STUDENTS' PERCEPTION ON THE APPLICATIONS USED IN ONLINE LEARNING AT THE SEVENTH SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN IAIN PALOPO

A Thesis

Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for (S.Pd) Degree of English Education

Composed By:

NUR AMILAH TAMRIN

Reg.Num 17 0202 0175

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

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1. **Dr. Masruddin, S.S., M.Hum**
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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2022

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researcher anticipates that this thesis will be useful to both readers and the next researcher.

Palopo,10 Juni 2022
The Researcher

Nur Amilah Tamrin
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ABSTRACT

Nur Amilah Tamrin, 2022." Students' Perception on The Applications Used in Online Learning at The Seventh Semester of English Language Education Study Program in Iain Palopo". A thesis. English Language Education Study Program Of Tarbiyah and Teacher Training Faculty, State Islamic Institute Of Palopo. Survised By: (1) Masruddin and (2) Magfirah Thayyib.

This research focuses on Students' Perception on The Applications Used in Online Learning at The Seventh Semester of English Language Education Study Program in Iain Palopo. This research answered three questions,(1) What is the students' perception of the E-learning process in the COVID-19? (2) Which application is the most effective used in an online class in English learning based on the students' experience? (3) What are the barriers commonly faced by the students in utiliz ing WhatsApp, Zoom, and Google Classroom, during the English learning process?. The data were collected through a questionnaire and interviews. There were 30 students in the seventh semester of the English Language Education Study Program in IAIN Palopo who participated in this research. Since this research explored the students' perceptions coming from the students' experiences, this researcher used descriptive analysis using qualitative-quantitative method, for the qualitative technique used interview through WhatsApp chatting and quantitative used questionnaire in the Google Form. This research shows that 3 result based on the research problem, (1) learning English through online learning is not effective to improve their English skill because online learning has many obstacles, (2) Google Classroom is the application to made them easy to learning English by the leacturers, (3) Students also mention the obtacles that made them difficult to accept the material, those included bad networking, and lecturer teaching method which did not provoked students' interest in learning English.

Keywords : Students' Perception, Online Learning, Qualitative-Quantitative Method.

CHAPTER I

INTRODUCTION

A. Background

The spread of coronavirus disease (COVID-19) has impacted all aspects of global citizens, including Indonesians and the academic community. By 2020, this outbreak had resulted in approximately 64,000 cases of COVID-19 in China, with that figure expected to rise.[1] In addition to causing death, according to UNESCO data, the closure of schools and campuses disrupts the learning process for 290 million students.[2]

According to the Indonesian Minister of Education and Culture No. 3 of 2020 regarding COVID-19 prevention in the education unit, all tertiary education in Indonesia has taken a firm step on the government's call to conduct learning activities from home. Anticipating the virus's spread, the government has implemented various policies, ranging from isolation, and social and physical distance, to broad-scale social restrictions (PSBB). This condition necessitates that its citizens remain at home to work, worship, and study.[3]

Dr. Abdul Pirol, M.Ag, The Head of Palopo's state Islamic institute (IAIN), wrote and sent out a form letter about teaching, learning, and the pandemic. This handbill, which has the number 404/In.19/HM.00/03/2020, is

[1]Wildana Wargadinata et al., "*Student's Responses on Learning in the Early COVID-19 Pandemic*," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 5, no. 1 (2020): 141–53, https://doi.org/10.24042/tadris.v5i1.6153.

[2]Awal Nopriyanto Bahasoan et al., *"Effectiveness of Online Learning In Pandemic Covid-19*," *International Journal of Science, Technology & Management* 1, no. 2 (2020): 100–106, https://doi.org/10.46729/ijstm.v1i2.30.

[3]Ibid.

about efforts at IAIN Palopo to spread information about COVID-19 and stop it. It said that the E-learning process could be used to learn anything.

Amid the Covid-19 outbreak, online learning is the best option for education. Some Indonesian universities have implemented system technology blended learning or hybrid courses, which are learning processes that combine online and face-to-face learning between lecturers and students. Althouh all universities in Indonesia use online learning media, for a few Indonesian students, the online learning system is a new thing that requires adaptation.

Based on the problem stated above, the researcher investigates students' perceptions of using online learning in each form of online learning. Based on students' experiences at IAIN Palopo, many lecturers have used online education in the learning process, particularly in the Seventh Semester. In other words, the researcher hopes that the findings of this study will be taken into account if a similar situation arises in the future that necessitates students learning to use online learning.

B. Research Question

Based on the explanation on the background, the researcher formulates the research questions as follow:

1. What is the students' perception on the English online learning process in COVID-19?
2. Which application is the most effective used in online class in English learning based on the students' experience?
3. What are the barriers commonly faced by the students in utilizing WhatsApp, Zoom, and Google Classroom, during the English learning process?

C. The Objective of the Research

Based on the research questions, this study aims at finding out:

1. To know what applications are effectively used for online learning.
2. To investigate students' perceptions toward English E-Learning during Covid-19.
3. To know what the barriers commonly faced by the students using 3 of the media had mentioned above.

D. The Significance of the Research

There are theoretical and practical benefits from this research as follows:

1. The theoretical benefit

This research can be helpful as a source of reference for relevant research on online English learning, and this research can be beneficial as input for understanding information about the students' perception of online English learning in IAIN Palopo.

2. The practical benefit

The research expects that the finding of the study can be useful for:

a. The lecturer

This study examined whether online learning is effective or ineffective for lecturer teaching and learning processes.

b. The student

Students can use E-Learning to learn English material at a distance rather than face-to-face in the classroom, ensuring that the subject matter is not forgotten.

c. The institute

This study anticipates that it will be the sole institutional input in determining the effectiveness of the online learning process.

d. For Future Researchers

The result of this research hopefully can be used as a reference for other researchers related to this topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

In this thesis, the researcher found some researches closely related to this research as follow:

1. Abdi priyono ilyas (2021) was to conduct a study titled "Student Perception About E-Learning during the COVID-19 Pandemic at the English Department of IAIN Palopo" in 2021. Questionnaires and interviews served as the descriptive quantitative methodology for the research. During the covid-19 pandemic, the E-learning process at IAIN Palopo's English Department received a positive response from the research findings.[4]
2. Muhammad riduan (2021), with the titled "Students' Perceptions of Online Learning during the Covid-19 Pandemic." The research employed is qualitative and descriptive, with all data obtained through questionnaires, interviews, and documentation, then descriptively analyzed after classification into questionnaire-related aspects. The participants in this study were third-semester English Education Study Program students at IAIN Palangka Raya for the 2020-2021 academic years. The results of this study, which utilized random sampling to collect samples, indicate that (1) the majority of students' perceptions of participating in online learning during the Covid-19 pandemic are positive. Students believe that online learning is simple to follow

[4] Abdi Priyono Ilyas, "*The Students Perception About E-Learning In Pandemic of Covid-19 at English Department of Iain Palopo*," *Education*, 2021, 1.

whenever and wherever they are. In addition, some students have negative perceptions of online learning during the Covid-19 pandemic due to network issues and a lack of class interaction.[5]

3. Muh. Zulqarnaen (2021), the title of the study is "Students' Perceptions of Online Learning in the English Subject for Second-Grade Students at MA Darul Muhajir Praya." This research design was quantitatively descriptive and survey-based. This study's information was gathered via questionnaires and documentation. The questionnaire consisted of fifteen questions concerning students' perceptions of online learning in English classes. The results indicated that students viewed the use of online learning in English classes favorably. Only two of the fifteen items on the survey did not elicit an affirmative or negative response from the respondents. The remainder of the items was viewed favorably, with the majority of students selecting agree as their response to the questions. It meant that online learning had a positive effect on their learning. Therefore, online learning can be an alternative mode of instruction, particularly for the English subject.[6]

Those are the previous researches that related to the students' perception of e-learning. There are similarities and differences between the previous researches with this research.

1) There are some similarities between the first research and this one, such as the object and subject of the research, the research tool, and the way the

[5] Muhamad Riduan, *The Students ' Perceptions of Online Learning During The Covid-19 Pandemic (Second Page) Faculty of Teacher Training and Education Study Program of English Education*, 2021.

[6] Muh. Zulqarnaen, *Students' Perception on the Use of Online Learningin English Subject at the Second Grade Students OfMA Darul Muhajirin Praya*, 2021.

sample is taken. There are some differences with this research, like how the data was analyzed and what it found.

2) From the second previous study, there are some things that are the same, like the research tool and the goal of the study. Here are some differences between the research, such as the result of the research, what it was about, and how it analyzed the data.

3) The third previous study has some things in common with this study, like the object of the study and the method used to do the study. However, the result of the study and the subject of the study are different.

B. Some Pertinent Idea

1. The Definition of Perception

Perception is preceded by the sensing process, which is the process of receiving stimulus by individuals via sensory devices, also known as sensory processes. However, the process does not end there; the stimulus is continued, and the next process is perception. Perception is defined as how people judge or evaluate others. Perception is defined in the cognitive dimension as the process by which people assign meaning to their experiences.[7]

Perception is an activity that involves a way of thinking about the world that includes objects and symbols or signs. A person's perception is what they think about something, like a person, an institution, an agency, or something else. Says that if someone wants to know what the community wants and expects from an educational institution, he can find out by finding out what the community

[7] Sri Mulyani, *Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (a Study At the Tenth Graders At Sma N 1 Suruh in the Academic Year of 2019/2020)*, 2020.

thinks about the institution. Knowing how someone feels about something can help with efforts to improve quality.[8]

In other words, perception occurs after people pay attention to specific stimuli in their sensory memories. It is a method of interpreting stimuli based on personal experience. People distinguish their minds by distinguishing them from other creatures. Students' perception can be defined as their ability to justify their own opinions and distinguish them from the research presented in the online class.[9]

Perception is the way that people interpret and organize the information they get from their senses in order to make sense of or form an impression of their surroundings. Perception is also the way information or messages get into a person's brain.[10] Perception is more than just having an opinion, a belief, or the idea that something is true, right, or real. It also means hoping and expecting something good to happen in the future.[11]

Perception is the process by which a person interprets and organizes their senses to make sense of the world.[12] A person's thoughts are formed by what he or she sees in the world. Perception is the process by which an organism gets information about its environment. Based on the above explanations, the researcher has come to the conclusion that perception is the process of making

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[8] Agung, A. S. N, *Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino*. SOSHUM: Jurnal Sosial Dan Humaniora, 10(2), 225–235. https://doi.org/10.31940/soshum.v10i2.1316.njm

[9]Ibid.

[10]Sri Haryati, "*An Analysis of Online Learning in The Covid-19 Pandemic at Senior High School*," 2020.

[11] Rizka Putri Indahningrum*, "Students' Perception Of Using Online Learning Materials*" 2507, no. 1 (2020): 1–9.

[12] Ana Su'adah, "*Students' Perception Toward The Use of Edmodo in Teaching and Learning Process in Jambi University*", (Thesis, English Education Program, Faculty of Teaching Training and Education of Jambi University 2015), p.13

sense of sensory information about the world around us. Then, this research looks at what students think about using online learning.[13]

Student perception is the interpretation of their experience then it shapes students knowledge and provides students with a useful view of the world.[14]

1) Perception Process

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.[15]

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 stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.[16]

[13] Muh. Zulqarnaen, Op.Cit. p.5.

