

**THE STUDENTS' PERCEPTIONS OF ONLINE LEARNING  
DURING THE COVID-19 PANDEMIC**



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2021 CE / 1443 H**

**THE STUDENTS' PERCEPTIONS OF ONLINE LEARNING  
DURING THE COVID-19 PANDEMIC**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of Sarjana in English Language Education



By:  
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DEPARTMENT OF LANGUAGE EDUCATION  
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2021 CE / 1443 H**

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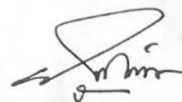
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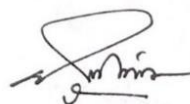
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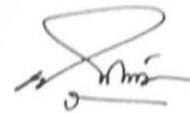
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Thank You for your attention

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*Assalamu'alaikum Wr. Wb.*

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara:

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Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

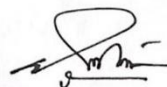
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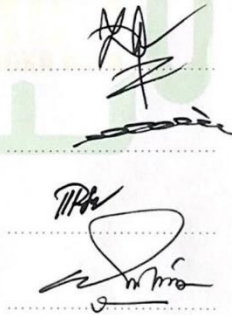
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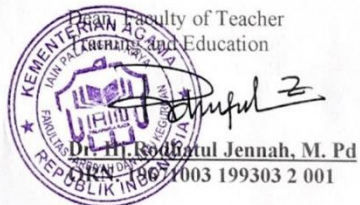
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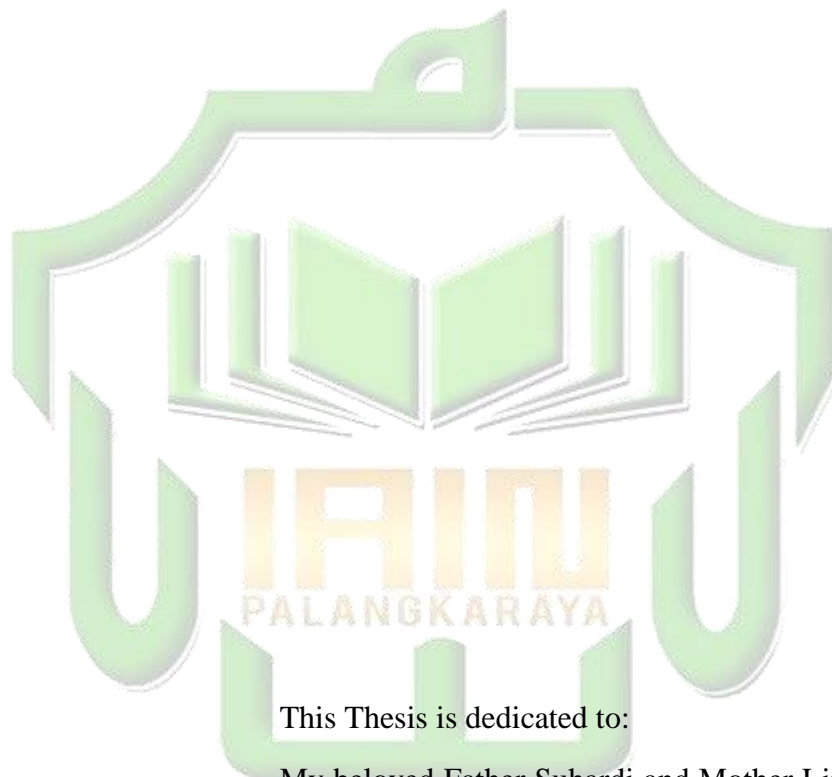


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## MOTTO AND DEDICATION

“...Don't complain, whatever you lose, comes back to you in another form...”

*(Rumi)*



This Thesis is dedicated to:

My beloved Father Suhardi and Mother Linatusipah for their valuable endless prayer, sacrifice, and support.

My beloved Wife Fatma Yanti and also all of the people behind me, who gaining my spirit to the war in love.



## DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, 29 November 2021

Yours Faith fully



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## ABSTRACT

Muhamad Riduan, 2021. *The Students' Perceptions of Online Learning During the Covid-19 Pandemic*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

**Keywords:** Students' perceptions, online learning, Covid-19 pandemic.

This research departs from online learning implemented by the government during the Covid-19 pandemic. Online learning during the Covid-19 pandemic experienced by third semester students at the IAIN Palangka Raya English Education Study Program for the 2020/2021 academic year. During the Covid-19 pandemic, students never came to campus to study, they were only at home to participate in online learning.

This study aims to find out (1) what are the perceptions of third semester students at the IAIN Palangka Raya English Education Study Program for the 2020/2021 academic year in participating in online learning during the Covid-19 pandemic.

The research used is descriptive qualitative, all data obtained through questionnaires, interviews and documentation, then analyzed descriptively after being classified into aspects related to the questionnaire. The subjects of this study were the third semester students of the English Education Study Program at IAIN Palangka Raya for the 2020/2021 academic year. Researchers used random sampling to take samples.

The results of this study indicate that most (1) student perceptions of participating in online learning during the Covid-19 pandemic are positive. Students feel that online learning is easy to follow anytime and anywhere. Besides that, some students have negative perceptions in participating in online learning during the Covid-19 pandemic, due to network problems and the absence of class interaction.

## ABSTRAK (Indonesian)

Muhamad Riduan, 2021. *Persepsi Mahasiswa Terhadap Pembelajaran Online Di Masa Pandemi Covid-19*. Skripsi Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Rahmadi Nirwanto, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

**Kata kunci:** Persepsi siswa, pembelajaran online, pandemi Covid-19.

Penelitian ini berangkat dari pembelajaran online yang diterapkan pemerintah selama pandemic Covid-19. Sistem pembelajaran online selama pandemi Covid-19 yang dialami mahasiswa semester tiga di Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya tahun ajaran 2020/2021. Selama pandemic Covid-19 mahasiswa tidak pernah datang ke kampus untuk berkuliah, mereka hanya dirumah untuk mengikuti pembelajaran online.

Penelitian ini bertujuan untuk mengetahui (1) apa persepsi mahasiswa semester tiga di Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya tahun ajaran 2020/2021 dalam mengikuti pembelajaran online selama pandemic Covid-19.

Penelitian yang digunakan adalah deskriptif kualitatif, semua data diperoleh melalui angket, wawancara dan dokumentasi, kemudian dianalisis secara deskriptif setelah diklasifikasikan ke dalam aspek-aspek yang menyangkut di dalam angket. Subjek penelitian ini adalah mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya tahun ajaran 2020/2021. Peneliti menggunakan random sampling untuk melakukan pengambilan sampel.

Hasil penelitian ini menunjukkan sebagian besar (1) persepsi mahasiswa dalam mengikuti pembelajaran online selama pandemi Covid-19 ini positif. Mahasiswa merasa pembelajaran online ini mudah diikuti kapanpun dan dimanapun. Disamping itu beberapa mahasiswa berpersepsi negative dalam mengikuti pembelajaran online selama pandemic Covid-19, dikarenakan permasalahan jaringan dan tidak adanya interaksi kelas.

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My appreciation is addressed to:

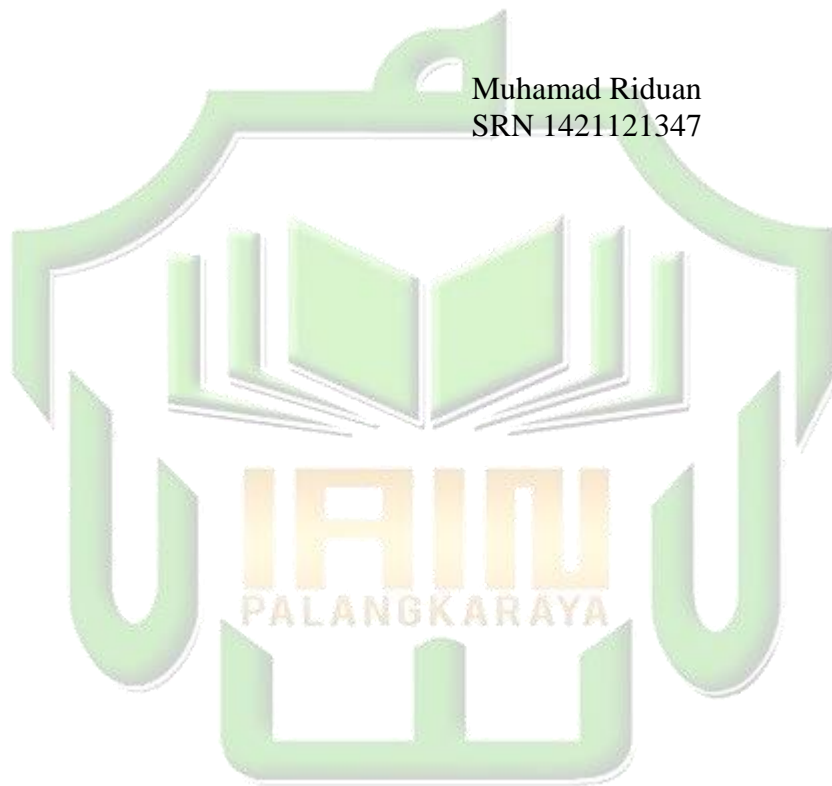
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Palangka Raya, 3 November 2021

The writer,

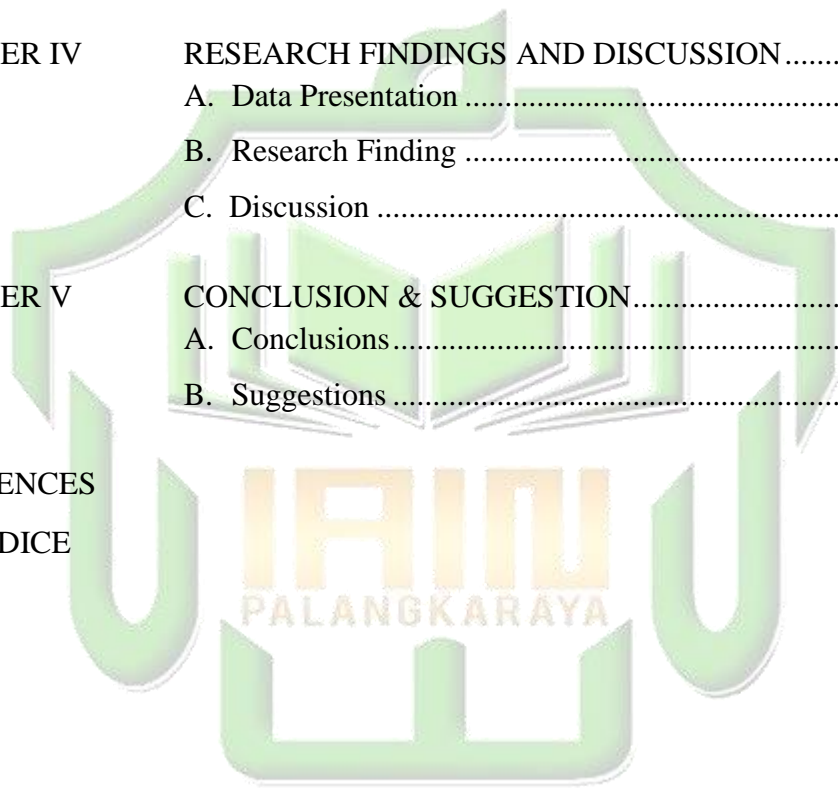
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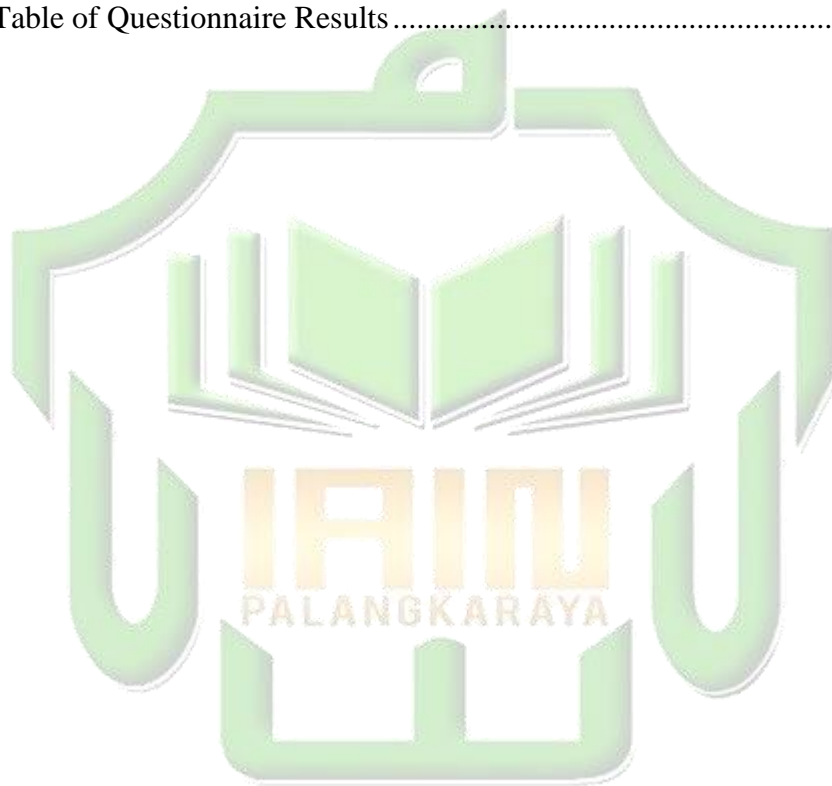
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# CHAPTER I

## INTRODUCTION

This chapter explains background of the study, research problem, objective of the study, assumption, scope and limitation, significance of the study, and key terms.

### A. Background of Study

In early 2020, several countries in the world, including Indonesia, were experiencing problems that changed activities that impacted aspects of life caused by a virus called Covid-19. Covid-19 is an infectious disease caused by the most recently discovered Coronavirus. This new virus and disease were unknown before. The outbreak began in Wuhan, China, in December 2019 (WHO, 2020).

The COVID-19 pandemic defines the global health crisis of our time and the most significant challenge we have faced since World War Two. Since its emergence in Asia late the last year, the virus has spread to every continent except Antarctica. Cases are rising daily in Africa, America, and Europe. Countries are racing to slow the spread of the virus by testing and treating patients, carrying out contact tracing, limiting travel, quarantining citizens, and canceling large gatherings such as sporting events, concerts, and school (UNDP, 2020).

The deadly and infectious disease Corona Virus also known as Covid-19 has deeply affected the global economy. This pandemic has also shaken up the

education sector, and this fear is likely to resonate across the education sector globally. The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas are affected worldwide and there is a fear of losing this whole ongoing semester or even more in the coming future. Various schools, colleges, and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Dhawan, 2020)

In Indonesia, the spread of Covid-19 cases and the danger zones are increasingly raising. The impact of social activities, especially learning activities, has changed. In connection with the development of the spread of Corona Virus Disease (COVID-19), the Ministry of Education and Culture issued two circulars regarding the prevention and treatment of the virus. The first, Circular Letter No. 2 of 2020 concerning Prevention and Handling of COVID-19 within the Ministry of Education and Culture and Circular Letter No. 3 of 2020 concerning prevention of COVID-19 in the education unit. Because the condition of this pandemic has worsened, the Ministry of Education and Culture issued a further circular to improve the university following a letter Number 1685 / LL4 / TU / 2020 dated March 16, 2020, concerning Appeals for Anticipation of the spread of Corona Virus 1, and by paying attention to the

circular letter Plot. Director-General of Higher Education Number 1 of 2020 concerning prevention of the spread of Covid-19 in tertiary institutions, ministries of education, and culture as well as a circular of ministers of State Apparatus Empowerment and Bureaucratic Reform No.34 of 2020 dated March 30, 2020, which one point contains All services to PTS still done online (Kemendikbud, Kementrian Pendidikan dan Kebudayaan, 2020).

The researcher knows that the role of media and applications facilitates the learning net, of course, and balanced with the conditions in each student because of the online learning system. The learning process should be more evenly distributed to students. The researcher discovered it in using online learning some many alternative media or applications can be used to support the learning process. The application can be adjusted with media that is quickly owned, and almost every student has a laptop or smartphone. The application must make it easier for students and instructors in the learning process and what learning is done with learning done by students at IAIN Palangka Raya specifically English Education Department that uses learning applications such as Zoom, WA Group, and Google Classroom. However, indeed, the obstacles faced are different and from environmental conditions as well as. Maybe in financial terms, because it requires an internet package to support learning, signals, and difficulties in understanding the maximum expected of each assignment given. The existence of such obstacles will inevitably lead to a variety of perceptions from students, especially the major of English Education Department IAIN Palangka Raya.

