra Ayu , M.Pd)
NIDN: 1023658002

Menyetujui,
Ketua LPPM

(Dr. Musnar Indra Daulay, M.Pd)
Nip-TT: 96542108

CHAPTER I
INTRODUCTION

A. Background of the Problem

Within the past 20 years, Information and Communication Technology (ICT) has dramatically changes the educational setting. It is considered as one of the key factors of change in humankind society. ICT provides an opportunity to individual to learn anything from anyone at anytime. They have altered common approaches in teaching and learning (Ahmadi, etc, 2011).

ICT transforms teaching and learning environment in a dramatic way (Driscoll 1998; McCormack & Jones 1998; Brooks et al. 200). Over the years, teachers have been transfer the learning through traditional approach. The teachers conduct the learning process by transferring the learning material to the students. Then, gradually the world becomes closer with digital age. The issue of industrial revolution has been merged up. Teachers need to keep abreast with the advances in technology and innovative pedagogical approaches. These changes brought its challenges to the teachers as the doer of learning.

The teacher needs to consider the probability of transferring learning materials from traditional mode to the electronic mode. The new environment forces the teachers for being more creative and innovative. The teachers need to get acknowledge with the technology tools, learning application, and the way to operate it. In other words, the teachers have to familiarize themselves with technology itself.

The rapid development of technology forces the teachers will be left behind when they are not actively engage and learn with technology tools. It is therefore for the teachers to be necessary to accept ICT which comes with many challenges. In general, ICT consists of the Internet/web, multimedia and computer. It comes in different forms such as direct

instruction, self-instructional textbooks, instructional video, media-computer-based training, interactive multimedia, web-based learning and e-books. This list is by no means exhaustive as the forms keep changing.

This innovation of ICT in educational setting plays the best role in the current situation. Coronavirus outbreaks that broke the situation and condition in every sectors, including education can be adapted quickly by transferring the educational activities in form of online mode. The teachers are asked to teach the students through online learning application. The students and the teachers could not be placed in one situation due to the danger of corona virus.

Changes of learning process due to 19 outbreaks in the beginning of 2020 prove us that the technology could play an effective role to keep the learning process run effectively. Indonesian Government through Ministry of Education declared Study from Home (SFH) as an alternative to do teaching and learning process during pandemic. This activity requires the teachers to integrate technology in form of online learning. The teachers and the students are demanded to do a learning process by utilizing online learning application.

However, as it is known that the period of learning adaptation is not stable yet. Most of the teachers are not advance in utilizing the electronic mode yet, even operating the computer. Another obstacle is the limitation on the electricity and network connection becomes the biggest obstacle either. These challenges are necessary to be explored because of the high impact on the learning outcome. It could be imagine that the students will be left of information in learning when the teacher could not transfer the material in well decision.

These underlying situations are also found in SMA N 1 Kuok. The teachers conducted learning process through online mode. The researcher conducted an observation and interview on the teachers in SMA N 1 Kuok.

It was found that the learning process conducted through online mode. Most of the teachers used Google Classroom. Dealing with the implementation, the teacher faced several problems, one of them is the way to operate it.

Another description of interview found that, most of the teachers claimed that learning process through online mode is not as active as offline mode. The teachers faced some difficulties, including real teaching and learning process.

B. Formulation of the Research

To achieve the aim of the research, several questions are formulated as follows:

1. Are the technology integration and online classes helpful during Coronavirus pandemic situation?
2. What are the most significant challenges of teaching in the integration of technology during Coronavirus pandemic situation?

C. Purposes of the Research

Dealing with the formulation of the research above, the purpose of the research is as follows:

1. To know the effectiveness of online class on teaching and learning process during Coronavirus pandemic situation.
2. To describe the challenges faced by the teachers in integrating technology during Coronavirus pandemic situation.