[14] Nurul Ermawati, " *The Analysis of Students' Perception on The Efficient Applications Used in Online Learning in The Mist of Covid-19 Pandemic* (A Survey at The Fifth Semester Students of English Education Department of IAIN Salatiga),."2020

[15]Ibid.

[16] Nurul Ermawati. Op.Cit.p.15

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.[17]

2. Online Learning

a. Definition of Online Learning

When you learn or study online, you don't do it face-to-face. Instead, you use a digital platform to study. Distance learning is another name for online learning. E-learning, such as zoom, google classroom, whatsapp group, google meet, telegram group, etc., is a type of media used in online learning. Online learning is the process of learning with the help of the internet. Everyone must have the information they need to connect to the online learning application they will use. Not only do you need the data, but you also need a cell phone or laptop to download the app, and a good Internet connection, so that students can easily get information from the app and then easily open the learning materials in the app.[18]

Online learning is defined as using the Internet to access learning materials, interact with content, instructors, and other students, and receive support during the learning process to gain knowledge, build personal meaning, and grow from learning experiences.[19] Online learning is a type of education in which students access content via the Internet, engage in virtual discussions with

[17] Nurul Ermawati.Op.Cit.p,16
[18] M A Y Dilla and Sari Claudia, "No Title," 2021, no.9.
[19]Ibid

an instructor and other students, submit assignments, and receive feedback electronically.[20]

Online learning denotes a learning process in which electronics are used as a learning medium. Online learning is a type of information technology used in education as virtual schools. Online learning is learning that can be done anywhere and at any time, depending on the needs of the human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities. It is also referred to as electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning.[21]

b. The Characteristics of Online Learning

Based on the explanation above, there are several characteristics of online Learning as follows:

1) In online learning, students no longer need a specific location or time to study; instead, they can learn anywhere and at any time based on the opportunities that each student has individually.[22]
2) During the learning process, students no longer have access only to textbooks and other printed learning resources, but also to digital information sources accessible via cyberspace.[23]
3) Both students and teachers can improve classroom learning. improve classroom learning by accessing information from a variety of sources (databases, libraries, special interest groups), communicating with other

[20] Ibid
[21] Haryati, "*An Analysis of Online Learning in The Covid-19 Pandemic at Senior High School*."
[22] Ibid.
[23] Ibid

students or experts in specific subject areas via computer, and exchanging information/data.[24]

c. Forms of Online Learning

Because of the COVID-19 pandemic's acceleration of educational technology transformation, various platforms have launched various online learning applications to support distance learning. The virtual classroom implementation can be aided by the use of applications or platform-based learning. There are numerous applications available, including Google Classroom, Zoom, and WhatsApp.

1) Google Classroom is a hub of online mixed learning apps that make teaching and learning more productive and meaningful by simplifying assignments, increasing collaboration, and fostering communication. Teachers can create classes, assign homework, send feedback, and keep track of everything in one place. Google Classroom is a tool that allows students and teachers to collaborate more easily; additionally, teachers can create and distribute assignments to students in an online classroom for free. This is another application that is used in the teaching and learning process. In general, Google Classrooms can influence the learning process in a variety of ways, including cognitive, affective, and psychomotor aspects. According to their research, the majority of teachers believe that Google Classrooms are one of the most effective learning media when applied to the learning process.[25]

[24] Ibid.

[25] Mulyani, *Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (a Study At the Tenth Graders At Sma N 1 Suruh in the Academic Year of 2019/2020)*.

2) Zoom is a remote conferencing service that combines video conferencing, online meetings, chat, and mobile collaboration. Zoom is a cloud-based service that hosts meetings, webinars, content sharing, and video conferencing. Furthermore, Zoom is a simple and dependable cloud platform for video and audio conferencing, collaboration, chat, and webinars on mobile devices, desktops, phones, and room systems.[26]

3) WhatsApp is one of the most popular social media platforms among Indonesians. Almost everyone uses WhatsApp as their primary social media platform. The teacher and students can use this application to send and share English messaging, pictures, documents, and text materials. In addition, userS can send messages to individuals or groups through text messages, photos, audio and video files, and web address links.[27]

d. The Advantages and disavantages of Online Learning

1) The advantages of online learning

The following are some of the benefits of online learning:

a. Education is not limited by place or time, so students can participate in the learning process at any time.

b. Students in this learning process must participate in order for the online learning process to be student-centered.

c. Leacturer can still teach even in busy sitiations with other work.

d. Reduce education costs (infrastructure, equipment, books, and official travel).

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[26]Andi Bulkis, Maghfirah Mannong, and Universitas Negeri Surabaya, "*The Students' Eyesight: The Effectiveness of Learning-Based Applications on Elt in Pandemic Era*," n.d.

[27]Mulyani, *Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (a Study At the Tenth Graders At Sma N 1 Suruh in the Academic Year of 2019/2020)*.

Prepare students to be more self-sufficient in their learning. e. Expert online assistance.

2) The disadvantages of online learning

Online learning has several disadvantages as follows:

a. Because information is so easily accessed, it's easy for someone to download files quickly. Therefore, students can make a paper or project by violating someone's copyright that is not their work.

b. Support, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical supervisors are needed to build and maintain networks.[28]

3. Type of Learning.

In our current setting, e-learning is classified into two types:

1) Synchronous.

Synchronous learning is learning that is carried out in real-time, which is where learning is carried out between teachers and students/students both online and can make two-way communication directly providing feedback. Interact in certain virtual places, through certain online media, at certain times. That is not specifically anywhere, anytime, anytime. So, synchronous online learning methods include video conferencing, teleconferencing, live chat, and live streaming lectures such as using the Zoom cloud meeting platform, google meet, WhatsApp, and other platforms.[29]

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[28] Haryati, "*An Analysis of Online Learning in The Covid-19 Pandemic at Senior High School."*

[29] Journal Of and English Language, *"Students ' Perceptions Regarding Learning Method : Synchronous and Asynchronous for Online Learning*" 6850, no. 2 (2021): 83–92.

2) Asynchronous

Asynchronous learning is learning that is not done in real-time, meaning learning that does not have to be both online but is done with an LMS (Learning Management system), where the material has been prepared by the teacher/lecturer so that it can be accessed by students/students in a flexible manner that can be used. Conducted anytime and anywhere such as studying independent lesson modules, streaming video content, virtual libraries, posting lecture notes, and exchanging across discussion boards or social media platforms using WhatsApp, google classroom, Edmodo, Quizziz and other platforms.[30]

c. **Conceptual Framework**

The conceptual framework of this research will be design as the following diagram:

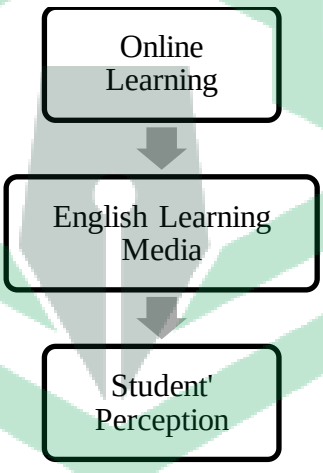


Figure 2.1 Conceptual Framework

This conceptual framework is the representation of this research. This research would conduct in BIG A of the seventh semester in IAIN Palopo, which has been learned of online learning. The researcher would focus on the students'

[30] Ibid.

perception of using online learning and English learning media, which are the learning application. The researcher would be asked about their perception of the use of online learning through Interviews and questionnaire.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

1. Approach

This research used desciptive qualitative approach. Descriptive is an approach in examining the status of groups of people, objects, conditions, a system of thought or a class of events in the present. Whereas qualitative research according to Bogdan and Taylor is a research procedure that produce descriptive data in the form of written and spoken words from people and observed behavior.[31]

Mixed-method qualitative and quantitative descriptive approach is approaches that describe the state of a phenomenon that occurs in words or sentences, then separated according to categories to get conclusion. Meanwhile, Soerjono Soekanto argues that descriptive research qualitative is a problem solving procedure that is investigated by using describe or describe the state of a subject or panel object (a person, institutions, society, etc.) then at the present time based on the facts that appear as objects.[32]

2. Type of Research

This research used a mixed-methods research, which was a research by combining two forms of approaches in research, namely: Qualitative and quantitative. According to Creswell, Mixed research is a type of research which combines qualitative research with quantitative research. Mixed methods are

[31] Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2002), h. 3

[32] Soerjono Soekanto, *Pengantar Penelitian Hukum* (Jakarta: UI- Press, 1999), h. 23.

research method by combining two research methods simultaneously, qualitatively and quantitatively in a research activity, so that it have been more comprehensive, valid, reliable, and objective data were obtained.[33]

A mixed-methods approach was needed to answer the problem formulation which has been summarized in chapter I, the first and the third problem formulation have been answered through a qualitative approach and the second problem formulation have been answered through a quantitative approach. This study used a gradual mixed technique. According to Creswell this strategy is a strategy in which researchers combine data.[34] Found from one method to another. This strategy can be done by interviewing first to get qualitative data then followed by quantitative data in this case using the google Form.

B. The Scope of the Research

This study focuses on how the students' perceptions and experiences of WhatsApp Group (WA Group), Zoom Cloud Application, and Google Classroom in an online class on English learning. Both cover their use and the constraints faced by the students during the learning process through these applications in the seventh semester in IAIN Palopo.

C. Definition of Term

1. **Perception** is the way people judge or evaluate others, and people differentiate it by other creatures that the people distinguish their minds.
2. **Online learning** is learning that can do anywhere and at any time, depending on the needs of the human resources (instructors, lecturers, instructors, and

[33] Jhon W. Creswell, *Research Design-2nd Edition*, (London: Sage Publication, 2002), p. 21

[34] Ibid.

students) who carry out these online learning activities. It is also known as electronic, e-learning, online, internet-based, virtual, or web-based learning.

D. Research Design

The researcher used qualitative and quantitative. This method is called the mixed method. Therefore, a mixed method was applied in this research to answer the student perception of online English learning at IAIN Palopo.

E. Research Subject

The participants of this research were the seventh semester of BIG A English Education Study Program students in IAIN Palopo, which have been learned using online learning. The research was conducted online by WhatsApp Massage Application and Google Form Web because the COVID-19 pandemic does not allow the researcher to go directly to the field. There are 30 students of, 7 male and 23 female students. In this research, the researcher was taking 80% of the population of students in BIG A as the sample of this research.

F. Research Instrument

The instrument of the research was interview guidelines and a questionnaire. Those ways were used to help the researcher conduct the online interview and questionnaire to collect the data, especially using the WhatsApp Application and Google Form Web. The interview of the research contained ten questions about several problems related to the research case. Based on this research, the subject that the researcher needed to interview was students seventh semester who have been learning using online learning in IAIN Palopo.

G. Validity and Reliability

1. Validity

The validity used in this research is construct validity. Construct validity refers to the validity of what psychological aspects are measured by a measurement and there is the certain construct can be evaluated that can lead to good performance in measurements. Furthermore, after the instrument has been constructed about some aspects that will be measured based on certain theories.Afterwards, it should be consulted to the experts.43In this research, the expert that has been give the judgement of the validity of the instrument was taken from one of lecturer of English Education study program in IAIN Palopo.