Thus, the perception will arise because the learning system that usually uses the face-to-face method turns into total online learning. Perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning toward stimulus-response in resuming information and predicting message which involves attention, hope, motivation, and memory (Agung & Surtikanti, 2020). Following it, Michotte (2017) develops perception as a phase of the total process of action which allows us to adjust our activities to the world, we live in. Here, the students' perception can be described as the developed opinion after having a certain experience that needs adjustment. Therefore, in this research, the students' perception is focused on the student's participation, accessibility, materials, and assignment delivery, an online-learning platform suited to their needs and condition.

There be many perceptions, such as the pros and cons of changing this system from each generation at English Education Department 2020/2021 on the effectiveness of this system to improve their English skills amid Institutional policies that implement online learning systems Covid-19 pandemic.

In 2016, Martin and Bolliger (2018) investigated students' perceptions pertaining to engagement strategies in the online learning environment using the online engagement strategies questionnaire (OESQ) It has inspired the researcher to focus on exploring more about the English Education Department students' perception of their learning. Related to the previous explanation, the researcher glad to conduct qualitative research entitled "The Students'





## **F. Significant of Study**

The researcher hopes this research can contribute to everyone. The benefits that the researcher give specific knowledge about perception of online learning in the Covid-19 pandemic and can be used to improve knowledge about perception of online learning in during the Covid-19 pandemic.

## **G. Definition of Key Terms**

In order to clarify the key terms used in this study some definitions are put forward;

### **1. Perception**

Perception is a process of individual assessment of an object. Perception has two definitions, namely perception in a broad sense and a narrow sense. In a narrow sense, perception is defined as seeing how each individual sees an object, while in a broad sense perception is defined as a view or understanding, namely how individuals perceive or interpret a particular object. The attitude that a person will take is influenced by the person's perception of the object he is seeing. It means the perceptions of these students may be a factor that affects the understanding of the material presented. Thus it is important to know students' perceptions of a platform used in every online learning process (Yunita & Maisarah, 2020).

### **2. Online Learning**

According to (Mohammadi et al., 2011) online learning is commonly referred to as the intentional use of networked information

and communications technology in teaching and learning. Online Learning can be defined in this way too: the application of electronic systems such as the internet, computers, multimedia CDs which their aim is to reduce the number of expenses and goings and comings. Online learning is an appealing educational option because it offers flexibility and convenience to students. However, as in traditional classrooms, a leading concern prevails with keeping students motivated and engaged in the online setting. Engagement is an important factor in online learning, where attrition rates are higher than in the traditional face-to-face environment (Bolliger & Martin, 2018)

### **3. Covid-19**

Covid-19 is an infectious disease caused by the most recently discovered coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019 . (WHO, 2020)

### **4. Pandemic**

A pandemic is the worldwide spread of a new disease. An influenza pandemic occurs when a new influenza virus emerges and spreads around the world, and most people do not have immunity (WHO, 2020).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains definition related studies, definitions of perceptions, forms of perceptions, factors of perceptions, and conceptual framework.

#### **A. Related Studies**

First, the research study was written by Bali & Liu, (2018) conducted a study on the *Students' Perceptions Toward Online Learning and Face-to-face Learning Courses*. This research is aimed to investigate some research regarding the students' perception and satisfaction toward online learning and face-to-face learning. Moreover, this study also aimed to examine the difference between online learning and face-to-face learning perception among different levels of students. The data collection was collected by observation and interview. The result of this study indicate that face to-face learning perception was higher than online learning in term of social presence, social interaction, and satisfaction. However, there is no statistically significant difference in learning preference found among level of student. Meanwhile, some students were very comfortable in online learning since it let them to the chance to being innovative by using computer technology.

This study has in similarities and differences with this research. The similarities both use the same research design that is using online platform to do the research, the data collection also using observation and interview. But there is a different between these studies. The study conducted by Bali & Liu is

focus on both students' perceptions and the comparison which platform has the higher participations between online learning and face-to-face learning in class. While the focus in this study is only on students perceptions of the effieience during the online learning which describes by using the two forms of perceptions, that is negative or positive perceptions.

The research study was written by Agung & Surtikanti (2020), conducted study on the *Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino*. The current study is a collective case study consisting of analysis of survey on students' perceptions of their online learning during the pandemic. Sixty-six students of English Language Education Study Program at Pamane Talino College of Education (STKIP Pamane Talino) were involved. Their perceptions of their online classroom that were recorded through a survey. The recorded perceptions are in terms of students' participation, accessibility, material and assignment delivery, and the use of e-learning platforms. The results were then summarized into tables and narrative descriptions. The study identified three major obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino: the first is availability and sustainability of internet connection, the second is accessibility of the teaching media, and the last is the compatibility of tools to access the media. The result of the current study suggests that accessibility is still the major factor influencing the success of online learning. Online learning for English Language Education Study Program at STKIP Pamane Talino, and potentially

Indonesia in general, requires some more friendly platforms so that students' participation can be increased. This is especially for students who reside in rural areas with limited internet connections and other support systems.

That research above has in common with this research. The similarity of both is to analyze students' perceptions during covid-19 pandemic. But there is a difference between these two research. The research conducted by Agung & Surtikanti (2020) took subjects from sixty-six students of English Language Education Study Program at Pamane Talino College of Education (STKIP Pamane Talino), where this research take subjects from third semester students of English Education Department of IAIN Palangka Raya.

Third, the research study was written by (Ermawati, 2017) The purposes of this study were to find out the perceptions of English Education Department Students about efficient application used in online learning and the most efficient application used in online application during the midst of Covid-19 pandemic. The research was qualitative research. The subjects were thirty of fifth-semester students of English Education Department IAIN Salatiga. Questionnaire, interview, and documentation were used to collect the data. The data were analyzed and interpreted through qualitative procedure. The findings indicate that the students have positive perception about efficient application used in online learning during the Covid-19 pandemic. Based on the results, it shows that the application used in online learning during the midst of Covid-19 pandemic was efficient because the application becomes alternative way to conduct learning activity from home. While in students' perception on the most

efficient application, almost all of the student respondents said that the most efficient, comfortable and economical application to use during the pandemic is WhatsApp application.

The research above has similarities and differences with this research. The similarity of both lies in students' perceptions in online learning during the covid 19. But there are some differences between these two research. The research conducted by Ermawati (2020) was not only analyzing the students perception of online learning but also to find out the most application used during online learning, also the subject is from fifth-semester students of IAIN Salatiga. On the other hand, this research is only focusing on students' perception on online learning during pandemic, and the subjects are third semester students of IAIN Palangka Raya.

The fourth research was written by Nasution & Ahmad (2020) entitled *Students' Perceptions Of Online Learning During The Covid-19 Pandemic*. The objective of this research was to find out how students' perceptions of online learning have been implemented and the factors that influence these perceptions. Online survey using google form is used as the data collection. The subjects of this research were 216 students from 7 study programs in the Tarbiyah department at IAIN Takengon. The results showed that students' perceptions of online learning were not very good; this was caused by several factors, such as poor internet access, burdensome internet quota, difficulty communicating with lecturers, so students were not ready to use applications when online learning was carried out.



This research has the same idea with this research, where both are focusing on students' perceptions of online learning during the covid pandemic and included the factors of that perceptions. But there are some differences between the research above and this research. The research conducted by Nasution & Ahmda (2020) was only using Questionnaire within Google form as the source of data on the survey and the subjects of the research was not only students from English Department Program, but 216 students from 7 study programs in the Tarbiyah department at IAIN Takengon. On the other hand, this study use observation, questionnaire on Google form, also with an interview as the data source and collections, also this study only take subjects from third semester students of IAIN Palangka Raya.

The fifth research was written by Wahidiyati I. (2020) entitled *Students Perception of The Full Online Learning Quality During The Corona Pandemic*. This research aimed to on students' perceptions of the full online learning quality during the corona pandemic. 50 students of the English Education program in the second semester of IAIN Purwokerto were selected as the subject of the research. The data were collected through questionnaires, interviews, and observation and were analyzed using the qualitative methods approach. The results of the study shown that the majority of subjects considered did not enjoy the full online learning in English teaching and learning is not effective and efficient in terms of time and phone credit.

The research above has the same idea with this research, where both are focusing on students' perceptions of online learning during the covid pandemic

and included the factors of that perceptions. The difference is only from the subject chosen. This research only choose third semester students of IAIN Palangka Raya.

The sixth research was written by Damayanti S. (2020) entitled *Students' Perception On Strategies Used By The Tutor In Teaching Speaking At Faktabahasa Solo Community 2020*. This research aimed to find out strategies used by the tutor in teaching speaking at Faktabahasa Solo community 2020 and to describe the students perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo community 2020. Fifteen members from English class and three tutors were selected as the subjects of data. Questionnaire and interview were also used as the data collection. The result of this research shown that the tutors have various strategies to teach speaking such as small-group discussion, games, and drilling strategy and the members had a good perception of the strategies used by the tutor in teaching speaking.

This research has the same idea with this research, where both are focusing on students' perceptions of teaching and learning and the factors that affect that perceptions. The difference between these two researchs were from the subject chosen and delimitation of the topic. This research choose third semester students of IAIN Palangka Raya as the subjects of the research, and the researcher is only focused on analyzing the students' perception on online learning during pandemic situation and not in face-to-face learning.

The seventh research were written by Khan A. & Vivek (2020) entitled *Students' Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study*. This research is focused on Students' Perception towards E-Learning during COVID-19 Pandemic. Quantitative approach was used and 184 university students of National Capital Territory (NCT) of Delhi, India namely Delhi University, Jamia Millia Islamia (Central University) and Guru Gobind Singh Indraprastha University are chosen as data collection through online questionnaire. The result of the research shown students' positive perception towards e-learning and thus acceptance of this new learning system. It has also empirically demonstrated the significance of e-learning in the time of COVID-19 crisis.

This research has the same idea with this research, where both are focusing on students' perceptions of teaching and learning and the factors that affect that perceptions. The difference between these two researchs were from the subject chosen and delimitation of the topic. This research choose third semester students of IAIN Palangka Raya as the subjects of the research, the researcher used a qualitative approach to analyze the data, and also the data collection is not only through questionnaire but also observation and interview.

The eighth research were written by Adnan, M. & Kainat, A. (2020) entitled *Online Learning Amid The COVID-19 Pandemic: Students' Perspectives*. This research was focused on analyzing the attitudes of Pakistani higher education students towards digital and distance learning university amid Coronavirus (COVID-19). The subjects of this research were undergraduate and

postgraduate students in Pakistan. They wanted to find their perspectives about online education in Pakistan. The data collection was conducted through an online survey. The result of the research shown that online learning cannot produce desired results in underdeveloped countries like Pakistan, where a vast majority of students are unable to access the internet due to technical as well as monetary issues.

This research has the same idea with this research, where both are focusing on students' perceptions of teaching and learning and the factors that affect that perceptions. The difference between these two researches were from the subjects and technique of data collection. The subject of this research were from third semester students in IAIN Palangka Raya where their research were taken subjects from Pakistan, also their research was only using questionnaire to collect the data where this research use observation, questionnaire and interview to seek for more valid data and perspectives.

The ninth research was written by (Huang, 2020) In this study we address and investigate university students' perspective on utilizing online learning in the midst of COVID19 pandemic. This research used qualitative descriptive method. The subject of this research were the Students of Elementary School Teacher Education, Physical Education, Sociology Education and English Education Department of Universitas Megarezky in 2019/2020 academic year. The number of respondents was 40 respondents. The research instruments were questionnaire that was obtained by google form through analyzing participants' response to know their perspective in using online learning and in-depth

interview. The study showed that previously, students did not use online learning before the pandemic because learning was conducted in the classroom. In the midst of covid-19 pandemic, the students are interested in using online learning in which can be accessed flexible, anywhere and everywhere. The best application used by lecturers and students was WhatsApp application. It can be concluded that the students' perspective on online learning had a positive impact in the midst of the covid-19 pandemic.

The research has above the same idea with this research. This research used descriptive method and the research instruments were questionnaire that was obtained by google form and interview. The difference between these two researchs was from the subjects as the data collection. The subject of this research were from third semester students in IAIN Palangka Raya where their research were taken subjects from study program Elementary School Teacher Education, Physical Education, Sociology Education and English Education of Universitas Megarezky.

The last research was written by Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011) entitled *Effects of e-learning on language learning*. *Procedia Computer Science*. This research aimed to analyze the effect of e-learning and sbu-categories such as Internet based, Web-based English Learning and Computer-assisted language learning only on empirical study shared the explanations for more information. This research only shown and described the effect of e-learning and compare it with the traditional language learning.

The research above has the topic with this research. Both of this research is focused on the perspective of online learning and the factors that affected it. The difference is that research was an empirical only giving explanation, comparisons on both learning systems, also solutions, where this reseach is focused on find the perspective of online learning from second semester students of IAIN Palangka Raya directly.

## **B. Perception**

### **1. Concept of Perception**

According to (Akrim & Sulasmi, 2020) defines perception as a person's process of understanding things that are around him or his environment through five senses which are influenced by experience so that he is aware of what has been observed that ultimately affects his attitudes and behavior. According to (Qiong, 2017) in philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses. According to (Akande, 2009) Perception has to do with understanding issues. It is the psychological ability to process or use information received through the sense organs. Perception is the cognitive impression that is formed of "reality" which in turn influences the individual's actions and behavior towards that object.



According to (Febriani et al., 2018) perception has two definitions, namely perception in a broad sense and a narrow sense. In a narrow sense, perception is defined as seeing how each individual sees an object, while in a broad sense perception is defined as a view or understanding, namely how individuals perceive or interpret a particular object. The attitude that a person take is influenced by the person's perception of the object he is seeing. It means the perceptions of these students may be a factor that affects the understanding of the material presented. Thus, it is important to know students' perceptions of a platform used in every online learning process.

According to Normadewi (2020) said that the notion of perception is an activity that involves a cognitive process for understanding the environment that includes objects and symbols or signs. Perception can be described as someone's expectation of an object, such as people, institutions, agencies, and others. (Akbar 2015) states that if someone wants to know the desires and expectations of the community about an educational institution, he can do it by knowing the community's perception of an educational institution. Knowing a person's perceptions can be a supporting factor in efforts to improve quality.

According to Corbin as cited in Nasution (2020), Perception is an individual's view and interpretation of other people who play a role in his life and can be one of the determining factors for success, which also applies to students. It is indicated that if the individual has a good view of something or other people, it also benefit him/herself.



Futhermore, according to Hadi as cited in Nasution (2020), that perception is a process of giving meaning, interpretation and sensations received by individuals, and is strongly influenced by internal and external factors of each individual including learning approaches and learning outcomes. it can be said that perception is a person's view in his mind about something that can affect their attitude.

According to Lee as cited in Wahidiyati (2020), that timely feedback from instructors is very important to students' satisfaction in their online teaching-learning. Social presence is another factor emphasized as leading to higher student satisfaction in an online class activity (Richardson & Swan, 2003). Support services have also been one of the predictors for student satisfaction in online class (Lee, 2010).

From all the theories above, it can be conclude that Perception is defined as the complex processes that received and experienced by every individual differently depending on their own point of view and others aspect. There are some causes of individual differences for outcomes in online Studentss and factors contribute to students satisfactory in online classes such as self motivation in learning, confidence or willingness, behavior or characteristic or from the outer such as economical situation to provide the internet or having an appropriate access in online learning, family environment, also selection of learning materials in online learning which can make the students' perception (meaning) of the efficiency of applications used in

online learning during pandemic will go on the positive or negative perception.

In addition, according to Adnan (2020) as cited in his journal *Online learning amid the COVID-19 pandemic: Students' perspectives in National University of Sciences & Technology, Pakistan*, Majority of the surveyed higher education students have reservations about online/digital learning. Lack of access to internet facilities, lack of proper interaction and contact with students and instructors and ineffective technology were among the major challenges faced by higher education students of Pakistan. The sudden shift from traditional classrooms and face-to-face learning to online learning has resulted in a completely different learning experience for students. Most students do not have access to high speed or reliable internet services and are thus struggling with online learning.

In the other hand, According to Khan (2020) from the result of his research on *Students' Perception towards E-Learning during COVID-19 Pandemic in India*, the study reveal students' positive perception towards e-learning and thus acceptance of this new learning system. It has also empirically demonstrated the significance of e-learning in the time of COVID-19 crisis. In fact, e-learning has emerged as a new way of enhancing the learning process where social media may further improve the learning output.

These statements above are also reason on why the researcher wants to analyze and conduct this research within a new subject and location, it is to

find out the students' perceptions of online learning during the covid-19 pandemic specifically The Third Semester Students of English Education Department of IAIN Palangka Raya.

## 2. Process of Students' Perception

According to (Qiong, 2017) there are three stages of the perception process, as follows:

### a. Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

### b. Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has Student's stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

### c. Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus.

However, each person will give a different interpretation despite getting the same stimulus.

d. Perception

Psychologically, the perception has to do with the following facts. Perception is the psychological ability to process or use the information received through the sense organs. As Akande's statement in his education research, he stated that perception is the cognitive impression that is formed from 'reality'. It influences the individuals' actions and behavior towards an object. According to (Akande, 2009) later quoted the Alagbu statement (1999), that perception follows factors, as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events. From the above definition, it can be concluded that student's perception is a psychological ability possessed to process and analyze an event that has been done or has happened.