D. Significances of the Research

The finding of the research is expected to give contribution to the students as well as the teachers theoretically and practically:

1. Theoretically, the finding of the research could give an understanding of the technology use in the learning process.
2. Practically, the integration of technology during Pandemic situation could give us a description related with the challenges, the positive effects, and obstacles in utilizing technology during learning process.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Importance of ICT in Educational Setting

Several studies argue that the use of new technologies in the classroom is essential for providing opportunities for students to learn to operate in an information age. It is evident, as Yelland[13]argued that traditional educational environments do not seem to be suitable for preparing learners to function or be productive in the workplaces of today's society. She claimed that organizations that do not incorporate the use of new technologies in institutions cannot seriously claim to prepare their studentsfor life in the twenty-first century. This argument is supported by Grimus[14], who pointed out that "by teaching ICT skills in educational institution the students are prepared to face future developments based on proper understanding"(p. 362). Similarly, Bransford et al. [4]reported that "what is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century"(p. 206).

ICT plays various roles in learning and teaching processes. According to Bransford et al. [4], several studies have reviewed literature on ICT and learning and have concluded that it has great potential to enhance student achievement and teacher learning. Wong et al. [5]point out that technology can play apart in supporting face-to-face teaching and learning in the classroom. Many researchers and theorists assert that the use of computers can help students to become knowledgeable, reduce the amount of direct instruction given to them, and give teachers an opportunity to help those students with particular needs. It can help the teachers enhance their pedagogical practice and equip them with the knowledge and skills to use different computer technologies to access, analyze, interpret process and disseminate information to learners. It can also help the educational institutions to provide ICT capacity (resources)

to ensure that all teachers and students have immediate access to all software that are required to support the curriculum and adequate support to implement its use in classroom teaching-learning process without any difficulties. Furthermore, it can also help to enhance the quality of education by increasing learner motivation and engagement, facilitating the acquisition of basic skills and enhancing teacher training and promote the shift to a learner-centered environment.

B. Difficulties to Integrate ICT into Educational Institution

The act of integrating the use of ICT into teaching and learning is a complex process and one may encounter a number of difficulties. Different categories have been used by researchers and educators to classify the problems in use of ICT in educational institutions and several studies have divided the problems into extrinsic and intrinsic categories. Ertmer[15]referred to extrinsic problems as first-order and cited access, time, support, resources and training and intrinsic problems as second-order and cited attitude, beliefs, practices and resistance. Whereas, Hendren[cited in 12]saw extrinsic problems to institutions rather than individuals and intrinsic problems pertains to teachers, administrators and individuals.

Another perspective presents the obstacles in the use of ICT in educational institutions as pertaining to material and non-material conditions [16].The material conditions may be the insufficient number of computers and copies of software. The non-material obstacles include teachers" insufficient ICT knowledge and skills, the difficulty of integrating the use of ICT in instruction, and insufficient teacher time. However, since the purpose of the paper is to find the present and future problems in use of ICT, this study focuses on the teacher-level and institution-level problems.

C. Current applications of TEL in different courses

3.1. Use of Learning Management System

The Learning Management System (LMS) approach is a basis for reliable e-learning platforms. At majority of Indonesian faculties such solutions for the design and implementation of courses is used to support classroom training. We decided to use and possibly extend an existing e-learning platform for our e-Courses instead of developing a new one. After comprehensive analysis of available sources, we decided to adopt Moodle, a modular and extensible platform that offers good basic features, a high extensibility potential, and support for different learning styles [15]. At the beginning, Moodle was used simple as a repository of learning materials.

3.2 The Use of Social Media

The use of several social media such as Facebook, Instagram, Whatsapp are the most frequently used by the teachers during the 19 outbreaks situation. Most of the teachers started to use social media as one of the way to do the learning process. However, the teachers faced some difficulties in doing teaching and learning.

CHAPTER III
RESEARCH METHOD

A. Research Design

This is a mixed-method design, the exploratory sequential mixed-methods will be used in a way that the researchers will conduct the qualitative data to gather the participants' opinion then gather the quantitative data to follow up the formulation of the research.