2. Reliability

In this research, the researcher used internal consistency reliability. This kind of reliability test is done by applying the instruments only one time. Then, the data that has been gained from the respondents would be analysed. The result of the analysis can be used to measure whether it is reliable or not[35]

H. Technique of Collecting Data

Data collection was carried out using a questionnaire and interview. The questionnaires were sent online to the students in a google form, and the interview was through the online conversation in WhatsApp chatting application as one of the media students used for the conversation.

a. Interview

Data on the list of respondents were presented in the table. In displaying respondent data, the researcher wrote the initials of the respondents' names to

[35] Sugiyono. Op.Cit. p.177

maintain their trust and place them according to their class. In addition, the researcher also maintained the confidentiality of the respondent's identity to felt comfortable providing data.

b. Questionnaire

The research consisted of ten closed questions focused on students' perceptions of online English learning during the COVID-19 pandemic. However, to make it easier for students to fill in, the questionnaire was prepared using Indonesian, so it needed to be translated again by the researcher. The researcher distributed it to Google Form. Students only choose the answers available without having to think about their answers. The researcher told the informant that the interview would remain confidential and would not affect the value of English lessons.

I. Data Analysis Technique

1. Qualitative Data Analysis

a. Data reduction

In this research, after getting the data from interview, the researcher then collected the data by taking the most perceptions that repsent the opinion of all the student and sorting out the more relevant opinion, so that the answers from students who were considered less favorable and did not meet the standart of sentence formulating (SPOK) ware not included in the result of the study but only become an appendix.

b. Data display

After the data was reduced, the researcher then presented the data using dialog text composed of a question-answer format but only presented two perceptions from the student. From two perceptions, those were data that represented the perception of students who gave the same answer.

c. Conclusion

The conclution in this part presented 2 conclutions of the interview, a few of student have negative response and some other of student has positive respon for E-learning process in pandemic of COVID-19.

2. Quantitative Data Analysis

This research data are analyzed using several steps as follow:

1. The researcher ranked respondents' data based on when the questionnaire was collect.
2. The data that has been received was then entered into the research pie chart.
3. Then in the research pie chart, the researcher calculated the percentage of respondents who were dividsed into two parts, agree, and disagree. The use of scale classification in this study is to measure the agreement and disagreement of respondents to the object in the questionnaire.
4. The statements contained in the questionnaire contain content that was asses by respondents. So in this study, the results of the data are ordinal data (tiered without a score).
5. The number used was just sequences to make it easier for the researcher. So, the analysis was only in the form of proportions (percentages).

6. The results of this percentage were found the results of a questionnaire regarding the positive-negative perceptions of students.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Result Finding

1. The most effective application used in online English learning based on the students' experience.

Based on the qualitative data through interview, the researcher found that almost all respondents called Google Classroom the most effective application that made them easier to accept the material.

1). The researcher asked the student about student's understanding of the application is yes or not, and the researcher asked the student to mention one of the three applications.

"Do you recognize well how to use applications from forms of online learning (Google Meet application, Google Classroom application, WhatsApp Application) used by lecturers in online learning? And which of the three applications made it easier for you to receive the lesson?"

JAA: Yes and the easiest one is Google classroom because virtual features such as in the classroom have more specific functions.

In the result, of the three applications used in online learning (Google Classroom, Zoom, and Whatsapp), students chose Google Classroom as the one that made it easy for them to learn English.

2. The students' perception on the English online learning process in covid-19?

Based on the qualitative data interview, the researcher found that student many students said that learned English by the E-learning was in effective, it made them difficult to understand the material.

1). The researcher asked the students about the opinion of online learning.

"What is your opinion about online learning?".

ARG: I think it is less effective because it makes it less difficult for me to understand the material because the network sometimes suddenly disappears.

FI: I do not think it is effective because of the network that does not support it.

It is clear from the responses above that students had no negative responses. However, students were limited in their networking opportunities due to online learning. When the networking on the students' smartphones was poor, students would have difficulties learning English, which would bore them.

2). The researcher asked student' interest to follow the learning process.

"Does using online learning motivate you to be more interested in following the teaching and learning process? Why?"

AISR: Not really because sometimes it makes me less focused in holding material from the lecturer and tempted to open up other things during the learning process.

NS: Not too interested, because when studying online the lecturer did not really provide an explanation of the material given.

From the results of several student' interview, they responded that online learning is not interest to learning English because a few of student said online learning made less their focus in holding material.

3). The questioner asked student about student experiences at online learning.

"How was your experience during online learning?)

AAS: Personally, m ,mI find it a little difficult because I have to meet task deadlines, besides the lack of material explanations and direct interaction from the lecturer.

FI: I experienced many obstacles, apart from the material that I could digest well, online learning also required me to have a 24 hour internet quota, which was quite difficult considering my status as a student who had no income, I was required to fill out a quota which cost me quite expensive.

Based on the above question, students had a positive and negative experiences with online learning, and most of all student always repeat the same answer that online learning has obstacles.

4). The interview asked student' opinions about the plan if the online learning apply in the all of subject.

"How do you respond when online learning is applied in all subjects than learning in the classroom/ face to face?"

AAS: In my opinion, if online learning is continuously applied

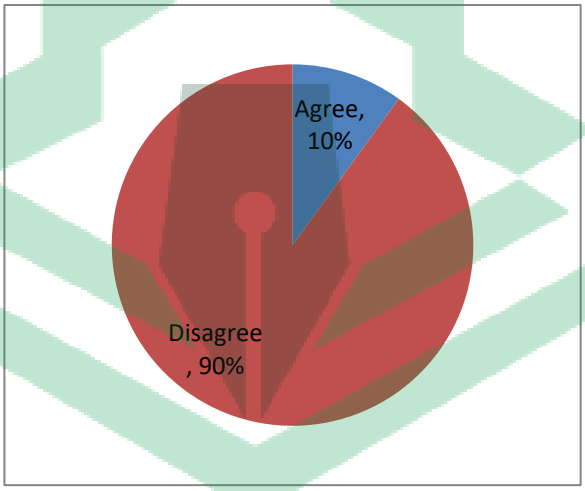
compared to face-to-face learning, it seems less efficient. This is because there are still many students who are constrained by the network, besides that learning also reduces interactions between students and students, lecturers and lecturers, students and lecturers.

ARG: It seems less efficient because not all students or students are able to catch the lessons delivered online.

Based on the above question, the result is many of student disagree if online lerning applie in all subject.

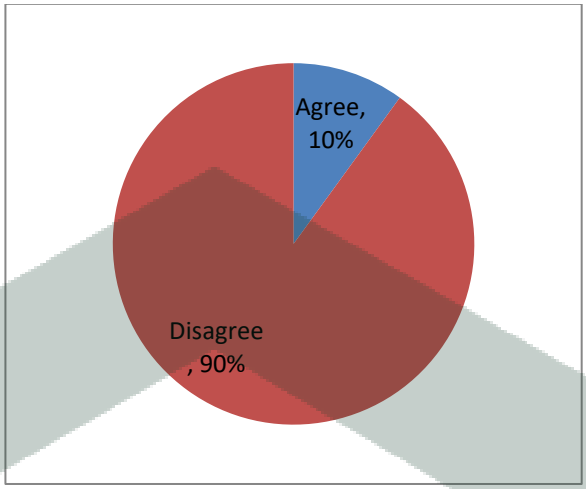
For he quantitative data questionnaire, the researcher found that almost all of the responses gave the disagree respon.

1) The teacher explained English material well through E-Learning.



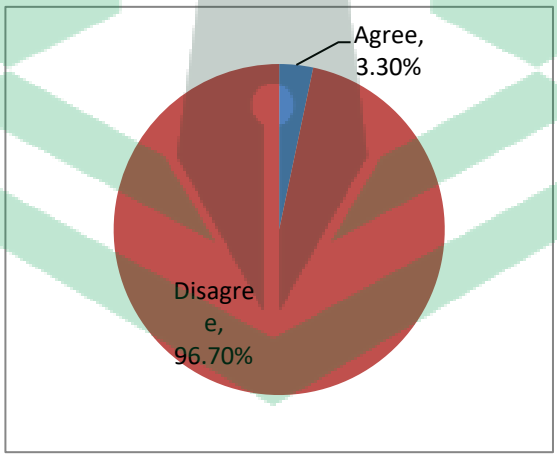
The result of Pie Chart 4.2.1 above, the data obtained in the questionnaire showed very highest frequencies of percentage of 10 % agree and 90 % disagree with the statement. It stated that the leacturers did not explain the material well by using online learning.

2) Learning English through E-Learning was effective during the COVID-19 Pandemic



The third result of pie chart 4.2.3 above, it point the data obtained that there namely agree as much 10% agree and 90 % disagree with the questionnaire. It can be included that many students felt that online learning is not effective.

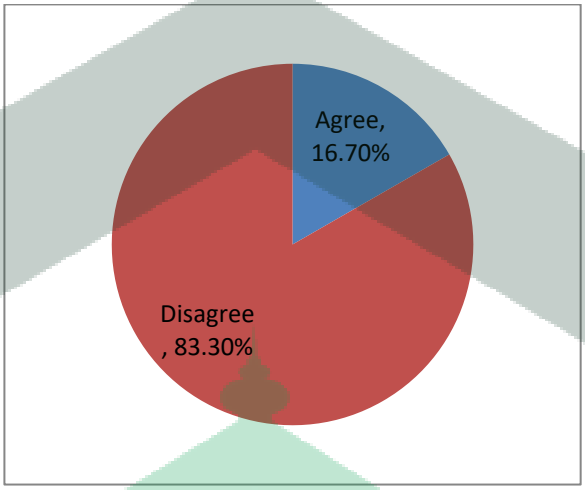
3) Your English skills improve during learning through E-Learning.



The fourth result above, the data obtained from the result questionnaire showed the big difference in presentation, 3% agree and 97% disagree with

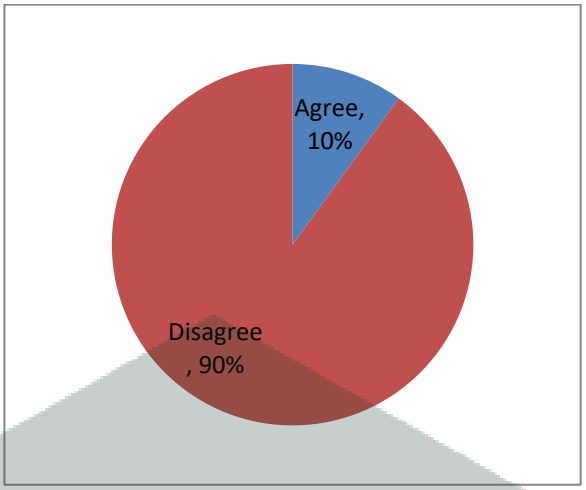
the statement it meant that most all of student did not improve their English skill through online learning.

4) You asked the teacher when you have difficulty learning English trough E-Learning.



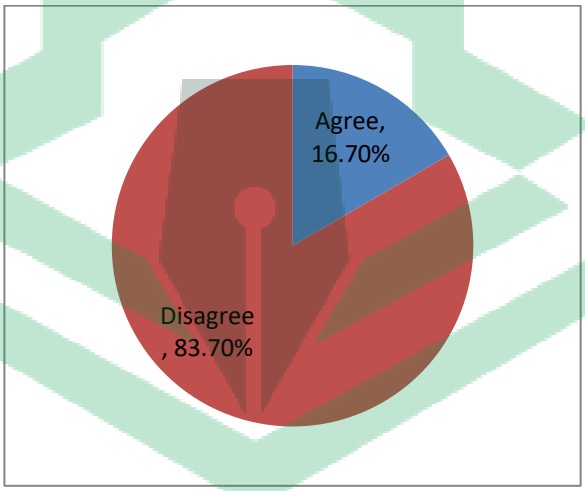
The seventh result of the questionnaire showed 17% agree and 83% disagree with the questionnaire, it conducted that almost all of the student did not ask the teacher if they had a difficult learning English.