3. **Forms of Perception**

According to Irwanto as cited in Damayanti (2020), after the individual is doing the interaction with the objects that perception so the result of the perception can be seen in two forms of perception that is both positive and negative.

a. Positive perceptions

It is a perception that is shown into the all of knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize

it. The statement of students can said that 'positive perceptions', if the students choose 'Strongly Agree' and 'Agree' on questionnaire.

b. Negative perceptions

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal. Perception is describes all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students can say that 'negative perceptions', if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

Related to this research, researcher explain and draw a conclusion based on these two the forms of perception received whether it is a positif or negative as a result from the data collection from the questionnaire and also interview. The theories above will help the researcher to analyze the students' perception of the efficiency of aplication used in online learning during the Covid-19 pandemic specifically at the Second Semester Students of English Education Department of IAIN Palangka Raya in order to compare and differentiate this research with the previous research.

a. Factors Affecting Perception

Perception is influenced by individual experience factors in observing an object. With the individual's need for something, it will also affect the individual in perceiving the object. According to Sobur (2003), there are factors that influence the selection of perception, as follow:

- a) Internal factors: the need for enhanced psychological, background, experience, personality, attitude and general confidence, and self-acceptance.
- b) External factors: intensity, size, contrast, movement, repetition, familiarity, and something new.

Other experts state the factors that influence perception are of two kinds, they are internal and external. Among the internal factors the need and desires of individuals, individual personality, and the experience of people are included. The internal factors are:

a. Needs and Desires

The needs and desires of people play a vital role in perception. People at different levels of need and desire perceive the same thing differently.

Power seekers are more likely to notice power related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say expectancy, motives or interest also effect people perception.

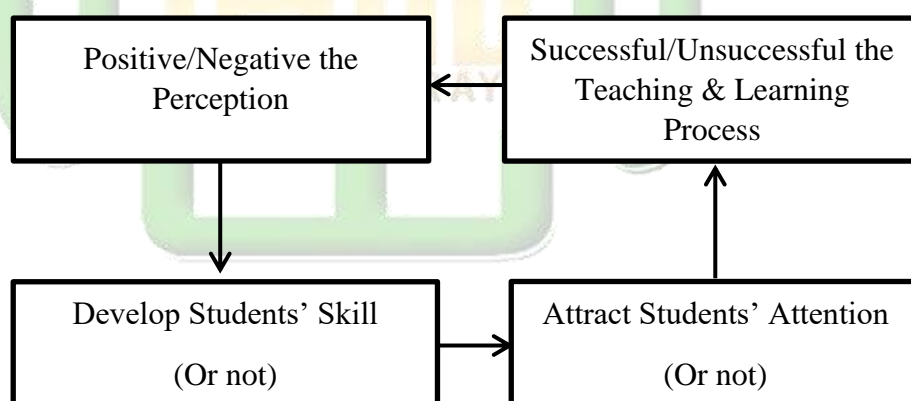
b. Personality

Personality is another internal factor that influences the perception of an individual. It need not be mentioned here that optimistic beings perceive the things in favorable terms, whereas pessimistic individual view it in negative terms. Research on the effects of individual personality on perception reveals many facts.

c. Experience

Experience and knowledge have a constant bearing on perception. Successful experience enhances and boost the perceptive abilities and lead to accuracy in perception of a person.

There is a relation between perception and learning. Kneinke (1978) states that perception is important because it influence the students in learning. When students have good perceptions of the strategies used by the teacher, it can lead students to be successful in learning English. The students will be able to learn the material well. It is needed to attract students' interests toward teaching and learning process. In the contrary, if the students have bad perceptions toward strategies used by the teacher, it led them to be failed. It will be difficult to find their interest in learning English. The following figure is the discussion.



**Figure 2.1**  
**The Relationship between Perception and Learning**



## **C. Online Learning**

### **1. Definition of Online Learning**

According to (Mohammadi, 2010), online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Online learning can be defined in this way too: the application of electronic systems such as the internet, computers, multimedia CDs which their aim is to reduce the number of expenses and goings and comings. According to (Goyal, 2012), online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education.

Online learning can be best defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development. Online learning is emerging as the paradigm of modern education. The significant advantages of online learning include liberating interactions between Students and instructors, from limitations of time and space through the asynchronous and synchronous learning network model (Pei-Chen Sunet al 2008). Online learning is commonly referred to as the

intentional use of networked information and communications technology in teaching and learning. Several other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning (Naidu, 2006). From the above statement, it can be concluded that online learning is learning that is done using technology utilization and done virtually. Online learning is also a form of progress in the development of technology and communication, especially in conveying information related to education.

## **2. Characteristics of Online Learning**

The following are the characteristics of Online Learning proposed by Rudi and Riyana (2007):

- a. The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;
- b. The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it;
- c. Teachers / educational institutions function as mediators / mentors;
- d. Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

The four characteristics above are the things that distinguish online learning from conventional learning activities. In online learning, students'

capture of learning material is no longer dependent on instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread everywhere and can be easily accessed by everyone.

According to (Zhanget al.2004) Online learning is still at an early stage, with many uncertain issues to be clarified and investigated. There are many factors potentially influencing online learning effectiveness, such as media characteristics, learning context, technology, and Student's characteristics. While our experiments have demonstrated that online learning can be at least as active as conventional classroom learning under certain situations, we are not in a position to claim that online learning can replace traditional classroom learning. Learning is mostly a socio-cognitive activity. Not every student will find online learning suitable for his or her learning style. Some students feel bored or intimidated in front of the computer. Other important issues in online learning must also be taken into consideration. Issues of trust, authorization, confidentiality, and individual responsibility must be resolved. Owners of intellectual property should be adequately compensated. Security on the Internet is a growing challenge, primarily due to the open access by the public to this universal network. Besides, since multimedia materials are heavily used in online learning systems, a high-bandwidth network is an essential requirement for efficient content access.

Nevertheless, online learning is a promising alternative to traditional classroom learning, which is especially beneficial to remote and lifelong learning and training. In many cases, online learning can significantly complement classroom learning. Online learning will keep growing as an indispensable part of academic and professional education. Efforts should continue to explore how to create a more appealing and effective online learning environments. One way to achieve this is to integrate appropriate pedagogical methods, to enhance system interactivity and personalization, and to engage Students better (Zhanget al.2004).

### **3. Synchronous E-Learning**

A synchronous learning is where the teacher and the students meet online on a specific online platform for teaching and communicate about a lesson. As known a synchronous class, means first starting a videoconference with a camera, the teacher and the students are all gathered. It should be a Students centered class, where the teacher gives the instructions in the beginning and afterwards the students have all the attention. By having a synchronous class, it should grow into a student-centered environment and the students give their replies, depending on the activities. As stated by (Mick & Middlebrook) during the synchronous method of e-learning, participants have the real-time engagement, which tend to be associated with student satisfaction, student learning, and lower rates of attrition.

#### 4. Asynchronous E-Learning

Asynchronous online learning is defined variously due to some components, its nature and facilities that are common in some characteristics. On the other hand, one of the popular definitions that focus on the components of asynchronous e-learning introduced it as “an interactive learning community that is not limited by time, place or the constraints of a classroom” (Rausch & Levi, 1996)

Asynchronous e-learning is similar to synchronous e-learning which is a student's-centered process which uses online learning resources to facilitate information sharing regardless of the constraints of time and place among a network of people. Asynchronous e-learning takes advantage of computer-mediated communication (CMC) to achieve the promises of learning “anytime and anywhere” through asynchronous online discussions. Asynchronous e-learning is on the basis of constructivist theory, a student's-centered approach that emphasize on the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus or regular education, distance education and continuing education. This combined network of Students and the electronic network in which they communicate are referred to as an asynchronous e-learning network (Rausch & Levi, 1996).

## **D. Learning Media**

### **1. Definition of Learning Media**

The word comes from the Latin *media Medius*, which literally means 'middle', 'intermediate' or 'introductory'. Gerlach & Ely (1971) says that if the media is understood broadly human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. Briefly media is a tool that convey or deliver messages of learning.

According to (Arsyad, 2014) if the media carry messages or information aimed at containing instructional or teaching purposes, the media is called a medium of learning. In line with this limitation, Hamidjojo in Latuheru (1993) media restrictions as all forms of intermediaries used by humans to communicate or spread ideas, ideas, or opinions so that ideas, ideas, or opinions expressed that up to the intended recipient.

In this sense the teacher, textbook, and school environment are media. More specifically, the meaning of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic means of capturing, processing, and reconstructing visual and verbal information. Association for Education and Communication Technology (AECT) defines media, namely all forms used for a process information distribution. Meanwhile, the Education Association (NEA) defines things that can be manipulated, seen, heard, read or discussed along with instruments that are used properly in teaching and learning activities, can affect the effectiveness of instructional programs (Arsyad, 2014)

From the above, it can be concluded that the learning media is a means of education that can be used as an intermediary in the process of learning to enhance the effectiveness and efficiency in achieving the objectives of teaching. In a broader sense of learning media are tools, methods and techniques used in order to streamline further the communication and interaction between teachers and Students in the learning process.

## 2. Characteristics of learning media

Gerlach & Ely (1971) presents three characteristics that media is an indication of why the media is used:

### a. Feature fixative

characteristics describe the media's ability to record, store, preserve, and reconstruct an event or object.

### b. Characteristics manipulative

Transformation of an event or object is possible because the media have manipulative traits. Events that took days can be presented to students in two or three minutes with the technique of shooting time-lapse recording.

### c. Feature distributive

This characteristic allows an object or event that are transported through space, and simultaneously the incident served to a large number of students by the similar stimulus relative experience of the incident.

In addition, according to (Arsyad, 2014) criteria for right learning media that need to be considered in the media selection process are as follows:



- a. Clear and neat. A good media must be clear and neat in its presentation.
- b. Clean and attractive. Clean here means that there is no unnecessary interference with text, images, sound, and video.
- c. Match the target. Effective media for large groups may not be as effective if used in small groups or individuals.
- d. Relevant to the topic being taught. The media must be following the characteristics of facts, concepts, principles, procedural, or generalization.

Following the learning objectives. The right media are following predetermined instructional goals, which generally refer to one or a combination of two or three domains of cognitive, affective, and psychomotor.

Practical, flexible, and resistant. This criterion guides the teacher/instructor to choose existing media, easily obtained, or easily made by the teacher.

Good quality. Technical criteria must be of good quality.

The size is following the learning environment. Media that is too large is difficult to use in a class of limited size and can cause less conducive learning activities.

Based on the description above, it can be concluded that the selection of instructional media must be student-oriented. It means that it is necessary to consider the benefits and the convenience that students will get from

selecting the media. The media chosen must follow the learning objectives, the characteristics of students, the material to be learned, and the learning methods an experience provided to students.

### **3. Functions of learning media**

The practical benefits of the use of instructional media in teaching and learning process, according to (Arsyad, 2014) as follows:

- a. Media study may clarify the presentation of messages and information so as to facilitate and enhance the learning process and result.
- b. The media can enhance learning and direct the child's attention so that it can lead to motivation to learn, more direct interaction between the students and the environment, and the possibility of students to learn on their own according to their ability and interest.
- c. Learning media can overcome the limitations of the senses, space and time.
- d. Instructional media can provide a common experience to students about events in their environment, as well as enabling direct interaction with teachers, community, and environment e.g., through field trips, visits to museums or the zoo.

### **E. Covid-19**

Covid-19 is an infectious disease caused by the most recently discovered Coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019 (Organization, World Health Organization (WHO), 2020). The coronavirus COVID-19 pandemic defines the

global health crisis of our time and the most significant challenge we have faced since World War Two. Since its emergence in Asia late the last year, the virus has spread to every continent except Antarctica. Cases are rising daily in Africa, the Americas, and Europe. Countries are racing to slow the spread of the virus by testing and treating patients, carrying out contact tracing, limiting travel, quarantining citizens, and cancelling large gatherings such as sporting events, concerts, and school. (UNDP, 2020).

From the above definition, it can be concluded that Covid-19 is a dangerous virus discovered in Wuhan, China, at the end of 2019. This virus can spread quickly so that it dramatically affects the activities in the world.

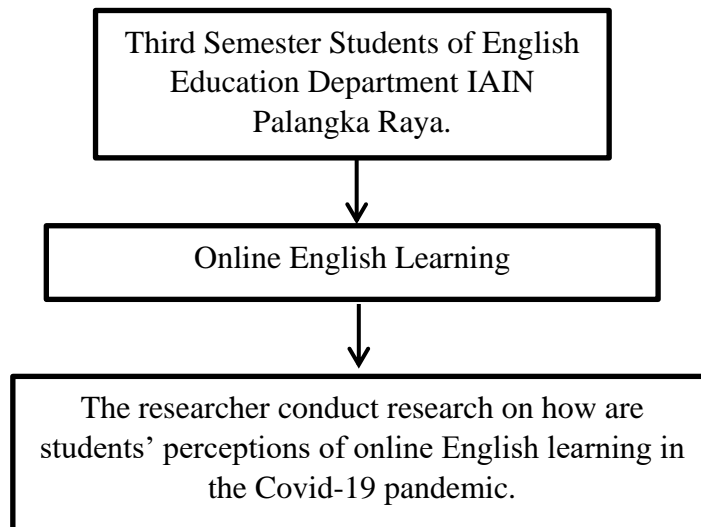
#### **F. Conceptual Framework**

This research focuses on analyzing how the teacher's and student's perception about online English learning in the Covid-19 pandemic of second semester students of English Education Department IAIN Palangka Raya.

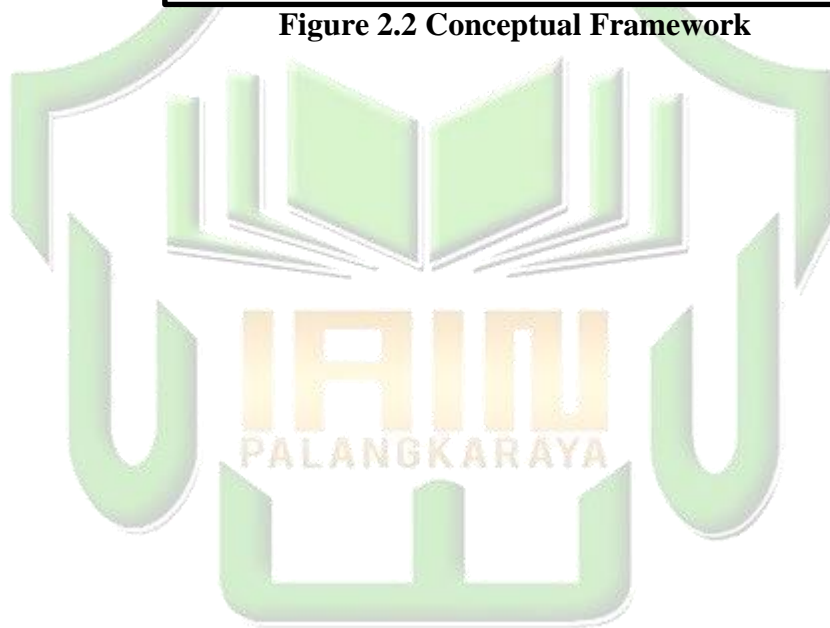
Online learning is carried out electronically using computer-based media and a network. In the middle of Covid-19 pandemic this time, the world of education as well as teachers and students are making more use of the online learning system provided by the government, so that teachers and students can easily learn anytime and anywhere without any limitations by space, time and place flexibility.

The conceptual framework of this research be design as the following figure

2.2 below;



**Figure 2.2 Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains the research method, subject of the study, source of data, research instrument, data collection procedure, method of verifications, and data analysis procedure.

#### **A. Research Design**

(Sukmadinata, 2016), stated that qualitative research is to describe and to analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups. Several descriptions are used to find the principles and explanations that lead to the conclusion. Qualitative research is inductive, researchers allow problems to arise from data or leave them open to interpretation. In addition, (Merriam, 2009) stated that qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. Many qualitative studies are aimed at describing and revealing. The results of this study enrich the literature with a description of situations that are very complex, also provides suggestions for further research. Other studies were more directed at providing explanations according participants' perceptions. The results of these studies can increase the understanding of the readers (Sukmadinata, 2016).

This type of research is a survey, while the method is descriptive analytical. Descriptive survey method is a research method that takes sample from a

population and use a questionnaire as a collection tool data. In this study data and information were collected from respondents by using a questionnaire. After the data is obtained then the results be presented descriptively and at the end of the study the description be analyzed about the facts, nature and relationship between symptoms with explanatory research (explanatory research). The survey was conducted by observing to obtain clear explanation of a particular problem in research. The research was carried out extensively and sought to find results immediately can be used for an action that is descriptive, namely describe things that contain facts whose function is to formulate and describe what happened. In general, this research goes through the stages of preliminary studies, model development and research hypotheses, data collection and processing so that finally the conclusion can be drawn as a result of analysis interpretation.