B. Participants

A total of 28 teachers in SMA N 1 Kuok will become the participant of the research. The teachers are vary from various subjects. They had the experiences of online class during Coronavirus Academic. They had different years of teaching experiences and different use of online teaching application.

C. Instruments

To get the answer of research formulation, the researcher is going to employ interview and questionnaire. The researcher will use semi structure interview. Meanwhile, the researcher will use close ended questionnaire.

a. Technology Implementation Questionnaire

NO	Using the scale provided, please rate the extent to which you agree or disagree with the following statements regarding the use of computer technology in the classroom: **The use of computer technology in the classroom.**	Strongly Disagree	Disagree	Strongly Agree	Strongly Agree
1	Increases academic achievement (e.g. grades)				
2	Results in students neglecting important traditional learning resources (e.g., books)				

3	Is effective because I believe I can implement it successfully.				
4	4.Promotes student collaboration.				
5	Makes classroom management more difficult.				
6	Promotes the development of communication skills (e.g., writing and presentation skills).				
7	Is a valuable instructional tool.				
8	Is too costly in terms of resources, time and effort				
9	Is successful only if teachers have access to a computer at home.				
10	Makes teachers feel more competent as educators.				
11	Is successful only if there is adequate teacher training in the uses of technology for learning.				
12	Gives teachers the opportunity to be learning facilitators instead of information providers.				
13	Is successful only if computers are regularly maintained by technical staff.				
14	Demands that too much time be spent on technical problems.				
15	Is successful only if there is the support of parents.				
16	Is an effective tool for students of all abilities.				
17	Is unnecessary because students will learn computer skills on their own, outside of school.				
18	Enhances my professional development.				
19	Eases the pressure on me as a teacher.				
20	Is effective if teachers participate in the selection of computer technologies to be integrated.				
21	Helps accommodate students' individual differences.				
22	Motivates students to get more involved in learning activities.				

23	Could reduce the number of teachers employed in the future.				
24	Limits my choices of instructional materials.				
25	Requires software-skills training that is too time consuming.				
26	Promotes the development of students' interpersonal skills (e.g., ability to relate or work with others).				
27	Will increase the amount of stress and anxiety students experience.				
28	Is effective only when extensive computer resources are available.				
29	Is difficult because some students know more about computers than many teachers do.				
30	Is only successful if computer technology is part of the students' home environment.				
31	Requires extra time to plan learning activities.				
32	Improves student learning of critical concepts and ideas.				
33	Becomes more important to me if the student does not have access to a computer at home.				
34	Promotes independent student learning without teacher assistance.				
35	Helps me achieve important curricular goals.				
36	Is inappropriate for my students.				
37	Does not fit my teaching philosophy.				
38	Is only successful if teachers receive regular pedagogical support.				
39	Is enhanced because instructional materials are available (e.g., on-line resources).				
40	Is difficult because teachers do not know how to evaluate or assess students when they use technology for learning.				

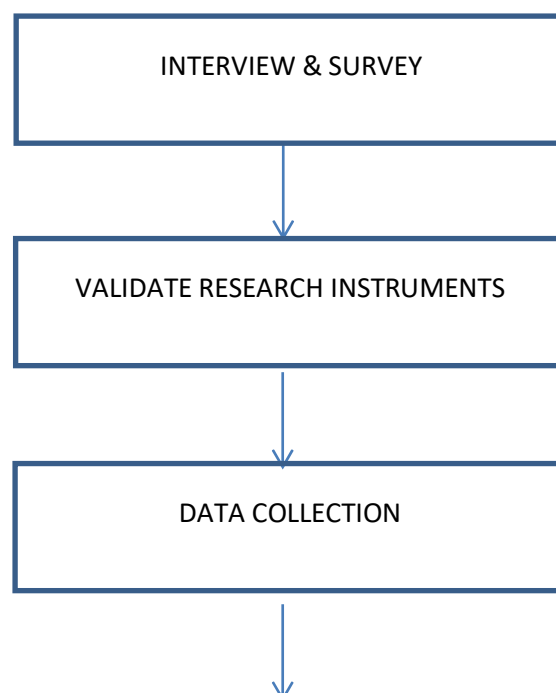| 41	Is limited because of lack of support from administrators.				

b. Interview Guideline

1). How do you keep up teaching EFL and support learning by using technologies?