5) You were diligently working on English assignment given by the teacher through E-Learning during the covid 19 pandemic.



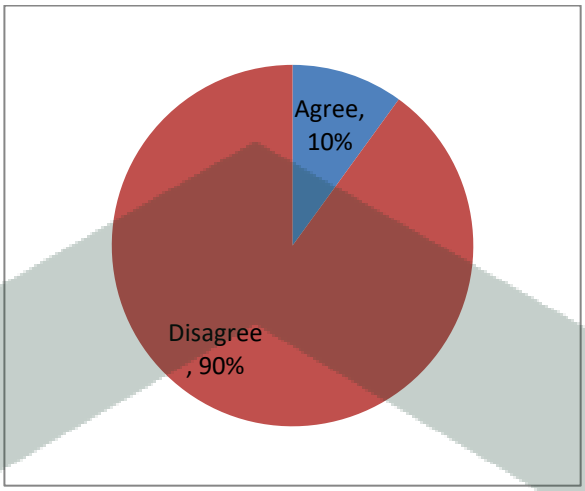
The eighth results above showed highest frequency with the presentage of 90% agree and 10% disagree with the statement presented. It conducted so many students were not diligent to working English assignments.

6) You continued to learn English even though there were not assignment during the covid-19 pandemic.



According the result above, there are 17% agree and 83% disagree with the statement, it meant almost a few of student were not continue to learn English even though not assignment.

7) You were motivated and passionated about learning English through E-Learning during the covid-19 pandemic.



The result of questionnaire above, it showed highest frequency with a percentage of 10% agrees and 90% disagree with the statement. At the point is almost the entire student did not motivate to learn English through online learning.

3. The barriers commonly faced the students in utilizing WhatsApp, Zoom, and Google Classroom during the English learning process.

Based on the qualitative through interview, the researcher found out:

1). The researcher asked the student' experiences about the ease of understanding online material, it was easy or not.

"Is online learning you are able to know and understand the material with easily? Why?"

AISR: Not really, because during class even though I have to sit in front of the screen, it makes me tired easily and there are many obstacles

that I can get during class including the network or things beyond my control such as thunder or power outages.

LFA: I can not understand all the material easily. There are some things that have to be explained directly by the lecturer. Especially if you have to find it yourself and then understand it, I think it's a bit difficult. Learning, there are many limitations when studying online.

From the responses above, it can be concluded that online learning did not made them understand material that lecturer taugh.

2). The researcher asked the studets how the interaction in the online class.

"Is online learning able to build social interaction between students and other students? Why?"

E: In my opinion, there is not enough interaction between one another because they don't meet in person.

EPS: I do not think so, because social interaction is more effective when students can talk and meet face-to-face.

From the perception above, many students said that online learning did not build good interactions between students.

3). The researcher asked students about acceptance of the learning material.

"Do you acceptance the material delivered by the lecturer properly when using online learning? Why?"

AISR: It depends on the lecturer, if the lecturer conveys the material well, I will also be more accepting of it.

FRG: Not always, because that was it, I get bored quickly, especially when we are required to stare at the cellphone screen for 90 minutes, I can not deny that I will be sleepy.

Based on student responses, most of all- students are less able to receive the materialwell due to various obstacles.

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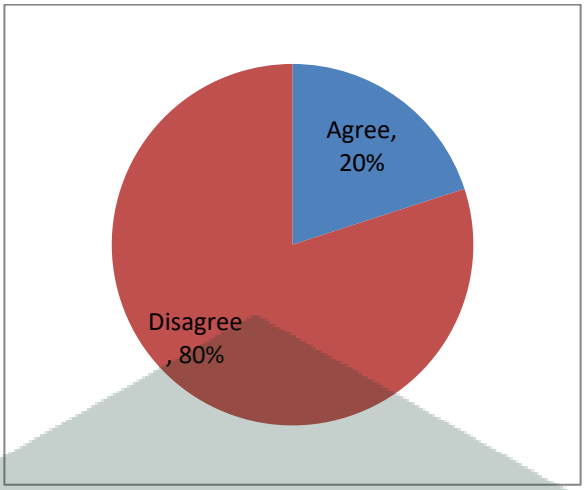
FRG: Not always, because that was it, I get bored quickly, especially when we are required to stare at the cellphone screen for 90 minutes, I can not deny that I will be sleepy.

Based on student responses, most of all- students are less able to receive the materialwell due to various obstacles.

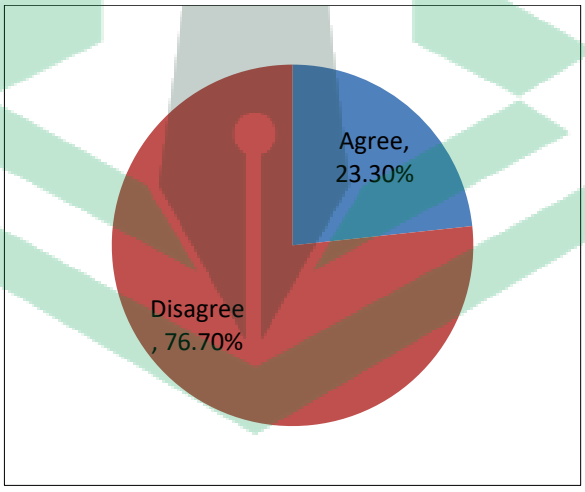
Based on the quantitative through questionnaire, the researcher found out:

1). The English material delivered by the teacher through E-Learning is in accordance with the syllabus.



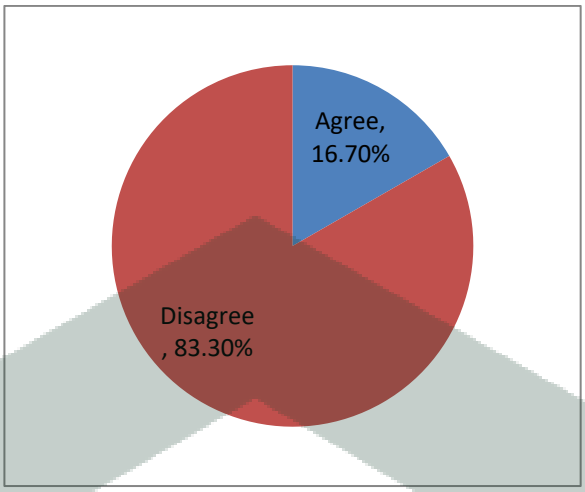
The result of Pie Chart 4.2.2 above, the data obtained in the questionnaire showed a very unbelenced percentage of 20 % agree and 80 % disagree with the statement. It showed that a few of leacturerd did not deliver the material accordance the syllabus.

2). The teacher conducted question and answer activities about English material in learning through E-Learning



The result pie chart 4.2.5 above show that 77% agree and 23% disagree with the statement, at the point the result a few of leacturer conduct question-answer and other did not conduct question-answer.

3). You want to learn English learning usde by the teacher



The result pie chart 4.2.6 above showed 17% agree and 83% disagree with the statement, it mean many students want to learn English using online learning and a few of student did not want learn English. .

4. Discussion

For the discussion the research problems, the researcher distributed questionnaires, there are thirty students voluntarily partici pated in filling out the questionnaire. In addition, the researcher also conducted interviews with thirty students to strengthen and obtain additional information.

1. From the analysis of the result above, the researcher found out those students' perceptions about English online learning differed from one another. Using Online Learning has advantages and disadvantages, where the effects felt by students are also different. Students have difficulty learning because the learning systems used during the pandemic have never been felt before. Based on students' responses to filling questionnaires and interviews,

students' perceptions about online English learning were not effective. Then online learning cannot motivate students to improve their learning and generate new experiences for students themselves. Students stated that learning English through E-Learning was ineffective because the teacher's material was poorly received and the lack of question and answer interactions during online learning resulted in students not understanding. Furthermorethe ineffectiveness of this learning system also makes some students lazy to learn because the teaching methods given by the teacher concerned are not so good.

2. For this research, student choose Google classroom as the application that effective to use in online learning. Google Classroom facilitated the students to interact with the teacher to discuss or do an online learning activity assignment. Most of them were happy and never bored to use Google Classroom in their learning process. Students' benefits from the use of Google Classroom because Google Classroom is easy to access. Google Classroom is designed as an interface to deliver and track assignments and communication with the course simpler through the announcement, email, and push notification. Most of the students were being more disciplined in submitting the assignment that they got from the teacher. On the other hand, students felt that Google Classroom could not support cooperative learning by working in groups. Google Classroom only supports individual assignment. There were no features in Google Classroom that could support group discussion.
3. Based on the result of the interview and questionnaire, in the application of

online learning such as WhatsApp, Zoom, and Google Classroom, students also experience obstacles or problems encountered in the online learning process. Which says that in online learning, although it saves costs and time, in the end, it requires a large investment initially because students must prepare all the devices used in online learning so that it remains an obstacle for students. Not only that, other obstacles such as poor networking, the quality of mobile phones that do not support the students themselves and the capacity of the applications used when online learning are not able to accommodate a large number of participants.

In addition for the clear by the people about student perception on the application used in the online learning, the researcher added some part for the indept interview by the student about synchronous and asynchronous. And after went the indept dialog with the student. For the first student confused and almost did not understand about synchronous and asynchronous but after the researcher explained it, almost student choose synchronous as the learning method that made them easier and understand to receive the lesson with the interview:

Researcher: " How your opinion about learning method used synchronous and asynchronous?"

Student: I choose synchronous because learning to use it forced me to able to think critically while asynchronous did not make me interest in learning.

In this research, the researcher has some laks. The researcher only conducted interview through WhatsApp chatting because at the time of the

research there were problems with the implementationof social distancing and work from home “WFH” that forced the researcher and participants did all through online media. In other reason why the researcher conducted research through WhatsApp chatting not via video call with students was because reseaercher wanted to create a comfortable situation for students to express all of their perception about online learning without any pressure and nervousness.

In addition for the clear by the people about student perception on the application used in the online learning, the researcher added some part for the deeply interview by the student about synchronous and asynchronous.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the research, the researcher concluded that

1. Students said that learning English through online learning is not effective to improve their English skill because online learning has many obstacles.
2. Student mentioned that Google Classroom is the an application to made them easy to learning English by the leacturers.
3. Students also mention the obtacles that made them difficult to accept the material, those included bad networking, and lecturer teaching method which did not provoked students' interest in learning English.

4. Suggestion

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. Lecturers are expected to be able to use effective learning techniques and to change the teaching method so that the students are not bored. Before entering the classroom, the teacher should assess the student's potential and determine what the student needs to learn. They should also design their materials and teaching aids.
2. The students must increase their knowledge in the online learning process and they should have strong motivation to learn English by online learning, do many times to exercise their English inside and outside the classroom.
3. The institute is expected to be able supported by adequate infrastructure such

4. as good networks, mobile phones that support applications from online learning and so on.
5. For other researchers, this research is expected to benefit other researchers as well as serve as a reference or inspiration for future research in this field.