#### **B. Setting and Subjects of the Study**

Subjects in research are required to get the needed information. (Lodico et.al 2006) revealed “Depending on the types of questions asked, the researcher want to select the subjects so that they be able to provide the key information essential for the study”. It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question.

In this research, the researcher chooses third semester students of English Education Department IAIN Palangka Raya as the subject of this research. The

reasons why the researcher chooses third semester students of English Education Department IAIN Palangka Raya are: firstly, it is because the researcher is also studying in IAIN Palangka raya, so it will be more effiience to do the research. Secondly it is because the third semester students of English Education Department IAIN Palangka Raya has been studying through online learning since the Covid-19 outbreak cases in Indonesia, so it is appropriate for the researcher to analyze about the students perception on Online Learning During The Covid-19 Pandemic in IAIN Palangka Raya. The subjects were collected 29 people, including 25 females and 4 males. The following are the data of the participants:

*Participant Tables 3.1*

<b>Initial</b>	<b>Gender</b>	<b>Major</b>
<b>GNF</b>	Female	PBI'20
<b>MA</b>	Male	PBI'20
<b>TS</b>	Female	PBI'20
<b>Y</b>	Female	PBI'20
<b>SC</b>	Female	PBI'20
<b>ANS</b>	Female	PBI'20
<b>K</b>	Female	PBI'20
<b>IN</b>	Female	PBI'20
<b>F</b>	Female	PBI'20
<b>SFAP</b>	Female	PBI'20
<b>AE</b>	Female	PBI'20



<b>NK</b>	Female	PBI'20
<b>AM</b>	Male	PBI'20
<b>Y</b>	Female	PBI'20
<b>MR</b>	Female	PBI'20
<b>RA</b>	Female	PBI'20
<b>S</b>	Female	PBI'20
<b>A</b>	Female	PBI'20
<b>SS</b>	Female	PBI'20
<b>AANS</b>	Female	PBI'20
<b>IN</b>	Female	PBI'20
<b>RAZ</b>	Male	PBI'20
<b>DGP</b>	Female	PBI'20
<b>NW</b>	Female	PBI'20
<b>A</b>	Female	PBI'20
<b>ZKW</b>	Female	PBI'20
<b>TAR</b>	Female	PBI'20
<b>RF</b>	Male	PBI'20
<b>HLS</b>	Female	PBI'20

### C. Source of Data

The source of data in qualitative research can come from many sources such as interviews, observations, documents and audio-visual information (Creswell, 2014). There are two kinds of data sources (Ajayi, 2017), as follows:

Primary data is an original and unique data, which is directly collected by the researcher from a source such as survey, observations, documentation, questionnaire, personal interview etc. In collecting the source of data, the researcher uses several techniques. The researcher uses interview, questionnaire

and documentation as the results from the third semester students of English Education Department of IAIN Palangka Raya as primary data of this research. The researcher do an interview with open ended question by providing them to draw the conclusion of this research. The researcher use questionnaire with the close ended questions as the addition source to help researcher explains the research result. The researcher also use documentation techniques because the data from online interview using WhatsApp chat and the data from Questionnaire collected by google form data, the researcher do ccreen capture as the documentation.

Secondary data means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these data for some other purposes and at different time in the past. If the researcher uses the data, then these become secondary data for the current user. Secondary data are government publications, websites, books, journal articles etc. The researcher uses documentation such as a book, journal etc. that related to the study as secondary data in this research.

Sources of data were the results of interviews. In this study, the researcher found out and took the data from the student' perceptions about their online learning during the covid-19 pandemic. Therefore, the researcher collected the data of perceptions which might be expected to contribute to changes in some aspects of education especially for English education program.

#### **D. Research Instrument**

Instrument is tools that are required to get information. (Gay and Airasian 2000) stated that instrument is a tool that is used in collecting data. (Sugiyono 2008) stated that in qualitative research, the instrument is the researcher themselves. In this research, the researcher is the main instrument to collect and analyze the data. The primary instrument in this research is the researcher himself. Apart from the researcher as the primary instrument, the utterances from the interviews and questionnaire are a primary data for the researcher to analyze it directly. To do the analysis, the researcher is supported by other instruments such as journals/articles, internet, a dictionary, a smartphone, questionnaire, interview, and also document transcriptions which are relevant with the research.

In this research, the researcher used the questionnaire and interview to collect the data Students' perceptions of online learning during Covid-19 pandemic.

##### **1. Questionnaire**

Questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babie,1990).

There are two kinds of questionnaire; close-ended and open-ended questionnaire. Based on the explanation above, this research used closed-ended questionnaire to find out the reaction from the students about perception on online learning as the alternative way of learning in the midst of Covid-19. In close-ended questionnaire, possible answers are mentioned

in the questionnaire or schedule and the respondent or investigator ticks the category which best describes the answer of the respondent (Ary Donald Lucy Cheser Jacobs & Sorensen, 2010).

Likert scaling is a bipolar scaling method, measuring either positive or negative response to the statement. Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the researcher used the Likert scale, the interval scale also was used for coding for the questions (Beglar & Nemoto, 2014).

**Table 3.2 Likert scale**

Strongly Agree (SS)	Agree (S)	Neutral (N)	Disagree (TS)	Strongly Disagree (STS)
5	4	3	2	1

The following table 3.3 is the questionnaire. The researchers questionnaire has adopted from (Ermawati, 2020). The researcher chooses adopted from (Ermawati, 2020) because have similarity in research.

**Table 3.3**

**List Table of Questionnaire**

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The process of learning English is easier with online learning.					

2	English learning process is more fun with online learning.					
3	Online English learning makes the English learning process more effective in achieving learning objectives.					
4	Online English learning can increase students' interest in learning.					
5	Online English learning can improve students' understanding in learning.					
6	Online English learning can foster students' motivation in learning.					
7	Online English learning makes it easy to facilitate students in gathering assignments					

8	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems					
9	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.					
10	Online English learning can foster students' independent learning attitudes.					
11	Online English learning is learning that utilizes internet networks as a learning tool.					
12	Online English learning makes it easy for students or teachers to communicate and					

	interact anytime and anywhere.					
13	Online English learning can save times in the learning process.					
14	Online English learning is wasteful of internet data.					
15	Based on the sophistication of technology in this modern era, Online English learning can continue to be developed.					

After the researcher collecting all the data from the questionnaire, the researcher use simple percentage formula to find out The students' perceptions of online learning during the Covid-19 pandemic specifically third semester students of English education department of IAIN Palangka Raya.

The formula is figured out in a table as follow:

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

Notes :  
P=Percentage



F= Total responses on the statements

N= Total number of students as respondent

In qualitative research, the researcher must concern the truthfulness of the inquiry's findings of the study. The researcher had an obligation to represent the realities of the research accurate as possible in order to keep that credibility. In order to support the data credibility in getting the valid data, the researcher used triangulation theories. The researcher use more than one instrument as the data collection, documentations, and theories that has been written in the literature review.

## 2. Interview

Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary Donald Lucy Cheser Jacobs & Sorensen, 2010).

Meanwhile, Sugiyono stated that, there are three kinds of the interview namely, structured interview, semi structure interview, and unstructured interview. In this study, the researcher used unstructured interview. According to Sugiyono defines that, "Unstructured interview is an interview that is free where researchers do not use the interview guides that have been arranged in a systematic and complete collection. Interview guides that are used only in the form outlines the issues to be asked" (Sugiyono, (2007).

In this research, the researcher doing the personal interview by chat using an online application (WhatsApp). Researcher as the interviewer giving them several open-ended questions during the interview. The researcher provide the lists in a table, and giving a code to the third Semester Students of English Education Department of IAIN Palangka raya who already chosen as the subject. In encoding the data, the first student given a code (S1) followed by next students which is coded as S2,S3,S4, etc. The following in table 3.1 and 3.2 are the data coding.

**Table 3. 4**  
**Interviewe lists**

<b>No</b>	<b>Students' code</b>	<b>Present</b>
<b>01</b>	<b>S1</b>	<input type="checkbox"/>
<b>02</b>	<b>S2</b>	<input type="checkbox"/>
	<b>S-N</b>	<b>.....</b>

Notes:

- a. The numeral 01, 02, 03...are used to show the order of the data number.
- b. The numeral S1, S2...are used to show the member's code.

**Table 3. 5**  
**Interview Section**

<b>No</b>	<b>Students' code</b>	<b>OE-Questions</b>	<b>Responses</b>
<b>01</b>	<b>S1</b>	<b>How is the teaching and learning going during the pandemic?</b>	<b>R1:</b>

<b>02</b>	<b>S2</b>	<b>What are applications that you use on online learning during Covid-19 pandemic?</b>	<b>R2:</b>
<b>03</b>	<b>S3</b>	<b>What do you think about the online learning going during the pandemic? Does it able to attract your attention as student?</b>	<b>R3:</b>
<b>04</b>	<b>S4</b>	<b>Does the online learning successfully meet your expectations and develop your skills?</b>	<b>R4:</b>
<b>05</b>	<b>S5</b>	<b>What is your expectation on current learning condition?</b>	<b>R5:</b>
	<b>S-N</b>		

Notes:

- a. The numeral 01, 02, 03...are used to show the order of the data number.
- b. The numeral S1, S2...are used to show the member's code.
- c. OE= Open Ended Question
- d. The numeral R1.R2,...etc are used to show the members responses.

Lincoln and guba in (Sanapiah, Faisal, 1990), said there are seven steps in the use of interviews to collect data in qualitative research, namely:

1. The Research make a group contain 29 students and ask them about Online learning.
2. Set up the problem issues that will be the talk.
3. Initiate or open the interview flow.

4. Establish the interview flow.
5. Confirm overview of the results of the interview in the note field.
6. Write down the result of the interview in the note field.
7. Identify follow-up interviews have been obtained.

The researcher Classifies five types of questions that are interrelated, namely:

1. Questions relating to the experience used Online learning during Covid-19 pandemic.
2. Questions relating to opinions used Online learning during Covid-19 pandemic.
3. Questions that deal with feelings used Online learning during Covid-19 pandemic.
4. Questions relating the benefit used Online learning during Covid-19 pandemic.
5. Questions relating how Online learning going during Covid-19 pandemic.

There are 5 questions in English while in order to make student understand well the researcher translate them into Indonesia. The interview covers the students' perception on Online learning during Covid-19 pandemic.

### 3. Documentation

(Ary Donald Lucy Cheser Jacobs & Sorensen, 2010), said that documents refer of a wide range of written, physical, and visual materials, including what other authors my term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official documents such as files, reports, memorandums, or minutes; or popular culture documents such as books, movies, and videos. Furthermore, document analysis may include written or text-based artifacts (textbooks, novels, newspapers, minutes of meetings, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mails, etc.) or of unwritten documents (photographs, audiotapes, videotapes, digital pictures, webpages, musical performances, political speeches on television, YouTube videos, virtual world environments, etc.). In this Research, some of documents were used such as notes from the interview, pictures and other documents related to the study are used to collect the data.

#### **E. Data Collection Procedure**

The researcher collected the data from students. The data were obtained from interview and questionnaire. The questionnaire data is taken on August 11, 2021 and interview data is taken on August 21, 2021. Here are some steps which the researcher used to collect the data;

First is the researcher choosing class A in the third semester of the 2020 class, because this class has been doing online learning for the last 2 years.

Second is the researcher asked permission to enter their class group's WhatsApp, to distribute the link to the Google Form Questionnaire. the researcher give them a questionnaire by using Google form as the platform to collecting the data.

After that, the researcher analyzed the data from the questionnaire and made conclusion about the data.

Then, the researcher doing the personal interview by chat using an online chatting application (WhatsApp). Researcher as the interviewer giving them severals open-ended questions during the interview.

Last, the researcher analyze the data gave conclusion from the result.

## **F. Data Analysis Procedure**

Bogdan cited in (Sugiyono (2015) stated that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". In short, data analysis is systematically process to analyze data which have been collected.

In this research, the researcher analyzed the data using three concurrent flows including data reduction, data display and drawing conclusion/verification ( Miles & Hubberman, 1994).

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes

or transcription (Miles & Hubberman, 1994). The purpose of data reduction is to simplify the data obtained during data collection in the field.

In this research, the researcher collected the data about students' perceptions of online learning through interview, questionnaire and documentation and then transcribed the data. The irrelevant data which were not related to research questions were discharged. Then, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

## **2. Data Display**

After reducing the data, the next step is displaying the data. According to (Miles & Hubberman, 1994) data presentation is a collection of organized information that gives the possibility of drawing conclusions. This step was done by presenting a set of information that is structured and possibility of drawing conclusion, because the data obtained during the process of qualitative research usually in form of narrative, thus requiring simplification without reducing its contents.

## **3. Conclusion Drawing / Verification**

Conclusion or verification is the final stage in the data analysis process. In qualitative research the conclusion characteristic is temporary. It can change if the researcher does not find strong evidence to support the next collecting data. Therefore, "Final" conclusion may not appear until the data collection is over (Miles & Hubberman, 1994) However, if the conclusion in the previous data can be evidenced by validity and consistency when the



researcher is going back to the field, so the conclusion is credible. In this research, the researcher made conclusion from the data display.

## **G. Data Endorsement**

According to (Moleong Lexy J, 2001) a way to get the data as follows:

Triangulation is checking up the validity of the data by comparing the sources of the data until saturate time. Peer debriefing discuss the data and the informant collect from various sources.

According to (Sugiyono, 2015) data can be collect in this study suitable in reality. It is done to keep that the collect the true data and responsible. There are four techniques to determine the validity of data, namely credibility, transferability, dependability, and conformability.

### **1. Credibility**

In test of data credibility or internal validity, the data must be admitting and receive the truth by information source from the field of the study. To effort in order that the truth of result of the students believe, it is support by some ways as follow:

#### **a. The extension Observation**

After finish the study, the writer rechecks the data which get from the source of data.

#### **b. Triangulation**

It is examining validity of the data to the source of the data by observation, questionnaire, and documentation.

#### **c. Member check**

The objective of member check is to inform and confirm the data result to the subject of the study before writing the report of the study. The data result must be suitable with the subject of the study or subject of data as respondents or informants.

## **2. Transferability**

Transferability related to the questions how far the result of the study could be applying by the other people on another context. It means that the researcher gives detail description about the result of the study that someone read the result of back or not the study in next time.

## **3. Dependability**

Dependability examining conduct by auditing all of study process to prove the data reliability. Therefore, the researcher must be focus to the problems, determine the source of data, analyze the data, examine the validity of data and made conclusion of data. The purposes of this technique are the researcher give the true report of the research: the result and process must be balance.

## **4. Conformability**

The conformability is reach by asking preparation of advisor to check the process of the study, standard of the truth of the data and the result that is get and use to make the report. Both conformability and dependability could be done together on the research.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In order to obtain the answer for the research question of this study, qualitative research was applied as the analysis of the students' perceptions of the on online learning during the Covid-19 pandemic. This chapter focuses on the data analysis including the findings.

#### A. Data Presentation

The findings of the study are presented below. The discussion consists of two parts. The first part presents students' related responses toward questionnaire. The second part is related to the interview result.

- Questionnaire

The percentage calculation of the questionnaire result on the Analysis of the students' Perceptions of the on online learning during the covid-19 pandemic. Researcher took 29 participants, because of physical distancing so questionnaire was taken when the researcher shared link of google form through WhatsApp on Monday, August 16, 2021 at IAIN Palangka Raya. The result of questionnaire was described in table 4.1.