2). How would you improve your teaching through technologies when you run into technical challenges?

3). Describe your teaching condition during Coronavirus pandemic. Do you have any special problems?

4). Do you think it is the best way to prepare students for the modern world?

D. Location of the Research

The research will be conducted in one of Senior High School in Kuok, SMA N 1 Kuok. It is located in Kuok. The school is selected for being a location of the research due to the interview conducted by the researcher.

E. Data Collection

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┌─────────────────────────────┐
│     INTERVIEW & SURVEY      │
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┌─────────────────────────────┐
│ VALIDATE RESEARCH INSTRUMENTS │
└─────────────────────────────┘
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┌─────────────────────────────┐
│       DATA COLLECTION       │
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│          DATA ANALYSIS          │
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┌─────────────────────────────────┐
│                                 │
│           CONCLUSION            │
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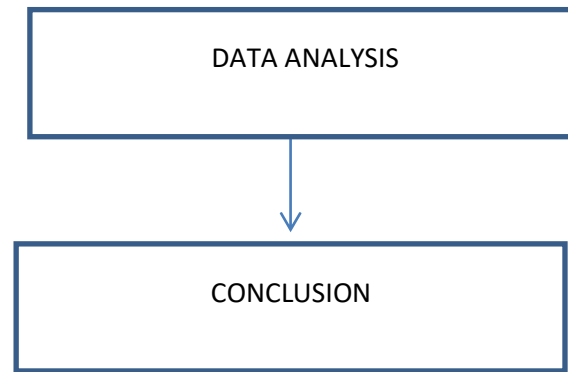
Figure 1. Data Collection Procedure

F. Data Analysis

As this research is a mixed-method design, the exploratory sequential mixed-methods was used in a way that the researchers first conducted the qualitative data to gather the participants' opinion then gather the quantitative data to follow up the answers.

For the data analysis, transcription of participants' answers to the interview were analyzed for the main theme of the study. In other words, content analysis was considered as an appropriate way to explore the qualitative data driven from the answers. The data were coded and categorized by focusing on the main challenges and problems faced by the EFL teachers' though using technology in online classrooms during Coronavirus pandemic. Moreover, the quantitative data was analyzed using SPSS.
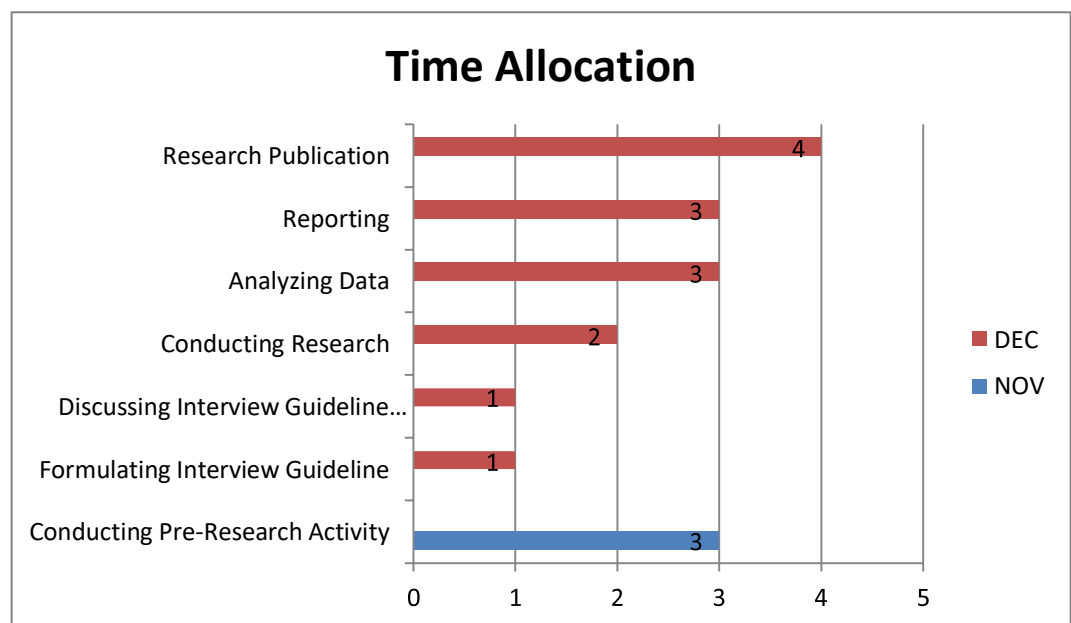
CHAPTER IV
RESEARCH FUNDING AND TIME ALLOCATION