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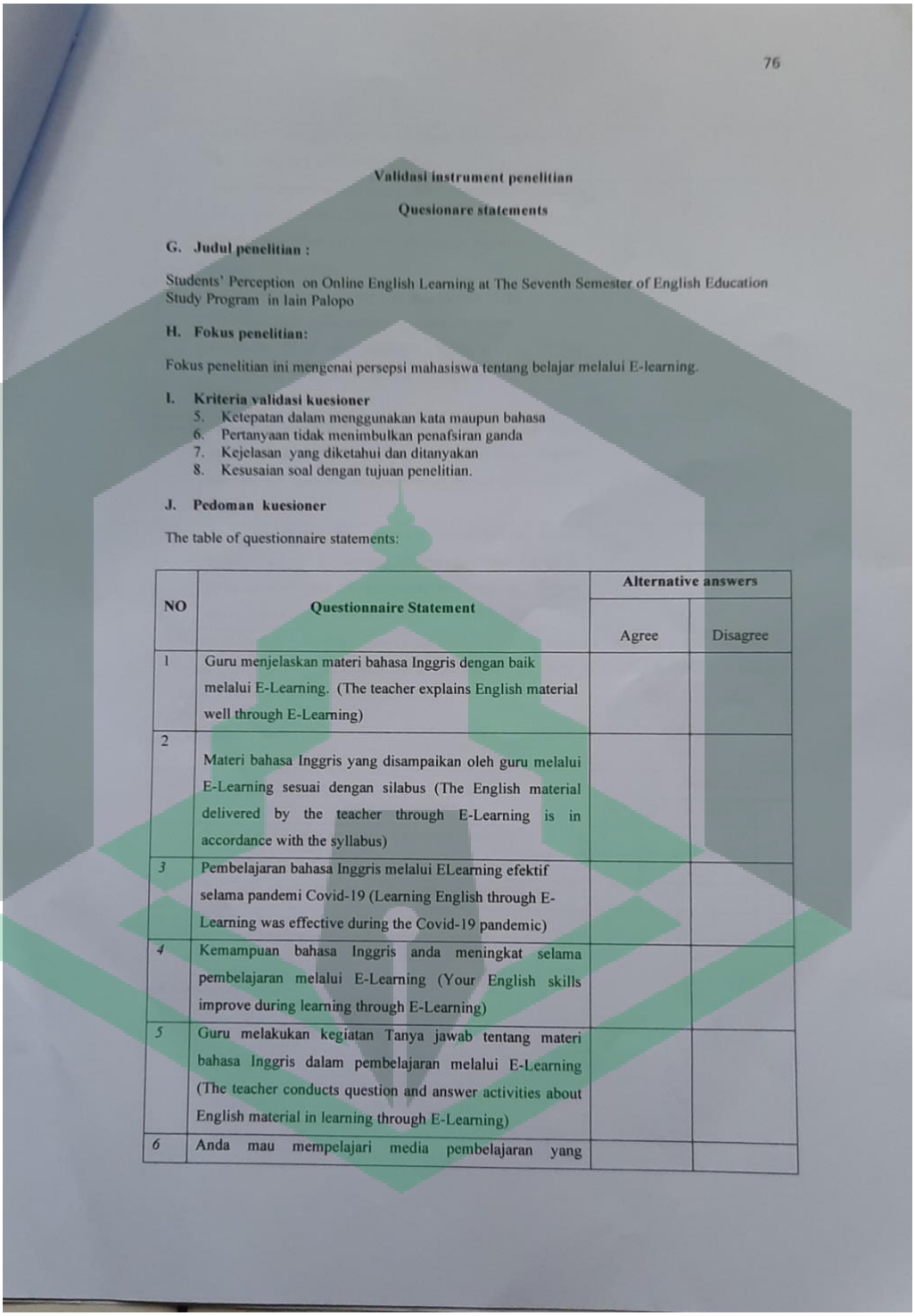
APPENDICES

Appendix 3 Validity of Questionnaire And Interview



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Validasi instrument penelitian

Quesionare statements

G. Judul penelitian :

Students' Perception on Online English Learning at The Seventh Semester of English Education Study Program in Iain Palopo

H. Fokus penelitian:

Fokus penelitian ini mengenai persepsi mahasiswa tentang belajar melalui E-learning.

I. Kriteria validasi kuesioner

5. Ketepatan dalam menggunakan kata maupun bahasa
6. Pertanyaan tidak menimbulkan penafsiran ganda
7. Kejelasan yang diketahui dan ditanyakan
8. Kesusaian soal dengan tujuan penelitian.

J. Pedoman kuesioner

The table of questionnaire statements:

NO	Questionnaire Statement	Alternative answers	
		Agree	Disagree
1	Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning. (The teacher explains English material well through E-Learning)		
2	Materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus (The English material delivered by the teacher through E-Learning is in accordance with the syllabus)		
3	Pembelajaran bahasa Inggris melalui ELearning efektif selama pandemi Covid-19 (Learning English through E-Learning was effective during the Covid-19 pandemic)		
4	Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning (Your English skills improve during learning through E-Learning)		
5	Guru melakukan kegiatan Tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning (The teacher conducts question and answer activities about English material in learning through E-Learning)		
6	Anda mau mempelajari media pembelajaran yang		

	digunakan oleh guru selama pandemic (you want to learn English learning used by the teacher),		
7	Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning (You ask the teacher when you have difficulty learning English through E-Learning)		
8	Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19 (You are diligently working on English assignments given by the teacher through ELearning during the Covid-19 pandemic)		
9	Anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19 (You continue to learn English even though there are no assignments during the Covid-19 pandemic)		
10	Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19. (You are motivated and passionate about learning English through E-Learning during the Covid-19 pandemic)		

Adopted from A Graduating Paper by Sri Mulyani, 2020, Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (A Study At The Tenth Graders at SMAN 1 Suruh In The Academic Year Of 2019/2020)

K. Validasi

No.	Indikator validasi	Nilai				
		1	2	3	4	5
1	Ketepatan dalam penggunaan kata dan bahasa.				V	
2	Pertanyaan tidak menimbulkan penafsiran ganda					V
3	Kejelasan aspek yang ingin diketehui dan dipertanyakan					V
4	Kesesuaian soal dengan tujuan penelitian					V

Keterangan:

5 = Sangat Baik

4 = Baik

3= Sedang

2=Kurang Baik

78

1=Sangat Kurang baik

L. Penilaian umum

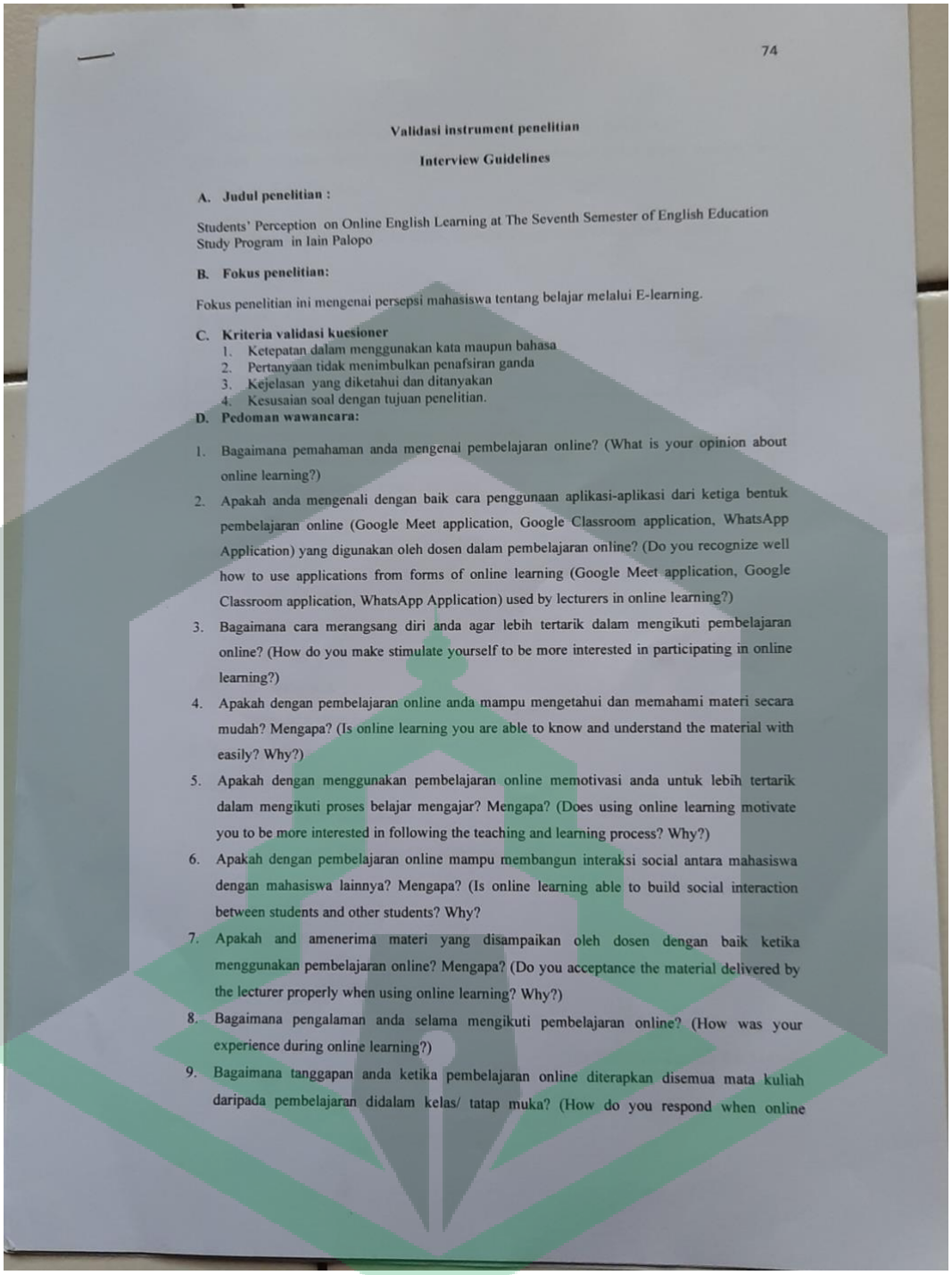
Kesimpulan penilaian secara umum terhadap instrument ini.

d. Layak digunakan
e. Tidak layak digunakan
f. Layak digunakan dengan perbaikan berikut:

Palopo, 24 September 2021

Validator,

Dr. Magfirah Thayyib,S.S.,M.Hum



Validasi instrument penelitian

Interview Guidelines

A. Judul penelitian :

Students' Perception on Online English Learning at The Seventh Semester of English Education Study Program in Iain Palopo

B. Fokus penelitian:

Fokus penelitian ini mengenai persepsi mahasiswa tentang belajar melalui E-learning.

C. Kriteria validasi kuesioner

1. Ketepatan dalam menggunakan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda
3. Kejelasan yang diketahui dan ditanyakan
4. Kesusaian soal dengan tujuan penelitian.