**Table 4.1**  
**Questioner Result**

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1.	The process of learning English is easier with online learning.	3 10,3 %	6 20,7 %	15 51,7 %	4 13,8 %	1 3,4%	29 (100 %)
2.	English learning process is more fun with online learning.	3 10,3 %	6 20,7 %	13 44,8 %	5 17,2 %	2 6,9%	29 (100 %)
3.	Online English learning makes the English learning process more effective in achieving learning objectives.	4 13,8 %	7 24,1 %	14 48,3 %	4 13,8 %	0 0%	29 (100 %)
4.	Online English learning can increase students' interest in learning.	3 10,3 %	5 17,2 %	17 58,6 %	4 13,8 %	0 0%	29 (100 %)
5.	Online English learning can improve students' understanding in learning.	2 6,9%	7 24,1 %	10 34,5 %	10 34,5 %	0 0%	29 (100 %)
6.	Online English learning can foster students' motivation in learning.	1 3,4%	6 20,7 %	14 48,3 %	7 24,1 %	1 3,4%	29 (100 %)

7.	Online English learning makes it easy to facilitate students in gathering assignments	0 0%	6 20,7 %	10 34,5 %	11 37,9 %	2 6,9%	29 (100 %)
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems	0 0%	2 6,9%	3 10,3 %	18 62,1 %	6 20,7 %	29 (100 %)
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.	0 0%	3 10,3 %	8 27,6 %	14 48,3 %	4 13,8 %	29 (100 %)
10	Online English learning can foster students' independent learning attitudes.	0 0%	1 3,4%	20 69%	5 17,2 %	3 10,3 %	29 (100 %)
11	Online English learning is learning that utilizes internet networks as a learning tool.	0 0%	0 0%	10 34,5 %	14 48,3 %	5 17,2 %	29 (100 %)

12	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.	0 0%	5 17,2 %	8 27,6 %	15 51,7 %	1 3,4%	29 (100 %)
13	Online English learning can save times in the learning process.	0 0%	2 6,9%	9 31%	15 51,7 %	3 10,3 %	29 (100 %)
14	Online English learning is wasteful of internet data.	0 0%	1 3,4%	8 27,6 %	13 44,8 %	7 24,1 %	29 (100 %)
15	Based on the sophistication of technology in this modern era, Online English learning can continue to be developed.	0 0%	2 6,9%	12 41,4 %	10 34,5 %	5 17,2 %	20 (100 %)

Based on the results above, the researcher found out the data as follow. From the results of the questionnaire above, it can be seen that The process of learning English is easier with online learning as many as 10,3% of respondents chose a total strongly disagree of 29 respondents, which means that 3 respondents chose the statement, 20,7% chose a total disagree of 29 respondents whom This means that 6 respondent chose the statement, 51,7% chose neutral from the 29 respondents, which means that 15 respondents chose the statement;

neutral it was the statement that shows the middle between agreeing and disagreeing with the statement asked by the researcher. In this case, the participants choose neutral because they were neither agree or disagree with the statement. 13,8% chose total to agree from 29 respondents, which means that 4 respondents chose the statement and 3,4% chose strongly agree from 29 respondents which means as many as 1 respondent who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that the process of learning English is easier with online learning.

From the results of the questionnaire above, it can be seen that English learning process is more fun with online learning as much as 10.3% of respondents chose a total strongly disagree from 29 respondents, which means that 3 respondent chose the statement, 20,7% chose a total to disagree of 29 respondents which means 6 respondent who chose the statement, 44,8% chose neutral in total from 29 respondents, which means that 13 respondents chose the statement, 17,2% chose total agree from 29 respondents, which means that 5 respondents chose the statement and 6,9% chose strongly agree. From total of 29 respondents, which means as many as 2 respondents who chose the statement.



So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that English learning process is more fun with online learning.

From the results of the questionnaire above, it can be seen that Online English learning makes the English learning process more effective in achieving learning objectives as much as 13,8% of respondents chose a total strongly disagree from 29 respondents, which means that 4 respondent chose the statement, 24,1% chose a total to disagree of 29 respondents which means 7 respondent who chose the statement, 48,3% chose neutral in total from 29 respondents, which means that 14 respondents chose the statement, 13,8% chose total agree from 29 respondents, which means that 4 respondents chose the statement and 0% chose strongly agree. From total of 29 respondents, which means as many as 0 respondents who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that Online English learning makes the English learning process more effective in achieving learning objectives.

From the results of the questionnaire above, it can be seen that Online English learning can increase students' interest in learning as much as 10,3% of respondents chose a total strongly disagree from 29 respondents, which means that 3 respondent chose the statement, 17,2%

chose a total to disagree of 29 respondents which means 5 respondent who chose the statement, 58,6% chose neutral in total from 29 respondents, which means that 17 respondents chose the statement, 13,8% chose total agree from 29 respondents, which means that 4 respondents chose the statement and 0% chose strongly agree. From total of 29 respondents, which means as many as 0 respondents who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that Online English learning can increase students' interest in learning.

From the results of the questionnaire above, it can be seen that Online English learning can improve students' understanding in learning as much as 6,9% of respondents chose a total strongly disagree from 29 respondents, which means that 2 respondent chose the statement, 24,1% chose a total to disagree of 29 respondents which means 7 respondent who chose the statement, 34,5% chose neutral in total from 29 respondents, which means that 10 respondents chose the statement, 34,5% chose total agree from 29 respondents, which means that 10 respondents chose the statement and 0% chose strongly agree. From total of 29 respondents, which means as many as 0 respondents who chose the statement.

So, it can be concluded that the respondents chose to neutral and strongly agree have the same percentage for the statement seen that Online English learning can improve students' understanding in learning.

From the results of the questionnaire above, it can be seen that Online English learning can foster students' motivation in learning as much as 3,4% of respondents chose a total strongly disagree from 29 respondents, which means that 1 respondent chose the statement, 20,7% chose a total to disagree of 29 respondents which means 6 respondent who chose the statement, 48,3% chose neutral in total from 29 respondents, which means that 14 respondents chose the statement, 24,1% chose total agree from 29 respondents, which means that 7 respondents chose the statement and 3,4% chose strongly agree. From total of 29 respondents, which means as many as 1 respondent who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that Online English learning can foster students' motivation in learning.

From the results of the questionnaire above, it can be seen Online English learning makes it easy to facilitate students in gathering assignments as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the

statement, 20,7% chose a total to disagree of 29 respondents which means 6 respondent who chose the statement, 34,5% chose neutral in total from 29 respondents, which means that 10 respondents chose the statement, 37,9% chose total agree from 29 respondents, which means that 11 respondents chose the statement and 6,9% chose strongly agree. From total of 29 respondents, which means as many as 2 respondents who chose the statement.

So, it can be concluded that the respondents chose to agree as to the most answers for the statement seen that Online English learning makes it easy to facilitate students in gathering assignments.

From the results of the questionnaire above, it can be seen Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 6,9% chose a total to disagree of 29 respondents which means 2 respondent who chose the statement, 10,3% chose neutral in total from 29 respondents, which means that 3 respondents chose the statement, 62,1% chose total agree from 29 respondents, which means that 18 respondents chose the statement and 20,7% chose strongly agree. From total of 29 respondents, which means as many as 6 respondents who chose the statement.

So, it can be concluded that the respondents chose to agree as to the most answers for the statement seen that Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.

From the results of the questionnaire above, it can be seen Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 10,3% chose a total to disagree of 29 respondents which means 3 respondent who chose the statement, 27,6 % chose neutral in total from 29 respondents, which means that 8 respondents chose the statement, 48,3 % chose total agree from 29 respondents, which means that 14 respondents chose the statement and 13,8% chose strongly agree. From total of 29 respondents, which means as many as 4 respondents who chose the statement.

So, it can be concluded that the respondents chose to agree as to the most answers for the statement seen that Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.

From the results of the questionnaire above, it can be seen Online English learning can foster students' independent learning attitudes as

much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 3,4% chose a total to disagree of 29 respondents which means 1 respondent who chose the statement, 69 % chose neutral in total from 29 respondents, which means that 20 respondents chose the statement, 17,2 % chose total agree from 29 respondents, which means that 5 respondents chose the statement and 10,3% chose strongly agree. From total of 29 respondents, which means as many as 3 respondents who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that Online English learning can foster students' independent learning attitudes.

From the results of the questionnaire above, it can be seen Online English learning is learning that utilizes internet networks as a learning tool as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 0% chose a total to disagree of 29 respondents which means 0 respondent who chose the statement, 34,5 % chose neutral in total from 29 respondents, which means that 10 respondents chose the statement, 48,3 % chose total agree from 29 respondents, which means that 14 respondents chose the statement and 17,2% chose strongly agree. From total of 29 respondents, which means as many as 5 respondents who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that Online English learning is learning that utilizes internet networks as a learning tool.

From the results of the questionnaire above, it can be seen Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 17,2% chose a total to disagree of 29 respondents which means 5 respondent who chose the statement, 27,6 % chose neutral in total from 29 respondents, which means that 8 respondents chose the statement, 51,7 % chose total agree from 29 respondents, which means that 15 respondents chose the statement and 3,4% chose strongly agree. From total of 29 respondents, which means as many as 1 respondent who chose the statement.

So, it can be concluded that the respondents chose to agree as to the most answers for the statement seen that Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.

From the results of the questionnaire above, it can be seen Online English learning can save times in the learning process as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 6,9% chose a total



to disagree of 29 respondents which means 2 respondent who chose the statement, 31 % chose neutral in total from 29 respondents, which means that 9 respondents chose the statement, 51,7 % chose total agree from 29 respondents, which means that 15 respondents chose the statement and 10,3 % chose strongly agree. From total of 29 respondents, which means as many as 3 respondents who chose the statement.

So, it can be concluded that the respondents chose to agree as to the most answers for the statement seen that Online English learning can save times in the learning process.

From the results of the questionnaire above, it can be seen Online English learning is wasteful of internet data as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 3,4% chose a total to disagree of 29 respondents which means 1 respondent who chose the statement, 27,6 % chose neutral in total from 29 respondents, which means that 8 respondents chose the statement, 44,8 % chose total agree from 29 respondents, which means that 13 respondents chose the statement and 24,1 % chose strongly agree. From total of 29 respondents, which means as many as 7 respondents who chose the statement.

So, it can be concluded that the respondents chose to agree as to the most answers for the statement seen that Online English learning is wasteful of internet data.

From the results of the questionnaire above, it can be seen Based on the sophistication of technology in this modern era, Online English learning can continue to be developed as much as 0% of respondents chose a total strongly disagree from 29 respondents, which means that 0 respondent chose the statement, 6,9% chose a total to disagree of 29 respondents which means 2 respondent who chose the statement, 41,4 % chose neutral in total from 29 respondents, which means that 12 respondents chose the statement, 34,5% chose total agree from 29 respondents, which means that 10 respondents chose the statement and 17,2 % chose strongly agree. From total of 29 respondents, which means as many as 5 respondents who chose the statement.

So, it can be concluded that the respondents chose to neutral as to the most answers for the statement seen that Based on the sophistication of technology in this modern era, Online English learning can continue to be developed.

- **Interview**

Interviews were conducted with 29 informants who were considered as representative of the problem in this study, in this case, 29 students' perceptions from English education study program of IAIN Palangka

Raya in academic year 2021/2022. There are 5 main questions that the researcher asked to the participants/informants to know how are their perception on the online learning during covid-19 pandemic, the Protocol at the follows. Interview is explained to follow;

- 1) How is the teaching and learning going during the pandemic?
- 2) What are applications that you use on online learning during Covid-19 pandemic?
- 3) What do you think about the online learning going during the pandemic? Does it able to attract your attention as student?
- 4) Does the online learning successfully meet your expectations and develop your skills?
- 5) What is your expectation on current learning condition?

In presenting the data, the researcher used codes as follow:

**Q:** stand as the question of the interview

**R:** stand as the answer of the interview

The first question, the researcher wanted to know how the students' learning going during the pandemic.

**Q1** : How is the teaching and learning going during the pandemic?

**R1** :

**GNF** : *“Saya harus mengatakan bahwa saya menikmati semua kemajuan belajar mengajar selama pandemi dari semua kuliah saya. Tapi*

*selain belajar dengan mendengarkan penjelasan dosen tentang materi, ada banyak waktu di mana saya harus belajar sendiri sendirian yang agak membingungkan bagi saya. Tapi saya masih bisa mengerti dengan bertanya dan berdiskusi tentang materi dengan teman saya jadi itu bukan masalah besar.”* (I must say that I do enjoy all the teaching and learning progress during the pandemic from all of my lectures. But other than learning by listening to the lecturer explanation about the materials, there’s a lot of time where I have to just learn it alone all by myself which is kind of confusing for me. But I still managed to understand by asking and discussing about the materials with my friend so it’s not really a big problem.)

**MA** : *“Proses belajar mengajar selama pandemi tidak terlalu sulit karena kita menggunakan pembelajaran online.”* (The teaching and learning process during the pandemic is not too difficult because we use online learning.)

**TS** : *“Tidak buruk.”* (Not bad.)

**Y** : *“Untuk proses belajar mengajar selama pandemi, semua seperti berjalan serba cepat dan instant karena memakai sistem belajar online. Berbeda dengan proses belajar mengajar tatap muka yang mungkin lebih rumit. Seperti pengumpulan assigment.”* (The teaching and learning process during the pandemic, everything seems to run fast and instant because it uses an online learning

system. In contrast to the face-to-face teaching and learning process which may be more complicated. Like collecting assignments.)

**SC** : *“Menurut saya pembelajaran online selama 2 tahun ini, belum ada masalah yang benar-benar serius dari segi jaringan aman-aman saja. Mungkin dari segi perangkat yang saya gunakan sering penuh karena penyimpanan keperluan kuliah.”* (In my opinion online learning for these 2 years, there has been no really serious problem in terms of a secure network. Maybe in terms of the device that I use is often full because of the storage for college purposes.)

**ANS** : *“Kegiatan pembelajaran daring yang umumnya dilakukan oleh guru melalui aplikasi media sosial berupa WhatsApp dan zoom. Kegiatan belajar dan mengajar dilakukan dengan cara mengirim teks, video, rekaman suara, dan power point, kepada siswa.”* (Online learning activities are generally carried out by teachers through social media applications such as WhatsApp and zoom. Learning and teaching activities are carried out by sending texts, videos, voice recordings, and power points, to students.)

**K** : *“Selama ini berjalan begitu saja, kadang hilang sinyal, suara dosennya putus-putus, yaah begitulah masalah jaringan dalam pembelajaran online.”* (So far it just goes on like that, sometimes the signal is lost, the lecturer's voice is intermittent, yeah that's how the network problem in online learning.)

- IN** : *“Belajar online ternyata seru juga, tidak perlu keluar rumah.”*  
(Learning online is fun too, no need to leave the house.)
- F** : *“Dalam proses pembelajaran semasa pandemi covid 19 ini banyak sekali kendala misalnya jaringan dan terkadang membuat pembelajaran terhambat.”* (In the learning process during the COVID-19 pandemic, there are many obstacles, such as networks and sometimes hindering learning.)
- SFAP** : *“Proses pembelajaran secara online mengalir begitu saja, suka tidak suka harus suka, paham tidak paham harus menguasai materi yang diajarkan. Walau sebenarnya pembelajaran online ini sepenuhnya Kembali pada diri sendiri jika ingin berkembang.”* (The online learning process just flows, like it or not, you have to like it, you don't have to master the material being taught. Even though this online learning is completely back to yourself if you want to grow.)
- AE** : *“Kuliah online menurut saya cukup membantu, tapi tidak lebih baik dari kuliah offline.”* (I think online learning is quite helpful, but not better than offline learning.)
- NK** : *“Kuliahnya online, selama ini menurut saya berjalan dengan baik, untuk masalah jaringan dan kendala lainnya biasa saja menurut saya.”* (The learning is online, so far, I think it's going well, for network problems and other problems it's normal in my opinion.)

**AM** : *“Kegiatan Proses belajar mengajar selama pandemi lumayan enak. Walaupun ada kelebihan dan kekurangannya. Kelebihan nya kita bisa belajar dari jarak jauh. Dan kekurangannya di masalah jaringan. Misal jaringan ada gangguan susah mengikuti pelajaran.”*

(Activities The teaching and learning process during the pandemic is quite good. Although there are advantages and disadvantages. The advantage is that we can learn from a distance. And the drawback is in the network problem. For example, the network has a problem, it is difficult to follow the lesson.)

**Y** : *“Selama pandemic, kuliahnya Online menggunakan Aplikasi.”*

(During the pandemic, is Learning online using the application.)

**MR** : *“Masih online.”* (Still online learning.)

**RA** : *“Belum bisa tatap muka, jadi hanya belajar dirumah, kadang hanya dikasih tugas, kadang masuk kelas online.”* (I can't meet face to face, so I only study at home, sometimes I'm just given assignments, sometimes I go to online classes.)

**S** : *“Terhiutng 2 tahun ini semuanya masih online, kuliah dan bercengkrama dengan kawan-kawan kelas pun masih via online.”*

(For the past 2 years, everything is still online, studying and chatting with classmates is still online.)

**A** : *“Proses pembelajaran selama pandemi ini dilakukan secara daring, karena belum diperbolehkan untuk melaksanakan*



*pembelajaran secara tatap muka.*” (The learning process during this pandemic was carried out boldly, because it was not allowed to do face-to-face learning.)

**SS** : *“Masih dilakukan secara online. Hampir sama dengan tatap muka, hanya saja caranya yang berubah, biasanya kita menyetor uang untuk membeli bensin kendaraan agar bisa berangkat ke kampus, kini berganti kita harus menyetor uang untuk internet agar bisa mengikuti kuliah online.”* (Still done online. It's almost the same as face-to-face, it's just that the method has changed, usually we set aside money to buy vehicle gasoline so we can go to campus, now it's changed we have to set aside money for the internet so we can take online lectures.)