1. Budget Allocation

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1	Honororium				
	Pembantu Peneliti	OJ	2	25.000	50.000
	Petugas Survey	OR	2	8.000	16.000
	Narasumber/Pembahasa	OJ	1	900.000	900.000
Subtotal Honorarium					**966.000**
2	Bahan Penelitian				
	a. ATK 1) Kertas A 4	Rim	1	45.000	45.000
	2) Pena	Kotak	1	25.000	25.000
	3) Map	Lusin	1	35.000	35.000
	b. Bahan Penelitian Habis Pakai 1). Tinta Printer	1 Paket	1	150.000	150.000
	2). Penggandaan Proposal	2 Paket	2	35.000	70.000
	3). Jilid Proposal	2 lembar	2	5.000	10.000
Subtotal Bahan Penelitian					**335.000**
3	Pengumpulan Data a. Transport	OK	10	6.500	65.000
	b. Biaya Konsumsi	OK	32	19.000	608.000
	c. Sewa Alat Perekam Data	1 Paket	1	500.000	500.000
	d. Uang Harian	OK	28	95.000	2.660.000
Subtotal Pengumpulan Data					**3.833.000**
4	Pelaporan, Luaran Penelitian				
	a. Penggandaan Lembar Wawancara	OL	28	200	4800
	b. Jilid Laporan	OK	3	5.000	15.000
	c. Luaran Penelitian 1) Jurnal Nasional Tidak Terakreditasi 2) Jurnal Nasional Terakreditasi: a). Sinta 6-5 b). Sinta 4-3 c). Sinta 2-1 3). Jurnal	1 Paket	1	1.000.000	1.000.000

	Internasional 4). Prosiding Nasional 5). Prosiding Internasional 6). Publikasi Media Massa (online)	1 paket	1	500.000	500.000
Pelaporan, Luaran Penelitian					**1.500.000**
Total					**6.634.000**

2. **Time Allocation**

Time Allocation

Activity	NOV	DEC
Research Publication		4
Reporting		3
Analyzing Data		3
Conducting Research		2
Discussing Interview Guideline…		1
Formulating Interview Guideline		1
Conducting Pre-Research Activity	3	

Lampiran 1. Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

A. Identitas

1	Nama	Vitri Angraini HArdi,M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP	096 542 172
5	NIDN	1024129003
6	Tempat dan Tanggal Lahir	Tarusan/ 24 Desember 1990
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8	No. Telepon/HP	0852 7100 4598
9	Alamat Kantor	Jl, Tuanku Tambusia No. 23
10	No Telepon/Fax	-
11	Lulusan yang telah dihasilkan	S 1
12	Mata Kuliah yang diampu	1. Speaking 2 2. TEFL I 3. TEFL II 4. Error Anlaysis

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Tahun Masuk-Lulus	2009-2013	2014-2016	-

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

NO	Tahun	Judul Penleitian	Pendanaan	
			Sumber	Jumlah (Juta Rp)
1	2018	An Analysis on Students' Speaking Activities	PT	2.750.000
2	2019	Self-Regulated Learning in Facing Online Class	PT	6.000.000
3	2020	Analisis Buku Teks Pelajaran Bahasa Inggris berdasarkan Karakteristik	PDP	19.025.000