D. Pedoman wawancara:

1. Bagaimana pemahaman anda mengenai pembelajaran online? (What is your opinion about online learning?)
2. Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom application, WhatsApp Application) yang digunakan oleh dosen dalam pembelajaran online? (Do you recognize well how to use applications from forms of online learning (Google Meet application, Google Classroom application, WhatsApp Application) used by lecturers in online learning?)
3. Bagaimana cara merangsang diri anda agar lebih tertarik dalam mengikuti pembelajaran online? (How do you make stimulate yourself to be more interested in participating in online learning?)
4. Apakah dengan pembelajaran online anda mampu mengetahui dan memahami materi secara mudah? Mengapa? (Is online learning you are able to know and understand the material with easily? Why?)
5. Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (Does using online learning motivate you to be more interested in following the teaching and learning process? Why?)
6. Apakah dengan pembelajaran online mampu membangun interaksi social antara mahasiswa dengan mahasiswa lainnya? Mengapa? (Is online learning able to build social interaction between students and other students? Why?
7. Apakah and amenerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa? (Do you acceptance the material delivered by the lecturer properly when using online learning? Why?)
8. Bagaimana pengalaman anda selama mengikuti pembelajaran online? (How was your experience during online learning?)
9. Bagaimana tanggapan anda ketika pembelajaran online diterapkan disemua mata kuliah daripada pembelajaran didalam kelas/ tatap muka? (How do you respond when online

learning is applied in all subjects than learning in the classroom/ face to face?)

10. Apa solusi anda mengenai pembelajaran online kedepannnya? (What is your solution about online learning the future?)

Adopted from A Thesis of Hasnidar, 2020, Students' Perception of Using Online Learning Materials.

E. Validasi

No.	Indikator validasi	Nilai				
		1	2	3	4	5
1	Ketepatan dalam penggunaan kata dan bahasa.				V	
2	Pertanyaan tidak menimbulkan penafsiran ganda					V
3	Kejelasan aspek yang ingin diketehui dan dipertanyakan					V
4	Kesesuaian soal dengan tujuan penelitian					V

Keterangan:

5 = Sangat Baik

4 = Baik

3= Sedang

2=Kurang Baik

1=Sangat Kurang baik

F. Penilaian umum

Kesimpulan penilaian secara umum terhadap instrument ini.

a. Layak digunakan
b. Tidak layak digunakan
c. Layak digunakan dengan perbaikan berikut:

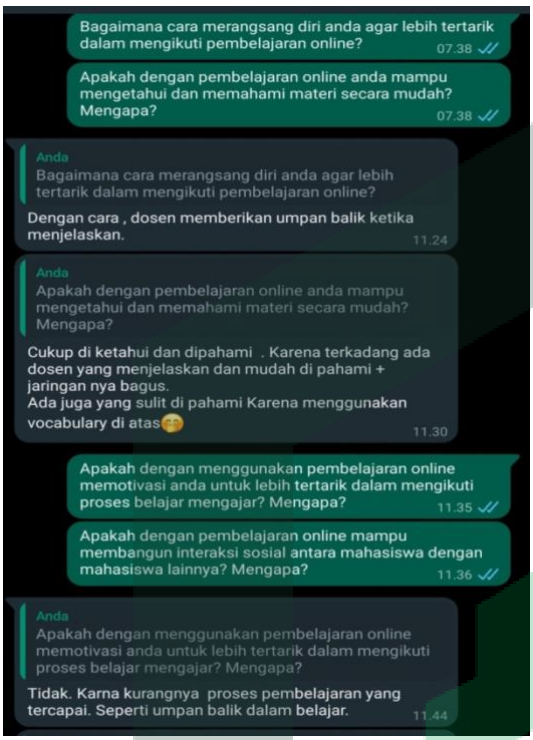
Palopo , 24 September 2021

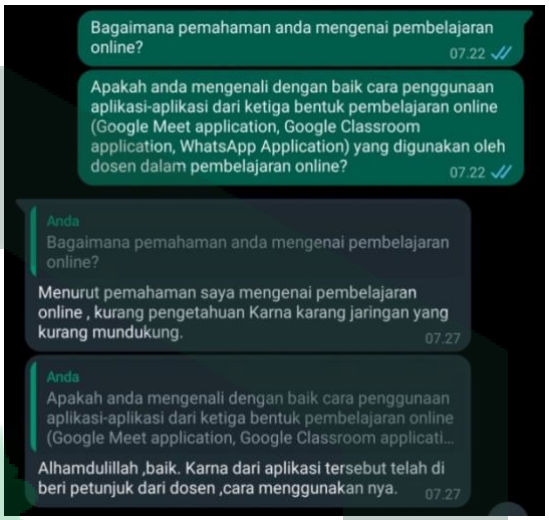
Validator,

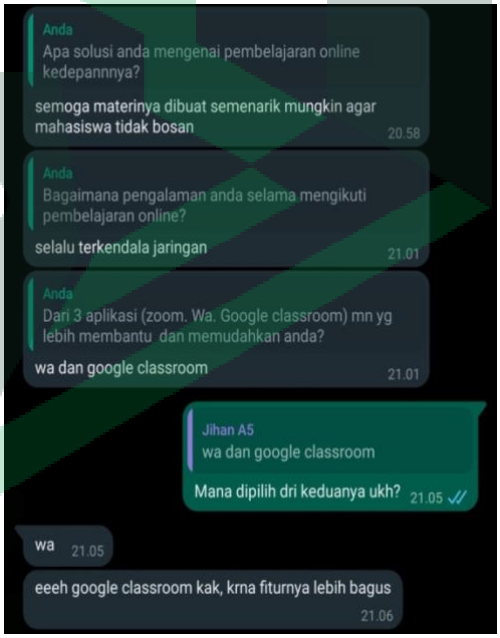
Dr. Magfirah Thayyib,S.S.,M.Hum

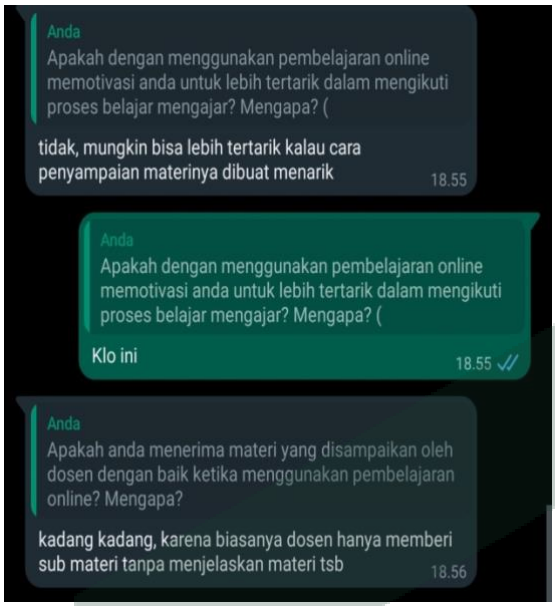
Appendix 4 interview through the Whatsapp personal chatting

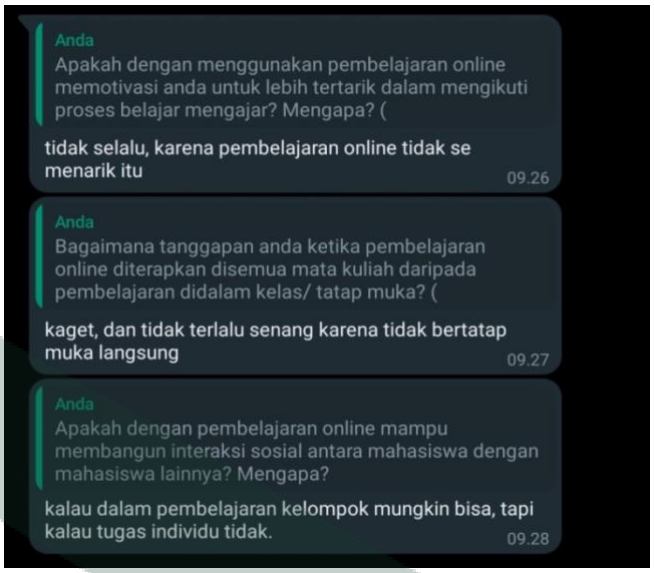
(Source: screenshot of one of the students in the seventh semester)