**AANS** : *“Belajar-mengajar di masa pandemi sebenarnya ada kesulitannya juga ada yang mudahnya. Saya mudah memahami materi pembelajaran yang diberikan di kelas online. Kesulitannya adalah ketika jaringan terkadang mengalami kesalahan.”* (Teaching and learning during a pandemic actually have difficulties and some are easy. I easily understand the learning materials given in online classes. The difficulty is when the network sometimes crashes.)

**IN** : *“Dilakukan secara online dan semakin membosankan, sudah banyak mahasiswa yang ingin kembali ke kampus, termasuk saya.”*

(It's done online and it's getting boring, many students want to go back to campus, including me.)

**RAZ** : *“Bisa dibilang cukup baik pembelajaran selama pandemi ini karena daring, jadi kita harus kreatif ketika mengerjakan tugas dengan menggunakan barang barang dirumah. Tapi tentu saja ada kendalanya seperti sinyal dan kuota, punya kuota belum tentu sinyalnya bagus.”* (It could say that learning during this pandemic is pretty good because it's online, so we have to be creative when doing tasks using items at home. But of course, there are obstacles such as signals and quotas, having a quota is not necessarily a good signal.)

**DGP** : *“Cukup berjalan baik walau ada beberapa kendala seperti jaringan yang tidak selalu bagus dan kuota yang semakin banyak diperlukan.”* (It's running well even though there are some obstacles such as the network is not always good and more and more quota is needed.)

**NW** : *“Pembelajaran selama pandemi ini menantang saya agar belajar lebih giat, karena sebelumnya belum pernah merasakan belajar online.”* (Learning during this pandemic has challenged me to study harder, because I've never experienced online learning before.)

- A** : *“Terkadang kalau mengikuti pembelajaran online ini seru, kadang juga membosankan sampai tertidur.”* (Sometimes taking online learning is fun, sometimes it's boring until you fall asleep.)
- Zkw** : *“Yaa seperti biasanya...kami masih kuliah online.”* (Yaa... like usually, we still study with for online class)
- TAR** : *“Menurut saya pembelajaran Online selama pandemi ini kurang efisien. Terutama pada waktu dan terkendala jaringan.”* (I think online learning during this pandemic is less efficient. Especially on time and network constraints.)
- RF** : *“Selama pandemic ini pembelajaran online, saya merasa sering khawatir takut jaringan saya bermasalah.”* (During this online learning pandemic, I often feel worried that my network will have problems.)
- HLS** : *“Cukup baik, selama pembelajaran online saya jadi lebih sering menggunakan laptop untuk belajar tidak hanya menonton film dan mendengarkan musik”* (Good enough, during online learning I use my laptop more often to study, not just watching movies and listening to music.)

It can be concluded that all of students said the teaching and learning going during the pandemic used online learning method.

The second question, the researcher wanted to know What are the Applications that the students use.

**Q2** : What are the applications that you use on online learning during Covid-19 pandemic?

**R2** :

**GNF** : “*Zoom meeting, google meet, U dictionary, KBBI, dan kadang google translate.*” (Zoom meeting, google meet, U dictionary, KBBI, and sometimes google translate.)

**MA** : “*Saya sendiri menggunakan aplikasi WhatsApp, google meet, zoom meeting, telegram.*” (I myself use the WhatsApp application, google meet, zoom meeting, telegram dan juga simak.)

**TS** : “*Saya menggunakan, WhatsApp Group, Edmodo, zoom, google meet.*” (I use, Whatsapp Group, Edmodo, Zoom, Google Meet.)

**Y** : “*Biasanya, zoom meeting dengan Google meet.*” (Usually zoom meeting with Google meet.)

**SC** : “*Saya menggunakan 8-9 aplikasi tergantung penggunaan bersama dosen. Seperti, Youtube untuk menonton materi video, zoom, google meet, canvas, Edmodo, gremio, simak dan WhatsApp.*” (I use 8-9 applications depending on the use with lecturers. Like, YouTube to watch video material, zoom, google meet, canvas, Edmodo, gremio, listen and WhatsApp.)

**ANS** : “*Aplikasi yang digunakan dalam pembelajaran online kami memakai zoom, WhatsApp group, google meet, Edmodo dan*

*classroom.*” (The applications used in our online learning use zoom, WhatsApp groups, google meet, Edmodo and classroom.)

**K** : “Zoom, Edmodo, Google meet, WhatsApp group. Itu aja, ada juga aplikasi yang lain tapi hanya untuk mengumpul tugas”. (Zoom, Edmodo, Google meet, WhatsApp groups. That's all, there are also other applications but only for collecting assignments.)

**IN** : “Kadang menggunakan Zoom, kadang menggunakan Whatsapp, kadang menggunakan Edmodo, kadang menggunakan Google meet.” (Sometimes using Zoom, sometimes using WhatsApp, sometimes using Edmodo, sometimes using Google meet.)

**F** : “Saya biasanya menggunakan aplikasi seperti Zoom, Google Meet, Edmodo, Gnomio, Canvas, Classroom, and WhatsApp Grup” (I usually use apps like Zoom, Google Meet, Edmodo, Gnomio, Canvas, Classroom, and WhatsApp Groups.)

**SFAP** : “Kami menggunakan banyak aplikasi, tapi yang sering digunakan Zoom dengan WhatsApp Group.” (We use a lot of apps, but the ones we use frequently are Zoom with WhatsApp Groups.)

**AE** : “Biasanya menggunakan aplikasi zoom meeting, whatsapp group, edmodo.” (Usually use the Zoom meeting application, WhatsApp group, Edmodo.)

- NK** : *“Untuk mengikuti proses belajar mengajar, menggunakan aplikasi zoom, kadang Cuma WhatsApp group, untuk absensi lewat Simak.”*  
(To follow the teaching and learning process, use the zoom application, sometimes only WhatsApp group, for attendance via Simak.)
- AM** : *“Untuk aplikasi sendiri saya menggunakan 2 aplikasi yaitu yang pertama aplikasi Zoom dan yang kedua Aplikasi Google Meet.”* (For application use, I use 2 applications, the first is the Zoom application and the second is the Google Meet application.)
- Y** : *“Masih online.”* (Still online learning.)
- MR** : *“Kami menggunakan beberapa aplikasi untuk memenuhi kebutuhan belajar online, seperti WhatsApp, Zoom, Google meet dan Edmodo.”* (We use several applications to meet online learning needs, such as Whatsapp, Zoom, Google meet and Edmodo.)
- RA** : *“Menggunakan Zoom meeting, WhatsApp group.”* (Using Zoom meeting, WhatsApp group.)
- S** : *“Biasanya kami menggunakan, Zoom, Google Meeting, Edmodo, Whatsapp, dan lain-lain.”* (Usually, we are using, Zoom, Google Meeting, Edmodo, WhatsApp, etc.)
- A** : *“Aplikasi yang digunakan pada saat pembelajaran online selama pandemi ini adalah zoom, google meet, dan juga WhatsApp.”*

(Applications used during online learning during this pandemic are zoom, google meet, and also WhatsApp.)

**SS** : *“Biasanya menggunakan WhatsApp, Edmodo, simak, goolge meet, tapi simak hanya untuk kehadiran dan mengumpulkan tugas. Aplikasi yang sering digunakan zoom meeting.”* (Usually use WhatsApp, Edmodo, Simak, google meet, but Simak only for attendance and collecting assignments. Applications that are often used zoom meeting.)

**AANS** : *“Aplikasi yang saya gunakan untuk belajar online di masa pandemi seperti Edmodo, Google meet, Zoom, dan beberapa aplikasi untuk membantu saya belajar di rumah seperti IELTS Practice.”* (Applications that I use on online learning during the pandemic is like Edmodo, Google meet, Zoom, and some applications to help me study at home like IELTS Practice.)

**IN** : *“Zoom meeting, kadang hanya melewati WhatsApp group.”* (Zoom meeting, kadang hanya melewati WhatsApp group.)

**RAZ** : *“Menggunakan Zoom, Google Meet, Group WA.”* (Using Zoom, Google Meet, Group WA.)

**DGP** : *“Banyak sekali aplikasi yang digunakan, contoh nya zoom, gmeet, edmodo, canvas student, dan gnomio.”* (There are so many applications that are used, for example zoom, gmeet, edmodo, canvas student, and gnomio.)



- NW** : “*Menggunakan WhatsApp, zoom, Edmodo, YouTube, google meet.*” (Using WhatsApp, zoom, Edmodo, YouTube, google meet.)
- A** : “*Aplikasi WhatsApp, Aplikasi Zoom, Aplikasi Edmodo, dan banyak lagi.*” (WhatsApp App, Zoom App, Edmodo App and many more.)
- Zkw** : “*Kami menggunakan WhatsApp Group, Google Meet, Zoom, YouTube, G-mail and Edmodo.*” (We are using WhatsApp Group, Google Meet, Zoom, YouTube, G-mail and Edmodo.)
- TAR** : “*Aplikasi yang saya gunakan, zoom, google meet, WhatsApp grup dan simak. Teruntuk Simak hanya untuk kehadiran dan pengumpulan tugas*” (Applications I use, zoom, google meet, whatsapp groups and listen. For Listening only for attendance and assignment collection.)
- RF** : “*Kami biasanya menggunakan aplikasi Zoom, WhatsApp, Edmodo, google meet.*” (We usually use the application Zoom, WhatsApp, Edmodo, google meet.)
- HLS** : “*Biasanya menggunakan Zoom, WhatsApp Group dan Edmodo, tapi masih banyak lagi aplikasi pendukung untuk absen dan pengumpulan tugas. Cuma untuk kegiatan pembelajaran pake zoom.*” (Usually use Zoom, WhatsApp Group and Edmodo, but

there are many more supporting applications for attendance and task collection. Only for learning activities using zoom.)

it can be concluded the online learning use Zoom meeting, Google meet, WhatsApp Group, Edmodo, Telegram, Canvas, Gremio and Simak. The using application in online learning is depends by the lecturers. And the most application used is Zoom meeting and Google meet.

The Third question, the researcher wanted to know What are the students think about online learning going during the pandemic.

**Q3** : What do you think about the online learning going during the pandemic? Does it able to attract your attention as student?

**R3** :

**GNF** : *“Sebenarnya, ini menarik bagi saya, seperti yang saya katakan sebelumnya, saya menikmati semua kemajuan pembelajaran online di perguruan tinggi. Saya juga bisa menghemat banyak tenaga karena saya tidak terlalu banyak bergerak saat belajar di pembelajaran online ini, sebagai orang introvert yang tidak terlalu suka keluar rumah karena terlalu lama belajar sendiri kamar dan duduk di depan laptop saya selama berjam-jam itu hanya cara terbaik untuk belajar untuk saya.”* (Actually, it is interesting for me, as I say before I do enjoy all the progress of online learning in college. I can also save up a lot of my energy because I don't really have to move around too much when I learn in this online learning,

as an introvert person who doesn't really like to go outside for too long learning in my own room and sitting in front of my laptop for hours it's just the best way to learn for me.)

**MA** : *“Pembelajaran online menurut saya berjalan cukup baik, penerimaan materi semuanya secara online bisa dilakukan seperti pembelajaran tatap muka. Jujur sebagai mahasiswa pembelajaran online ini bisa menarik perhatian saya”* (In my opinion, online learning is going quite well, all material receipts online can be done like face-to-face learning. Honestly as an online learning student this can attract my attention.)

**TS** : *“Selama menjadi mahasiswa saya sudah mengikuti daring dari semester 1, saya kurang tertarik sebab daring kadang membosankan. Tapi jika menggunakan media pembelajaran yang unik saya pikir cukup menarik.”* (During my time as a student I have been following online since semester 1, I am not interested because online is sometimes boring. But if you use unique learning media, I think it's quite interesting.)

**Y** : *“Proses pembelajaran secara online menarik bagi saya di karenakan sebelum sebelumnya tidak pernah mencoba atau menggunakan proses pembelajaran online. Namun, karena baru pertama menggunakan proses online itu agak sulit untuk menyesuaikan diri. Karena memang sudah terbiasa dgn*

*pembelajaran tatap muka. Dan lebih menyukai pembelajaran tatap muka.” (The online learning process is interesting to me because I have never tried or used online learning before. However, because it was the first time using the online process it was a bit difficult to adjust. Because they are used to face-to-face learning. And prefer face-to-face learning.)*

**SC** : *“Menurut saya tergantung metode pembelajaran yang diterapkan dosen, ada yang menarik, ada yang kurang menarik.” (In my opinion, depending on the learning method applied by the lecturer, some are interesting, some are less interesting.)*

**ANS** : *“Menurut saya dengan pembelajaran daring lebih santai dan bisa dilakukan jarak jauh tanpa berkumpul secara langsung ditempat yang sama, selain itu lewat pembelajaran daring orang tua dapat langsung mengawasi anaknya dalam belajar dan juga membuat para siswa jadi lebih memanfaatkan teknologi dan kemampuannya dibidang ilmu teknologi saat ini. Dan tentunya dengan pembelajaran daring juga dapat menjegah penyebaran virus covid-19 di negara kita ini dan Menurut saya pembelajaran daring kurang menyenangkan dan kurang efektif daripada pembelajaran tatap muka, karena lewat tatap muka kita bisa melihat penjelasan dari guru secara langsung ketika menerangkan materi disekolah, hal itu tentunya membuat lebih fokus dan mudah dipahami daripada penjelasan secara daring. Dan menurut saya juga lebih sulit*

*pembelajaran di rumah karena banyaknya kendala seperti susah sinyal dan hp atau laptop error saat melakukan pembelajaran daring.*” (In my opinion, online learning is more relaxed and can be done remotely without gathering in person in the same place, besides that, through online learning, parents can directly supervise their children in learning and also make students take advantage of technology and their abilities in the field of technology today. And of course, online learning can also prevent the spread of the covid-19 virus in our country and I think online learning is less fun and less effective than face-to-face learning, because through face-to-face we can see the teacher's explanation directly when explaining the material at school. it certainly makes it more focused and easier to understand than online explanations. And in my opinion, it is also more difficult to study at home because of the many obstacles such as difficult signal and cellphone or laptop errors when doing online learning.)

**K** : *“Pembelajaran online adalah solusi terbaik selama ini menurut saya, walau banyak perjuangannya, laptop, handphone dan internet sangat berperan menurut saya. Pembelajaran online cukup menarik, karena menggunakan aplikasi.”* (Online learning is the best solution so far in my opinion, even though there are many struggles, laptops, cellphones and the internet are very important in

my opinion. Online learning is quite interesting, because it uses an application.)

**IN** : *“Kurang begitu focus, dan untuk focus pun susah. Kalau lewat zoom kadang ada suara yang putus-putus, belum lagi kalau mati lampu.”* (Not so focused, and even difficult to focus. If you go through the zoom sometimes there is an intermittent sound, not to mention when the lights go out.)

**F** : *“Jujur saja terkadang saya merasa nyaman belajar dengan sistem online namun terkadang jika jaringan tidak stabil ataupun kendala lainnya saya selalu berharap agar pembelajaran bisa offline.”* (Honestly, sometimes I feel comfortable learning with an online system but sometimes if the network is unstable or other obstacles, I always hope that learning can be offline.)

**SFAP** : *“Menurut saya pembelajaran online ini secara tidak langsung telah memaksa kita untuk paham tentang teknologi. Awal-awalnya menarik, namun lama kelamaan bosan juga.”* (I think this online learning has indirectly forced us to understand technology. At first it was interesting, but after a while it got boring too.)

**AE** : *“Semenjak 2 tahun terakhir ini, saya rasa kuliah online ini cukup menantang saya untuk belajar lebih giat lagi, tanggap jawab sebagai mahasiswa lebih terasa.”* (Since the last 2 years, I think this

online learning is quite challenging for me to study harder, I feel more responsible as a student.)

**NK** : “Saya berpendapat pembelajaran online ini seru dan menarik, *memudahkan dalam mengikuti pembelajaran hanya dengan lewat aplikasi, kita sudah bisa memperoleh ilmu seperti yang kita peroleh dikampus. Pembelajaran online ini, menarik.*” (I think that online learning is fun and interesting, it makes it easier to follow the learning process only through the application, we can already gain knowledge like what we get on campus. this online learning, interesting.)

**AM** : “Menurut pendapat saya. *Lebih enak pembelajaran secara offline ketimbang online. Karena misal offline kita bisa bertemu langsung dengan teman teman dan dosen. Mudah untuk memahami pembelajaran tanpa terkendala jaringan.*” (In my opinion. It is better to study offline than online. Because for example offline we can meet directly with friends and lecturers. Easy to understand learning without network constraints.)