		Pembelajar Muda		

D. Pengalaman Pengabdian dalam 3 Tahun Terakhir

NO	Tahun	Judul Penleitian	Pendanaan	
			Sumber	Jumlah (Juta Rp)
1	2018	Pelatihan Media Pembelajaran Ict Pembelajaran Hots Mgmp Guru Ma Swasta Kabupaten Kampar	PT	1.750.000
2	2019	Debate Training	PT	1.750.000
3	2020	EXPLORING ON SOCIAL MEDIA:WHATSAPP (WA) ENHANCING THE Students' LEARNING ACTIVITIES ON ENGLISH LEARNING AT SMA MUHAMMADIYAH BANGKINANG	PT	1.750.000

E. Publikasi Ilmiah dalam 3 Tahun Terakhir

NO	JUDUL	NAMA JURNAL	VOLUME	TAHUN
1	Do the Children Need to learn English at Elementary Level?	BASICEDU	4	2020
2	Speaking Activities Applied By The Teacher In Teaching Speaking Of The Eleventh Grade Sma N 2 Bangkinang	JELE	4	2019
3	The Level Of Oral Communication Apprehension Among English Department Students In Presentation Class At Riau	JELE	3	2018

	Islamic University			

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Lusi Marleni, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542115
5	NIDN	1008038501
6	Tempat dan Tanggal Lahir	Teluk Pinang, 08 Maret 1985
7	E-mail	lusimarlenihz@gmail.com
8	Nomor Telepon/ HP	0852 7867 0082
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	1. Bahasa Inggris AUD
		2. Listening 2
		3. Speaking 2
		4.

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	
Nama Pembimbing/Promotor	1. Drs. Fakhri Ras, Ph.D, M.A.Ed 2. Dra. Syofia Delfi, M.A	1. Prof.DR. Anas Yasin. M,Pd. 2. Dr. Desmawti Radjab, M.Pd	

C. **Pengalaman Penelitian Dalam 5 Tahun Terakhir**
   (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	INSTITUSI	5.000.000
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	INSTITUSI	5.000.000
3	2016	**USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU**	DRPM RISTEKDIKTI	11.250.000
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	INSTITUSI	5.000.000

D. **Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir**

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume. 2, Nomor. 1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume.1, Nomor 1, Februari
3	2016	**USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU**	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	Jurnal PGPAUD	Volume. 3, Nomor. 1, Juni 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language Teaching	Improving the students' accent at Early Childhood Education of STKIP Pahlawan Tuanku Tambusai	12 Oktober 2016, UIN SUSQA Pekanbaru

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Nurhidayah Sari, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542153
5	NIDN	1027108801
6	Tempat dan Tanggal Lahir	Bangkinang, 27 Oktober 1988
7	E-mail	aie_nurhidayah@yahoo.com
8	Nomor Telepon/ HP	085280642242
9	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S1 = - orang, S2 = - orang
12	Mata Kuliah yang Diampu	1. Bahasa Inggris 2. Speaking 1 3. Speaking 2

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Pakuan	UNP	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Tahun Masuk-Lulus	2006- 2010	2010-2015	
Judul Skripsi / Tesis / Disertasi	Improfing students" listening komprehensions by using spick figure	The effect of pair check technique and prior knowledge on students" writing skill at SMA Negeri 1 Bangkinang	
Nama Pembimbing	1. Dr. Entis Sutisna, M.Pd 2. Mursidah Rahma, S.pd	1. Dra. Yenni Rozimela, M.Ed., Ph.D 2. Dr. Zul Amri, M.Ed	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	Pengembangan lembar kerja siswa (lks) pada mata pelajaran matematika siswa kelas x sma	DRPM DIKTI	24.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2017	Publish your idea in an article	Perguruan Tinggi	15.00.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2016	The effect of pair check technique and prior knowledge on students" writing skill at SMA Negeri 1 Bangkinang	Journal of English Language and Education	Volume. 1, Nomor. 1, Januari 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

H. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID

1		21		
2				