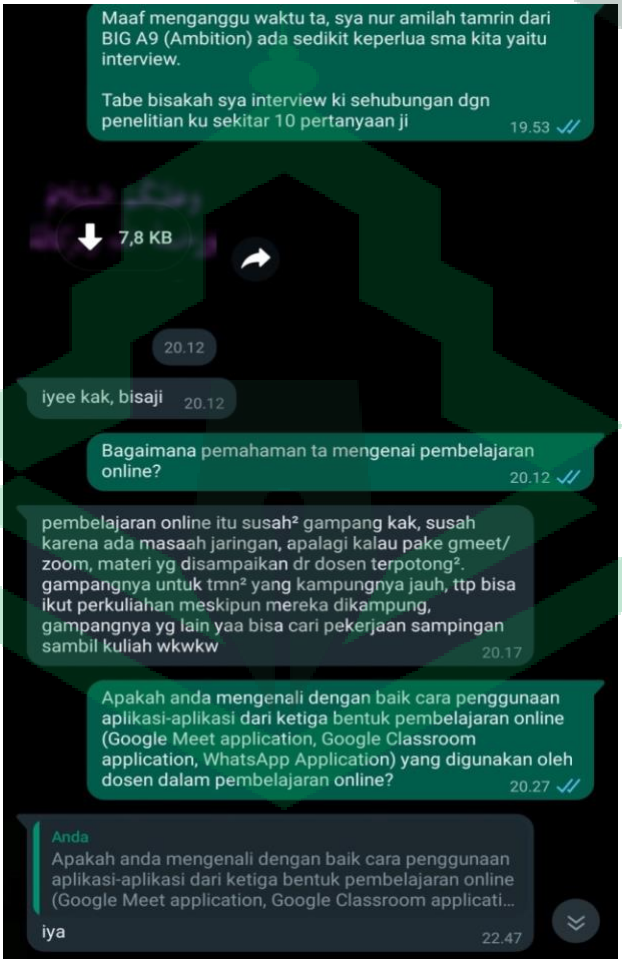


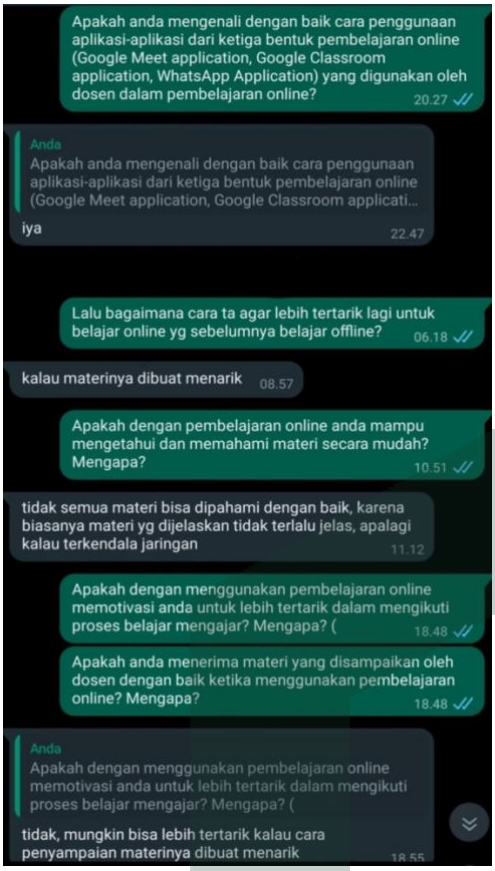


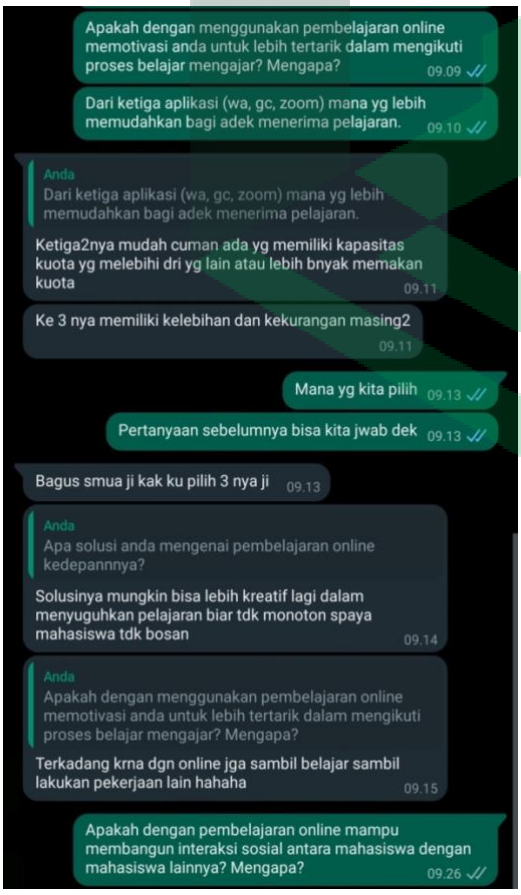


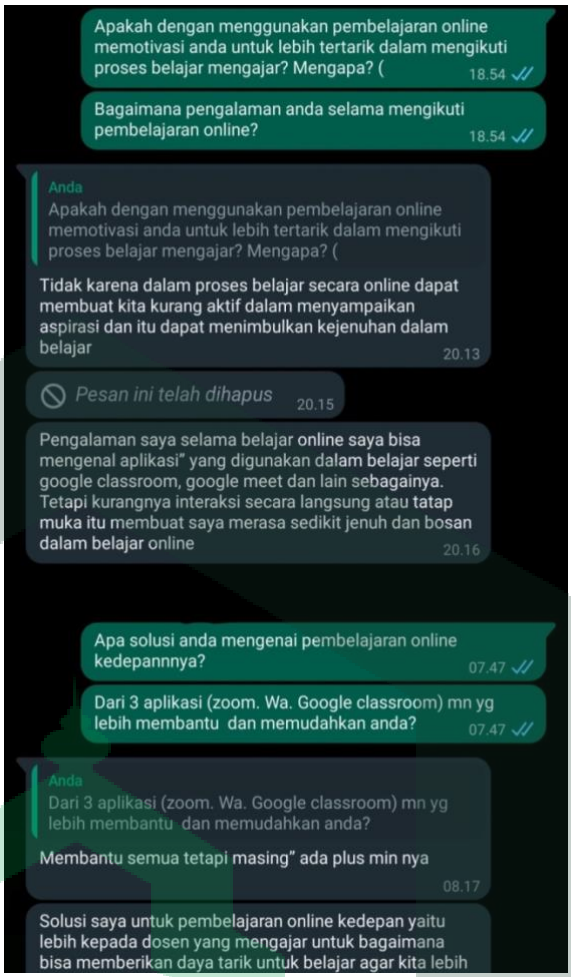

Anda
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (
tidak, mungkin bisa lebih tertarik kalau cara penyampaian materinya dibuat menarik
18.55
Anda
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (
Klo ini
18.55
Anda
Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa?
kadang kadang, karena biasanya dosen hanya memberi sub materi tanpa menjelaskan materi tsb
18.56

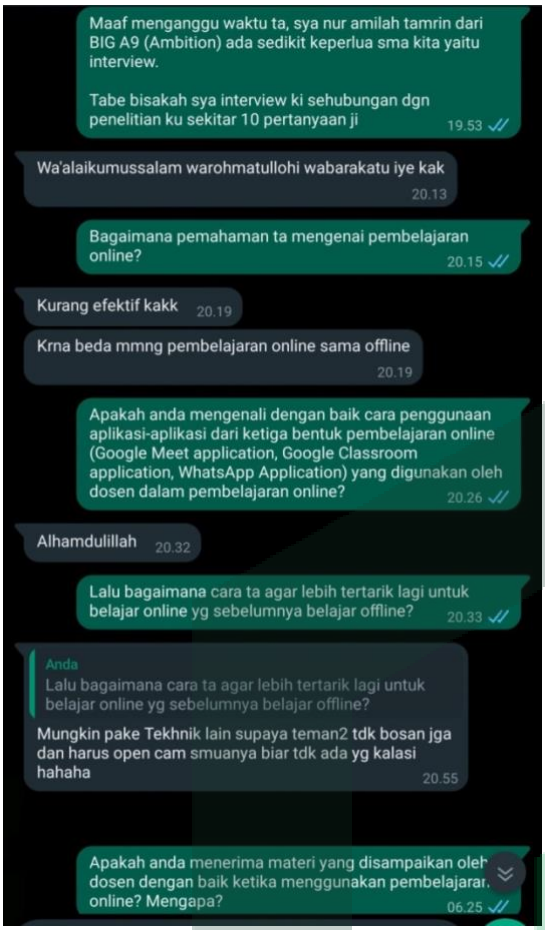

Anda
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (
tidak selalu, karena pembelajaran online tidak se menarik itu
09.26
Anda
Bagaimana tanggapan anda ketika pembelajaran online diterapkan disemua mata kuliah daripada pembelajaran didalam kelas/ tatap muka? (
kaget, dan tidak terlalu senang karena tidak bertatap muka langsung
09.27
Anda
Apakah dengan pembelajaran online mampu membangun interaksi sosial antara mahasiswa dengan mahasiswa lainnya? Mengapa?
kalau dalam pembelajaran kelompok mungkin bisa, tapi kalau tugas individu tidak.
09.28

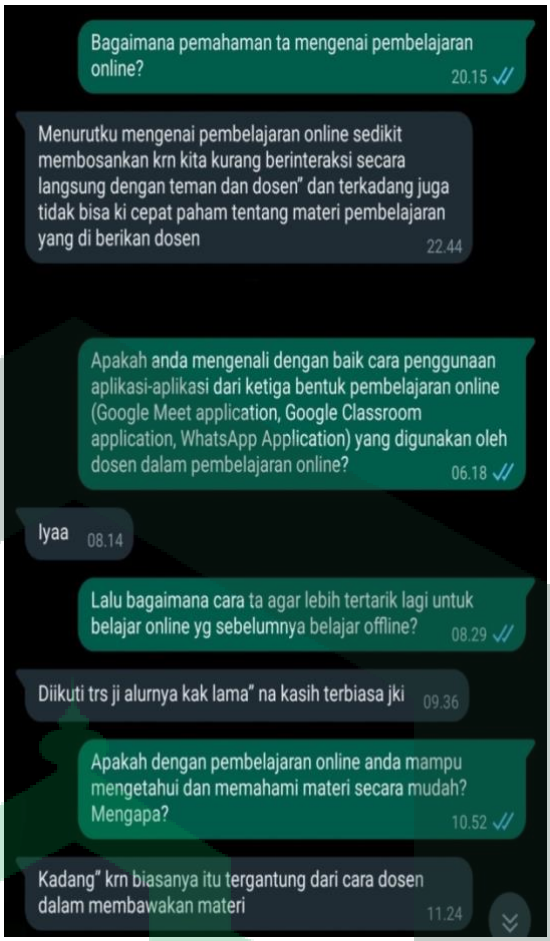

Maaf menganggu waktu ta, sya nur amilah tamrin dari BIG A9 (Ambition) ada sedikit keperlua sma kita yaitu interview.
Tabe bisakah sya interview ki sehubungan dgn penelitian ku sekitar 10 pertanyaan ji
19.53
7,8 KB
20.12
iyee kak, bisaji
20.12
Bagaimana pemahaman ta mengenai pembelajaran online?
20.12
pembelajaran online itu susah² gampang kak, susah karena ada masaah jaringan, apalagi kalau pake gmeet/ zoom, materi yg disampaikan dr dosen terpotong². gampangnya untuk tmn² yang kampungnya jauh, ttp bisa ikut perkuliahan meskipun mereka dikampung, gampangnya yg lain yaa bisa cari pekerjaan sampingan sambil kuliah wkwkw
20.17
Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom application, WhatsApp Application) yang digunakan oleh dosen dalam pembelajaran online?
20.27
Anda
Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom applicati...
iya
22.47

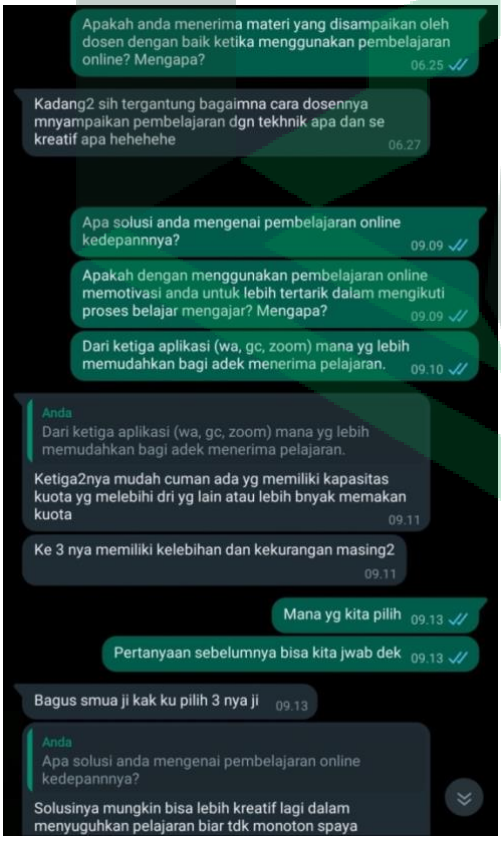

Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom application, WhatsApp Application) yang digunakan oleh dosen dalam pembelajaran online? 20.27
Anda
Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom applicati...
iya 22.47
Lalu bagaimana cara ta agar lebih tertarik lagi untuk belajar online yg sebelumnya belajar offline? 06.18
kalau materinya dibuat menarik 08.57
Apakah dengan pembelajaran online anda mampu mengetahui dan memahami materi secara mudah? Mengapa? 10.51
tidak semua materi bisa dipahami dengan baik, karena biasanya materi yg dijelaskan tidak terlalu jelas, apalagi kalau terkendala jaringan 11.12
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (18.48
Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa? 18.48
Anda
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (
tidak, mungkin bisa lebih tertarik kalau cara penyampaian materinya dibuat menarik