**Y** : “Pendapat saya tentang pembelajaran online ini, cukup menarik dan flexibel. *Saya sebagai mahasiswa tidak perlu datang kekampus, takut kehujan kekampus, pembelajaran cukup dilakukan dari rumah. Tapi, saya merasa kurang berkembang dengan pembelajaran online ini, karena saya sering ketinggalan penjelasan*



*karena sinyal yang kadang hilang, berbeda dengan pembelajaran secara langsung saya akan memperoleh pembelajaran langsung dari dosen tanpa ada kendala sinyal hilang” (My opinion about this online learning, is quite interesting and flexible. As a student, I don't need to come to campus, I'm afraid it will rain on campus, learning is enough to do from home. However, I feel less developed with this online learning, because I often miss explanations because the signal is sometimes lost, in contrast to direct learning I will get direct learning from the lecturer without any problems with missing signals.)*

**MR** : *“Menurut saya, kuliah online ini lebih modern, semuanya dibantu oleh Aplikasi, semuanya serba praktis, tugas dan lainlainnya dikerjakan/dikirm lewat internet. Saya tertarik dengan pembelajaran online ini, karena bisa diikuti dengan mudah, kapanpun dan dimanapun.” (In my opinion, this online learning is more modern, everything is assisted by Applications, everything is practical, assignments and others are done / sent via the internet. I am interested in this online learning, because it can be followed easily, anytime and anywhere.)*

**RA** : *“Pembelajaran selama pandemic ini menurut saya cukup menarik, karena jalan satu-satunya yaa kuliah online, karena terbatas untuk bertemu. Dan pembelajaran online ini menarik untuk diikuti.” (In my opinion, learning during this pandemic is quite*

interesting, because the only way is to study online, because it is limited to meet up. And this online learning is interesting to follow.)

**S** : *“Menurut saya pembelajaran online ini kali ini sedikit menyulitkan karena kadang terkendala jaringan. Pembelajaran online ini menarik saya untuk mempelajari tentang teknologi.”* (I think this online learning is a little difficult because sometimes there are network constraints. This online learning attracted me to learn about technology.)

**A** : *“Menurut saya pembelajaran online selama pandemi ini mungkin adalah pembelajaran yang efektif dilaksanakan meskipun tidak secara langsung tatap muka dikarenakan masih tidak diperbolehkan tetapi untuk saat ini pembelajaran online menggunakan aplikasi seperti zoon meningkatkan keefektifan saya sebagai mahasiswa tentang bagaimana memanfaatkan waktu agar tidak ketinggalan mata kuliah.”* (In my opinion online learning during this pandemic may be effective learning to be carried out even though it is not directly face to face because it is still not allowed but for now online learning using applications such as zoon increases my effectiveness as a student on how to take advantage of time so as not to miss courses.)

**SS** : *“Belajar dirumah itu salah satu yang saya impikan dulu, karena tidak perlu takut terlambat kekampus dan panas-panas kekampus,*

*kita tinggal duduk didepan laptop kemudian mengerjakan tugas. Tapi setelah 2 tahun ini belajar online, semuanya terasa sangat membosankan, bahkan saya pernah sesekali pergi duduk dihalaman kampus hanya untuk mengerjakan tugas ingin merasakan belajar dikampus. Pembelajaran online ini menarik perhatian saya karena bosan.”* (Online learning is one of my dreams, because we don't have to be afraid to be late for college and it's hot to campus, we just sit in front of the laptop and do the work. But after 2 years of studying online, everything feels very boring, in fact I have occasionally gone to sit on campus just to do assignments, I want to feel learning on campus. This online learning caught my attention because I was bored.)

**AANS :** *“Sebenarnya pembelajaran online yang dilakukan di masa pandemi kurang optimal karena sangat berbeda dengan pembelajaran langsung atau offline. Tapi sebagai mahasiswa kita harus bisa menyesuaikan diri dengan keadaan ini.”* (Actually, the online learning doing during the pandemic is less than optimal because it is very different from direct or offline learning. But as students we must be able to adjust to this situation.)

**IN :** *“Pembelajaran online sampai hari ini menurut saya, banyak yang sudah pasrah dan mengalir saja, karena banyak kendala perlengkapan.”* (In my opinion, online learning until today, many

have given up and just flowed, because there are many equipment constraints.)

**RAZ** : *“Menurut saya pembelajaran selama pandemi tidak terlalu efektif, karena tidak seluruh mahasiswa punya sinyal dan kuota yang bagus, jadi pada saat dizoom ada yang keluar masuk, bahkan tidak bisa mengikuti pelajaran sepenuhnya. Tapi tetap materi yang disampaikan dapat menarik perhatian saya untuk memperdalaminya.”* (In my opinion, learning during the pandemic is not very effective, because not all students have good signals and quotas, so when zoomed in, there are people who come in and out, and can't even follow the lesson fully. But still the material presented can attract my attention to deepen it.)

**DGP** : *“Pembelajaran online menarik tapi kurang efektif, karena hanya duduk dan menatap layar.”* (Online learning is interesting but less effective, because you just sit and stare at the layers.)

**NW** : *“Tentu saja menarik perhatian saya dari segi mengikuti pembelajaran, karena hanya dengan cara membuka laptop/handphone. Tapi, dari segi materi, kadang kurang menarik.”* (Of course, it caught my attention in terms of following the lesson, because it was only by opening a laptop/mobile phone. But, in terms of material, sometimes it's not interesting.)

**A** : *“Kadang menarik, tergantung metode yang digunakan oleh dosen, kalau terlalu banyak mendengarkan bosan rasanya.”* (Sometimes it's interesting, depending on the method used by the lecturer, if you listen too much you get bored.)

**Zkw** : *“Ya, tapi terkadang kami bosan, karena kami hanya melihat layar saja.”* (Yes, but sometimes we bored, because we just look at the device screen.)

**TAR** : *“Sedikit menarik perhatian saya, karena kurangnya interaksi langsung.”* (Slightly caught my attention, due to the lack of direct interaction.)

**RF** : *“Menurut saya biasa ja, tidak terlalu menarik namun tidak juga tidak menarik, saya sering hilang focus karena tidak ada interaksi kelas seperti pembelajaran tatap muka.”* (I think it's normal, not very interesting but interesting, but I often lose focus because there is no class interaction like face-to-face learning.)

**HLS** : *“Saya sangat tertarik belajar online, karena saya lebih senang belajar sendiri diruangan yang tenang”* (I am very interested in learning online, because I prefer to study alone in a quiet room.)

it can be concluded that the most students said good enough and they were interested using it because they can take lessons from anywhere, without having to go to campus, and online learning is the best solution for these conditions. a few of them choose to be neutral in responding to online

learning, because they are already trapped in the situation. and besides that, many also find it unattractive, because of hardware and software technical constraints, such as internet disturbances.

The fourth question, the researcher wanted to know Does the online learning successfully meet their expectations and develop their skills.

**Q4** : Does the online learning successfully meet your expectations and develop your skills?

**R4** :

**GNF** : *“Ya itu. Ketika saya ingin menulis sesuatu dalam bahasa Inggris, saya dulu sering membuka google translate. Dan sekarang saya belajar banyak hal tentang bahasa Inggris dalam pembelajaran online di kampus saya, saya tidak menggunakan google translate lagi dan saya sangat bangga akan hal itu. Itu mengembangkan keterampilan menulis, membaca, dan mendengarkan saya lebih banyak dari sebelumnya.”* (Yes, it is. When I want to write something in English, I used to open google translate a lot before. And now that I am learning a lot of things about English in online learning on my college, I don't really use google translate anymore and I am so proud of that. It is having develop my writing, reading, and listening skills a lot than before.)

**MA** : *“Iya, pembelajaran online berhasil memenuhi harapan saya sebagai mahasiswa dalam mengembangkan pemahaman saya*

*tentang pembelajaran Bahasa Inggris.” (Yes, online learning has met my expectations as a student in developing my understanding of English learning.)*

**TS** : *“Saya harap kampus segera melaksanakan kuliah offline. Sebab, saya sangat ingin duduk di bangku kuliah.” (I hope the campus will implement offline learning soon. Because, I really want to sit in college.)*

**Y** : *“Di sebut memenuhi harapan menurut saya lumayan. Serta untuk keterampilan saya bisa mengembangkan keterampilan saya dan mengenal keterampilan lain juga.” (If it's called meeting expectations, I think it's pretty good. As well as for skills I can develop my skills and get to know other skills too.)*

**SC** : *“Menurut saya belum. Sebenarnya saya tidak mengharapkan online learning, saya lebih mengharapkan kuliah offline seperti mahasiswa dulu” (I don't think so. Actually, I don't expect online learning, I prefer offline learning like the old students.)*

**ANS** : *“Untuk pertama kalinya belajar online itu tidak memenuhi harapan saya, karna saya pikir lebih efektif belajar offline dari pada online namun kesini saya makin terbiasa dan memahami pembelajaran online sedikit demi sedikit saya bisa mengembangkan keterampilan saya.” (For the first time learning online did not meet my expectations, because I thought it was more effective to study*



offline than online but here, I am getting used to and understanding online learning little by little I can develop my skills.)

**K** : *“Belajar secara online sayangnya belum memenuhi harapan saya, saya ingin pergi kekampus dan berbaur dengan kawan-kawan. Tapi untuk mengembangkan kemampuan, saya harus belajar sendiri agar tetap focus untuk pertemuan berikutnya.”* (Studying online unfortunately has not met my expectations, I want to go to campus and mingle with friends. But to develop my skills, I have to study on my own to stay focused for the next meeting.)

**IN** : *“Tidak terlalu memenuhi harapan saya, walau terkesan kuliahnya santai bisa dimana saja. Saya jadi kurang disiplin waktu.”* (It didn't really meet my expectations, even though it seemed like a relaxed lecture could be anywhere. I became less disciplined time.)

**F** : *“Pembelajaran sistem online ini membuat saya lebih banyak diam dan tidak banyak ikut kegiatan kampus ataupun kegiatan lainnya, saya hanya ikut kegiatan kampus walaupun kegiatan nya wajib. Menurut saya pembelajaran online ini tidak begitu memenuhi harapan saya karena menurut saya jika kegiatan kampus yang memang seharusnya dilakukan secara langsung atau dikampus itu lebih menyenangkan dan lebih baik dibandingkan lewat atau via online.”* (Learning this online system makes me more silent and does not participate much in campus activities or other activities, I

only participate in campus activities even if the activities are mandatory. In my opinion, this online learning does not really meet my expectations because I think that campus activities that should be carried out directly or on campus are more fun and better than through or via online.)

**SFAP** : *“Tidak terlalu mengembangkan keterampilan dan harapan saya, karena belajar seperti tidak belajar hanya menatap layar laptop dan handphone.”* (I don't really develop my skills and expectations, because learning is like not studying just staring at the laptop and cellphone layers.)

**AE** : *“Sayangnya kuliah online ini belum bisa memenuhi harapan saya, saya ingin belajar tanpa buffering.”* (Unfortunately learning online has not been able to meet my expectations, I want to learn without buffering.)

**NK** : *“Kalau dikatakan memenuhi harapan saya, pembelajaran online ini belum memenuhinya. Karena saya berharap bisa berkuliah normal seperti biasanya dengan tatap muka. Iya, pembelajaran online ini mampu mengembangkan keterampilan saya.”* (If it is said to meet my expectations, this online learning has not fulfilled it. Because I hope to be able to study normally as usual with face to face. Yes, this online learning can develop my skills.)

- AM** : *“Lumayan lah. Sedikit paham dan sedikit tidak paham dengan beberapa mata kuliah.”* (That's great. A little understand and a little do not understand some subjects.)
- Y** : *“Pembelajaran online ini kurang memenuhi harapan saya dan mengembangkan keterampilan saya, karena sulit jika ingin berkomunikasi dengan dosen dan jika ingin bertanya dengan dosen, kadang keduluan mahasiswa yang lain, atau sinyal buruk. Begitu juga jika ingin berkomunikasi dengan teman yang lain secara online ini sulit”* (This online learning did not meet my expectations and developed my skills, because it was difficult if I wanted to communicate with the lecturer and if I wanted to ask questions with the lecturer, sometimes other students went ahead, or a bad signal. Likewise, if you want to communicate with other friends online, it's difficult.)
- MR** : *“Belum memenuhi harapan saya sebagai mahasiswa, saya berharap bisa bertatap muka langsung dengan dosen. Namun pembelajaran online ini mampu mengembangkan keterampilan saya terutama dibidang penggunaan aplikasi dan internet.”* (Not meeting my expectations as a student, I hope to be able to meet face-to-face with the lecturer. However, this online learning was able to develop my skills, especially in the field of using applications and the internet.)

**RA** : *“Sayangnya saya tidak mengharapkan kuliah secara online terus, saya lebih mengharapkan kuliah offline. Karena interaksi tatap muka lebih baik menurut saya.”* (Unfortunately, I don't expect online learning to continue, I prefer offline learning. Because face-to-face interaction is better in my opinion.)

**S** : *“Menurut saya pembelajaran online ini kali ini sedikit menyulitkan karena kadang terkendala jaringan. Pembelajaran online ini menarik saya untuk mempelajari tentang teknologi.”* (I think this online learning is a little difficult because sometimes there are network constraints. This online learning attracted me to learn about technology.)

**A** : *“Untuk saat ini iya saya mengembangkannya meskipun masih belum maksimal dalam pembelajaran online selama pandemi ini.”* (For now, yes, I'm developing it even though it's still not optimal in online learning during this pandemic.)

**SS** : *“Memenuhi harapan saya sesaat. Namun lambat laun belajar online tidak membuat diri saya berkembang.”* (Meets my expectations for a moment. But gradually learning online doesn't make me grow.)

**AANS** : *“Pembelajaran online tidak memenuhi harapan saya dalam mengembangkan keterampilan saya. karena ketika kita di rumah, interaksi kita tidak sama seperti di kampus dengan mahasiswa lain.*

*Terutama keterampilan berbicara yang ingin saya kembangkan.”*

(Online learning did not meet my expectations in developing my skills. because when we are at home, we do not have the same interaction as on campus with other students. Especially speaking skills that I want to develop.

**IN** : *“Belum memenuhi harapan saya tapi sedikit mengembangkan skill saya.”* (Didn't live up to my expectations but developed my skills a bit.)

**RAZ** : *“Belum tercapai karena kadang melalui online saya masih susah untuk memahami suatu materi, tapi untuk reading dan speaking saya merasa ada perkembangan.”* (It has not been achieved because sometimes through online I still find it difficult to understand a material, but for reading and speaking I feel there is progress.)

**DGP** : *“Pembelajaran online cukup memenuhi harapan saya walaupun sulit, tetapi keterampilan saya dalam berbahasa Inggris cukup terbentuk karena banyak nya media yang dipakai untuk belajar.”*  
(Online learning is enough to meet my expectations even though it is difficult, but my skills in English are quite well formed because of the many media that are used to learn.)

**NW** : *“Sepertinya belum memenuhi harapan saya, karena terkendala perlengkapan untuk mengikuti pembelajaran online tersebut. Sehingga saya sering kesusahan memahami materi yang diberikan,*

*misal suara yg putus-putus, hujan lebat sehingga kurang jelas untuk didengarkan”* (It seems that it has not met my expectations, because it is constrained by equipment to take part in the online learning. So that I often have trouble understanding the material given, for example the sound is broken, heavy rain so it is not clear to listen to.)

**A** : *“Saya tidak terlalu menaruh harapan pada pembelajaran online ini, karena saya rasa masih banyak kekurangan. Saya merasa kurang berkembang jika hanya mengikuti pembelajaran online.”* (I don't really have high hopes for this online learning, because I think there are still many shortcomings. I feel less developed if I only follow online learning.)

**Zkw** : *“Saya pikir iya, tapi tidak terlalu, karena kami belajar dari rumah.”* (I think yes! But not too much, because we are study from home.)

**TAR** : *“Belum berhasil, karena selama pembelajaran online terlalu terpaku terhadap google dan lainnya. Jadi untuk mengembangkan sesuatu masih sulit.”* (Not successful, because during online learning too fixated on Google and others. So, to develop something is still difficult.)

**RF** : *“Sedikit berhasil karena biasanya kalau kelas sudah selesai, saya harus mempelajari kembali materi yang diajarkan. Jadi,*

*pembelajaran online ini secara tidak langsung memaksa saya untuk mandiri”* (It worked a little because usually when the class was over, I had to re-learn the material being taught. So, this online learning indirectly forces me to be independent.)

**HLS** : *“Tentu saja memenuhi harapan saya, dan mengembangkan kemampuan saya.”* (Certainly, met my expectations, and developed my abilities.)

it can be concluded that the most student said not as by their expected and cannot develop their skills. because, many of them argue, online learning makes it difficult for them to focus because they are afraid that there will be problems with the network, causing the lecturer's voice to be cut off. Besides that, some of them also feel that their knowledge of English has developed because of their awareness to be more active in learning by themselves and there are also those who feel that they are developing in the field of introducing the tools needed for online learning (technology).

The Last question, the researcher wanted to know what is their expectation on current learning condition.

**Q5** : What is your expectation on current learning condition?

**R5** :

**GNF** : *“Saya tidak memiliki masalah dengan pembelajaran online, saya sangat menikmatinya dan saya sangat ingin pembelajaran online ini*



*terus berlanjut sampai saya berada di tahun terakhir kuliah saya. Jadi, saya berharap pembelajaran online ini terus berlanjut hingga kondisi di Indonesia 100% kembali normal.*” (I don't have any problem with online learning, I really enjoy it and I would really love for this online learning to always continue until I am on my last year of college. So, I am hoping for the online learning to always continue until the condition in Indonesia is 100% back to normal.)

**MA** : *“Harapan saya, walau pembelajaran online ini tidak bisa bertatap muka setidaknya kita masih bisa melakukan pembelajaran yang optimal, semoga dosen-dosen memberikan tugas yang masih bisa dikerjakan mahasiswa berdasarkan kapasitas mahasiswanya juga.”* (My hope is, even though online learning cannot be face-to-face, at least we can still do optimal learning, hopefully the lecturers will give assignments that students can still do based on their student capacitys.)

**TS** : *“Saya harap kampus segera melaksanakan kuliah offline. Sebab, saya sangat ingin duduk di bangku kuliah.”* (I hope the campus will implement offline learning soon. Because, I really want to sit in college.)

**Y** : *“Saya berharap pembelajaran saat ini dapat berkembang lebih baik lagi sehingga bisa memudahkan mahasiswa maupun dosen.”* (I

hope that current learning can develop even better so that it can make it easier for students and lecturers.)

**SC** : *“Saya berharap proses pembelajaran online berjalan dengan lancar, dan semoga permasalahan ini segera membaik.”* (I hope the online learning process goes smoothly, and I hope this problem gets better soon.)

**ANS** : *“Harapan saya adalah smoga dapat belajar secara offline. agar lebih mudah memahami materi pembelajaran yang di sampaikan.”*  
(My hope is that I can study offline. to make it easier to understand the learning material presented.)

**K** : *“Semoga bisa Kembali kuliah secara tatap muka.”* (Hopefully I can go back to college face to face.)

**IN** : *“Semoga secepatnya bisa kuliah tatap muka, tapi kuliah online jangan dihilangkan, agar pembelajaran lebih bervariasi.”*  
(Hopefully we can go to face-to-face learning as soon as possible, but don't eliminate online learning, so that learning is more varied.)

**F** : *“Harapan saya semoga pandemi cepat berlalu dan semoga semua mahasiswa dan pelajar lainnya bisa dapat kembali beraktivitas dikampus seperti sedia kala”* (I hope that the pandemic will pass quickly and hopefully all students and other students can return to their activities on campus as usual.)

**SFAP** : *“Harapan saya, semoga bisa kembali belajar tatap muka, tapi boleh juga belajar online sesekali.”* (I hope, I can go back to face-to-face learning, but online learning still okay.)

**AE** : *“Semoga indonesia bisa lebih maju dengan kuliah online ini, yang teah berhasil memaksa setiap mahasiswa yang tidak tahu tentang aplikasi akhirnya bisa mengoperasikannya.”* (Hopefully Indonesia can be more advanced with this online learning, which has succeeded in forcing every student who doesn't know about the application to finally be able to operate it.)

**NK** : *“Saya cuma bisa berharap, semoga pandemic cepat berlalu, agar bisa kuliah tatap muka.”* (“I can only hope, that the pandemic will pass quickly, so that I can study face-to-face.”.)

**AM** : *“Harapan saya untuk pembelajaran saat ini. Semoga bisa dilaksanakan pembelajaran tatap muka. Udah lumayan lama online dari semester 1 samai sekarang semester 3. Rindu dengan suasana perkuliahan dan teman teman.”* (I hope for current learning. Hopefully face-to-face learning can be implemented. It's been quite a while online from semester 1 to semester 3. I miss the atmosphere of lectures and friends.)

**Y** : *“Harapan saya semoga kondisi pandemi ini cepat selesai dan kondisi pembelajaran bisa dijalankan secara offline, mahasiswa bisa Kembali beraktivitas seperti sebelum pandemi.”* (I hope that

this pandemic condition will end quickly and learning conditions can be carried out offline, students can return to their activities as before the pandemic.)

**MR** : *“Semoga pembelajaran tatap muka sudah bisa dilakukan secepatnya, walau masih online tidak papa, setidaknya bisa bertemu dengan dosen 1 minggu sekali lebih baik.”* (Hopefully face-to-face learning can be done as soon as possible, even though it's still online it's okay, at least being able to meet the lecturer once a week is better.)

**RA** : *“Semoga segera mungkin bisa kuliah offline lagi, kuliah online sudah cukup mengasah kemandirian mahasiswa selama ini.”* (I hope you can Learning offline again soon, online Learning have been enough to hone students' independence so far.)

**S** : *“Saya berharap semoga pemerintah bisa memberikan dukungan tidak hanya solusi, seperti bantuan internet gratis.”* (I hope that the government can provide support not only solutions, such as free internet assistance.)

**A** : *“Harapan saya semoga pandemi cepat berlalu sehingga bisa melaksanakan pembelajaran secara tatap muka.”* (I hope that the pandemic will pass quickly so that we can carry out face-to-face learning.)

**SS** : “*Saya harap bisa kembali belajar tatap muka, terutama kondisi wabah seperti ini semoga bisa cepat berlalu, agar sirkulasi dunia Kembali normal, yang bosan bisa refreshing.*” (I hope to be able to return to face-to-face learning, especially during this epidemic, hopefully it will pass quickly, so that the world circulation will return to normal, so those who are bored can be refreshed.)

**AANS** : “*Saya berharap untuk pembelajaran saat ini, pengajar dapat menggunakan cara yang efektif untuk lebih interaktif dengan siswa dan menggunakan metode yang menarik agar tidak mudah bosan dan bingung.*” (I hope for learning at this time, the teachers can use effective ways to be more interactive with students and use interesting methods so that they are not easily bored and confused.)

**IN** : “*Harapanya, semoga secepatnya bisa kuliah offline*” (Hopefully, hopefully as soon as possible you can study offline.)

**RAZ** : “*Saya harap covid-19 cepat mereda dan hilang sepenuhnya agar kita bisa melakukan pembelajaran seperti biasa*” (I hope that covid-19 will subside quickly and disappear completely so that we can carry out learning as usual.)

**DGP** : “*Semoga saja pembelajaran kita semakin baik walaupun online dan semoga saja kebutuhan kami untuk belajar online dipenuhi contohnya kuota.*” (Hopefully our learning will get better even

though online and hopefully our needs for online learning will be fulfilled, for example quotas.)

**NW** : *“Jika pembelajaran online ini akan terus berlangsung, saya harap adanya bantuan untuk setiap pelajar agar bisa mengikuti pembelajaran online dengan kualitas yang baik dari segi jaringan, gambar dan suara. Mungkin pembelajaran online ini solusi terbaik untuk Pendidikan, tapi itu saja belum cukup kalau tidak adanya bantuan untuk yang terlibat dalam pembelajaran online ini.”* (If this online learning continues, I hope that there will be assistance for every student so that they can participate in online learning with good quality in terms of network, image and sound. Maybe this online learning is the best solution for Education, but that's not enough if there is no help for those involved in this online learning.)

**A** : *“Saya Berharap semoga ada perkembangan yang terbaik dan memudahkan dari pembelajaran tatap muka, namun jika masih sulit. Semoga secepatnya bisa belajar tatap muka”* (I hope that there will be the best development and ease of face-to-face learning, but if it is still difficult. Hopefully we can learn face to face soon.)

**Zkw** : *“Semoga saya bisa mendapatkan pembelajaran offline dengan segera. walau kemudian masih belajar online, saya harap tugas yang diberikan masih sesuai dengan kapasitas kemampuan mahasiswanya.”* (Hopefully I can get offline learning soon. Even

though I'm still studying online, I hope the assignments given are still in accordance with the student's capacity.)

**TAR** : *“Harapan saya semoga secepatnya bisa bertatap muka, agar yang dipelajari bisa mudah dipahami dan jelas.”* (I hope that we can meet face to face as soon as possible, so that what is learned can be easily understood and clear.)

**RF** : *“Saya berharap semoga secepatnya bisa kuliah tatap muka, saya bosan belajar sendiri dirumah.”* (I hope that as soon as possible I can study face-to-face, I'm tired of studying alone at home.)

**HLS** : *“Saya harap dunia Kembali normal, agar semuanya bisa berjalan sebagaimana mestinya.”* (I hope the world returns to normal, so that everything can go as it should.)

it can be concluded that all of the students said they were missed to do offline learning. because they think, face-to-face learning is real learning. but besides that, there are also those who still hope for online learning even though one day face-to-face learning is allowed again, they hope that learning will still exist.



## B. Research Finding

According to the research findings, it is resulted that students gave a positive and negative perceptions about online learning during covid-19 pandemic. the respondent said that it is sophistication of technology in this modern era, and it is an alternative way to conduct learning activity from home because of the pandemic. Based on interview shows mostly of students have positive perception.

The one of them student who has positive perception is GNF. GNF argues that she is enjoy all online learning progress in campus. Because online learning can also save up a lot of energy, don't really have to move around too much. It was supported by ANS the participant who said:

*“Menurut saya dengan pembelajaran daring lebih santai dan bisa dilakukan jarak jauh tanpa berkumpul secara langsung ditempat yang sama, selain itu lewat pembelajaran daring orang tua dapat langsung mengawasi anaknya dalam belajar dan juga membuat para siswa jadi lebih memanfaatkan teknologi dan kemampuannya dibidang ilmu teknologi saat ini....”*

And it was supported by Y who said:

*“Untuk proses belajar mengajar selama pandemi, semua seperti berjalan serba cepat dan instant karena memakai sistem belajar online. Berbeda dengan proses belajar mengajar tatap muka yang mungkin lebih rumit. Seperti pengumpulan assigment.”*

Furthermore, there are also those who have a negative opinion about online learning based on several problems;

1) Internet network problems

Some of the students who took part in online learning during the Covid-19 pandemic. They complain about the unstable network, limited internet access, which are obstacles for them to be able to stay focused on paying attention to the material explained by the lecturer. thus, making them less interested in online learning. The one of them student who has negative perception is RAZ. who said:

*“Menurut saya pembelajaran selama pandemi tidak terlalu efektif, karena tidak seluruh mahasiswa punya sinyal dan kuota yang bagus, jadi pada saat dizoom ada yang keluar masuk, bahkan tidak bisa mengikuti pelajaran sepenuhnya. Tapi tetap materi yang disampaikan dapat menarik perhatian saya untuk memperdalamnya.”*

2) Class interaction limitations

Many of them hope to be able to return to face-to-face learning, they are tired of studying online, and online learning according to them is less able to hone their skills due to the limitations of classroom interaction.

*“Pembelajaran sistem online ini membuat saya lebih banyak diam dan Menurut saya pembelajaran online ini tidak begitu memenuhi harapan saya karena kegiatan dikampus itu lebih*

*menyenangkan dan lebih baik dibandingkan lewat atau via online.”*

### **C. Discussion**

From the result of the research on the questionnaire, and interview. The research question was “What is the students’ perceptions of online learning during Covid-19 Pandemic?” To answer this question, the data were obtained by the student English Department at IAIN Palangka raya third semester of the 2020 class who have participated in online learning from 2 years ago until now., the data were obtained by using questionnaire, and interview and the researcher can be concluded that:

- a) Students feel interested in this online learning, based on the interest in using applications and the internet. And they accept this online learning as a modern learning that must be mastered.
- b) Students had positive perception on online learning during Covid-19 pandemic because they feel this online learning is very easy, no need to leave the house and no need to get ready to go to campus. Online learning is very helpful when there are distance restrictions like now.
- c) Students had negative perception on online learning during Covid-19 pandemic because they are feeling that online learning is still not able to improve their skills in the field of learning English based on the exposure of learning materials provided by lecturers is not easily accepted.

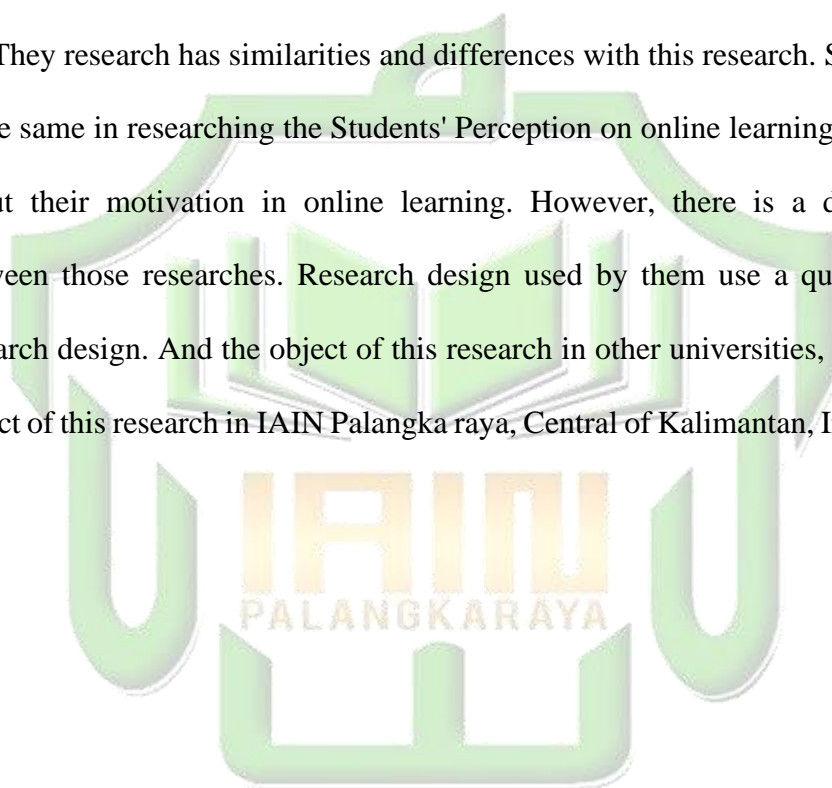
The finding was line with (Yunita & Maisarah, 2020), Regarding to the result of students' responses analysis from questionnaire given, the students' responses toward the online learning during Covid-19 pandemic are positive. The implementation of learning process at the Graduate Program of English Education of the University of Bengkulu. It can be shown by the results of filling out a questionnaire which obtained an average score of 1211.25 for 40 items from the five indicators of the items that were responded to. Nevertheless, 40 items were produced in the form of statements. The average score is in a good category. The questionnaire items were measured with statistical-numerical results ranging from 5-1: 5 (Strongly agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly disagree).

The findings of this study from (Muthuprasad et al., 2021) indicated that majority of the students evinced a positive attitude towards online classes in the wake of corona. The online learning was found to be advantageous as it provided flexibility and convenience for the students. Students preferred well-structured content with recorded videos uploaded in university web-sites. They also indicated the need for interactive sessions with quizzes and assignments at the end of each class to optimize the learning experience. However, most students also reported that online classes could be.

Then, the finding was supported by (Rasmitadila et al., 2020) mentions the Students' perceptions of online learning are relatively good with several obstacles that require improvement. Students tend to be willing to continue to participate in online learning and consider online learning to provide benefits

and convenience in the process, which can be done anywhere and anytime. Students also tend to master the platforms used during online learning. Another trend that was found was the student's perception of the difficulty in understanding the material with online learning. So that online learning must be planned, implemented, and evaluated in order to minimize problems and maximize the achievement of learning objectives.

They research has similarities and differences with this research. Similarity is the same in researching the Students' Perception on online learning and how about their motivation in online learning. However, there is a difference between those researches. Research design used by them use a quantitative research design. And the object of this research in other universities, while the object of this research in IAIN Palangka raya, Central of Kalimantan, Indonesia.



## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

This chapter show the conclusion and suggestion for completing this research based on the result of the study.

#### **A. Conclusions**

From the research that has been done about The Students' Perceptions of Online Learning During Covid-19 Pandemic (A Survey at the Third Semester English Education Department Students of IAIN Palangka Raya)", the researcher concludes that:

1. Based the findings indicate that the students have positive perception about online learning during pandemic.
2. Based on the result, the respondents statement seen that based on the sophistication of technology in this modern era, Online English learning can continue to be developed.

#### **B. Suggestions**

Based on the conclusion of the study, the researcher would like to give some suggestions as follows:

### 1. For the Students

By using online learning, students are expected to be more independent. Students are expected to make more use of their study time and explore the skills on the internet.

### 2. For the Lecturer

Teachers must learn more about the applications for online learning and must know how to select suitable applications for students and apply the students. As a result, their abilities and skills have improved as well as their professional development. Thus, they will maximize the benefits provided by online applications when they use the application in their language learning.

### 3. For the Next Researcher

For future researchers who wish to conduct similar research can use this research as a reference for their study. Further researchers can also develop various topics related to the use of applications as a medium for language learning such as factors that affect perceptions of application use in language learning, student perceptions of application efficiency in their English learning, selection of applications that are most suitable for use in learning English etc.



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