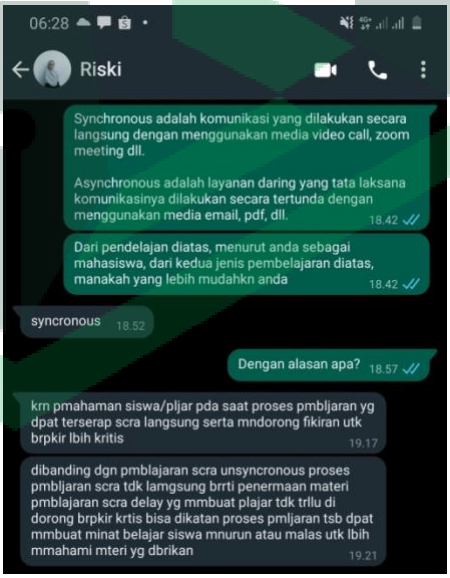

Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? 09.09
Dari ketiga aplikasi (wa, gc, zoom) mana yg lebih memudahkan bagi adek menerima pelajaran. 09.10
Anda
Dari ketiga aplikasi (wa, gc, zoom) mana yg lebih memudahkan bagi adek menerima pelajaran.
Ketiga2nya mudah cuman ada yg memiliki kapasitas kuota yg melebihi dri yg lain atau lebih bnyak memakan kuota 09.11
Ke 3 nya memiliki kelebihan dan kekurangan masing2 09.11
Mana yg kita pilih 09.13
Pertanyaan sebelumnya bisa kita jwab dek 09.13
Bagus smua ji kak ku pilih 3 nya ji 09.13
Anda
Apa solusi anda mengenai pembelajaran online kedepannnya?
Solusinya mungkin bisa lebih kreatif lagi dalam menyuguhkan pelajaran biar tdk monoton spaya mahasiswa tdk bosan 09.14
Anda
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa?
Terkadang krna dgn online jga sambil belajar sambil lakukan pekerjaan lain hahaha 09.15
Apakah dengan pembelajaran online mampu membangun interaksi sosial antara mahasiswa dengan mahasiswa lainnya? Mengapa? 09.26


Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (18.54
Bagaimana pengalaman anda selama mengikuti pembelajaran online? 18.54
Anda
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? (
Tidak karena dalam proses belajar secara online dapat membuat kita kurang aktif dalam menyampaikan aspirasi dan itu dapat menimbulkan kejenuhan dalam belajar 20.13
Pesan ini telah dihapus 20.15
Pengalaman saya selama belajar online saya bisa mengenal aplikasi" yang digunakan dalam belajar seperti google classroom, google meet dan lain sebagainya. Tetapi kurangnya interaksi secara langsung atau tatap muka itu membuat saya merasa sedikit jenuh dan bosan dalam belajar online 20.16
Apa solusi anda mengenai pembelajaran online kedepannnya? 07.47
Dari 3 aplikasi (zoom. Wa. Google classroom) mn yg lebih membantu dan memudahkan anda? 07.47
Anda
Dari 3 aplikasi (zoom. Wa. Google classroom) mn yg lebih membantu dan memudahkan anda?
Membantu semua tetapi masing" ada plus min nya 08.17
Solusi saya untuk pembelajaran online kedepan yaitu lebih kepada dosen yang mengajar untuk bagaimana bisa memberikan daya tarik untuk belajar agar kita lebih


Maaf menganggu waktu ta, sya nur amilah tamrin dari BIG A9 (Ambition) ada sedikit keperlua sma kita yaitu interview.
Tabe bisakah sya interview ki sehubungan dgn penelitian ku sekitar 10 pertanyaan ji 19.53
Wa'alaikumussalam warohmatullohi wabarakatu iye kak 20.13
Bagaimana pemahaman ta mengenai pembelajaran online? 20.15
Kurang efektif kakk 20.19
Krna beda mmng pembelajaran online sama offline 20.19
Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom application, WhatsApp Application) yang digunakan oleh dosen dalam pembelajaran online? 20.26
Alhamdulillah 20.32
Lalu bagaimana cara ta agar lebih tertarik lagi untuk belajar online yg sebelumnya belajar offline? 20.33
Anda
Lalu bagaimana cara ta agar lebih tertarik lagi untuk belajar online yg sebelumnya belajar offline?
Mungkin pake Tekhnik lain supaya teman2 tdk bosan jga dan harus open cam smuanya biar tdk ada yg kalasi hahaha 20.55
Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa? 06.25


Bagaimana pemahaman ta mengenai pembelajaran online? 20.15
Menurutku mengenai pembelajaran online sedikit membosankan krn kita kurang berinteraksi secara langsung dengan teman dan dosen" dan terkadang juga tidak bisa ki cepat paham tentang materi pembelajaran yang di berikan dosen 22.44
Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom application, WhatsApp Application) yang digunakan oleh dosen dalam pembelajaran online? 06.18
Iyaa 08.14
Lalu bagaimana cara ta agar lebih tertarik lagi untuk belajar online yg sebelumnya belajar offline? 08.29
Diikuti trs ji alurnya kak lama" na kasih terbiasa jki 09.36
Apakah dengan pembelajaran online anda mampu mengetahui dan memahami materi secara mudah? Mengapa? 10.52
Kadang" krn biasanya itu tergantung dari cara dosen dalam membawakan materi 11.24


Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa? 06.25
Kadang2 sih tergantung bagaimna cara dosennya mnyampaikan pembelajaran dgn tekhnik apa dan se kreatif apa hehehehe 06.27
Apa solusi anda mengenai pembelajaran online kedepannnya? 09.09
Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa? 09.09
Dari ketiga aplikasi (wa, gc, zoom) mana yg lebih memudahkan bagi adek menerima pelajaran. 09.10
Anda
Dari ketiga aplikasi (wa, gc, zoom) mana yg lebih memudahkan bagi adek menerima pelajaran.
Ketiga2nya mudah cuman ada yg memiliki kapasitas kuota yg melebihi dri yg lain atau lebih bnyak memakan kuota 09.11
Ke 3 nya memiliki kelebihan dan kekurangan masing2 09.11
Mana yg kita pilih 09.13
Pertanyaan sebelumnya bisa kita jwab dek 09.13
Bagus smua ji kak ku pilih 3 nya ji 09.13
Anda
Apa solusi anda mengenai pembelajaran online kedepannnya?
Solusinya mungkin bisa lebih kreatif lagi dalam menyuguhkan pelajaran biar tdk monoton spaya


06:28
Riski
Synchronous adalah komunikasi yang dilakukan secara langsung dengan menggunakan media video call, zoom meeting dll.
Asynchronous adalah layanan daring yang tata laksana komunikasinya dilakukan secara tertunda dengan menggunakan media email, pdf, dll. 18.42
Dari pendelajan diatas, menurut anda sebagai mahasiswa, dari kedua jenis pembelajaran diatas, manakah yang lebih mudahkn anda 18.42
syncronous 18.52
Dengan alasan apa? 18.57
krn pmahaman siswa/pljar pda saat proses pmbljaran yg dpat terserap scra langsung serta mndorong fikiran utk brpkir lbih kritis 19.17
dibanding dgn pmblajaran scra unsyncronous proses pmbljaran scra tdk lamgsung brrti penermaan materi pmblajaran scra delay yg mmbuat plajar tdk trllu di dorong brpkir krtis bisa dikatan proses pmljaran tsb dpat mmbuat minat belajar siswa mnurun atau malas utk lbih mmahami mteri yg dbrikan 19.21

Appendix 4 Interview Transcription

1). In the first question, the researcher asked the students about the opinion of online learning.

""Bagaimana pemahaman anda tentang pembelajaran online?(what is your understanding about online learning?)"

AAS : *Pembelajaran online itu susah-susah gampang kak, susah karena ada masalah jaringan, apalagi kalau dipake google meet/zoom, materi yang disampaikan dari dosen terpotong-potong, gampangnya bagi teman yang kampungnya jauh tetap bisa ikut perkuliahan meskipun mereka dikampung, gampangnya yang lain yaa bisa cari pekerjaan sampingan sambil kuliah.*

AISR: *Menurutku mengenai pembelajaran online sedikit membosankan karena kita kurang berinteraksi secara langsung dengan teman-teman dan dosen dan terkadang juga tidak bisa ki cepat paham tentang materi pembelajaran yang diberikan dosen.*

ARG: *Semuanya bagus ji kak dan ada juga jelek bagusnya itu kalau pembelajaran online lebih cepat ki dapat informasi sedangkan jeleknya itu banyak sekali terutama itu terkendala jaringan kak..*

D: *Menurutku kurang efektif karena saya jadi kurang sulit memahami materi karena jaringan kadang tiba-tiba hilang.*

E: *Kurang efektif kak ,karena beda memang pembelajaran online dan offline.*

EPS: *Kesulitan menerima materi selama pembelajaran, kemudian kesulitan mencari signal ketika sedang beradi di daerah yang kualitas signalnya kurang memadai.*

FRG: *Menurutku pembelajaran online sedikit membosankan karena kurang berinteraksi secara langsung.*

FI: *Menurutku kurang efektif kak karena jaringan yang kurang mendukung.*

HR: *Kurang optimal tapi setidaknya pendidikan Indonesia tetep hidup.*

IS: *Mengenai pembelajaran online ada plus minusnya, plusnya seorang siswa/guru tidak perlu mendatangi sekolah ataupun tempat pembelajaran lainnya, siswa dan guru cukup menyiapkan handphone dan laptop untuk bertatap muka secara*

online dan tentunya kuota internet, maka pembelajaran bisa dilakukan. Minusnya adalah pembelajaran online tidak selamanya berjalan dengan lancer baik dikarenakan jaringan yang jika dipelosok tidak terlalu baik.

JAA: *Terkadang memang ada yang terasa mudah, namun sepertinya lebih cenderung sulit karena dengan pembelajaran online siswa di tuntut untuk memahami materi pembelajaran yang dipaparkan oleh guru maupun dosen dengan keterbatasan ruang dan waktu, mengapa saya mengatakan demikian karena dengan pembelajaran online siswa tidak leluasa mengutarakan pertanyaan mereka terkait hal-hal yang tidk dimengerti karena guru yang cenderung harus merespon satu persatu siswa hingga ada siswa yang tidak memperoleh jawaban yang mereka inginkan karena waktu pembelajaran online yang cenderung lebih singkat daei pada jam pembelajaran offline, bahkan boasanya ada guru yang kurang menanggapi pertanyaan siswa.*

KP: *Kalau dari saya, pembelajaran online itu bagus, tapi tentunya tentunya tidak terlepas dari yang namanya kekurangan dan kelebihan.*

LFA: *Kurang efektif, sebeb jaringan jelek otomatis pembelajaran yang disampaikan dosen terlewatkan.*

MH: *Sebenarnya ada bagusnya ada buruknya, yang bagusnya itu kita tinggal dirumah dan tidak bagusnya itu cuman mendengarkan belum tentu dipahami.*

NS: *Ribet menurut saya, karena semuanya serba online mulai dari kumpul tugas diskusi dengan teman, sampai ulangan, terus di tambah lagi kita harus download materi, buat video dll. Itu bias membuat memori hp jadi penuh.*

NAM: *Kurang memahami pelajaran, mudah bosan, mudah ngantuk.*

NEP: *Lumayan bagus, cuman terkadang ada pelajaran yang kurang dimengerti.*

NWN: *Tidak meningkatkan minat belajar siswa.*

N: *Menurut saya, pembelajran online dimasa pandemic itu masih kurang efektif, masih banyak yang perlu diperbaiki dari akses jaringan, dan keterbatasan dana untuk memenuhi paketan data (kuota).*

N: *Saya pribadi merasa diuntungkan mengingat bahwa tipe mahasiswa yang lambat dalam menerima pembelajran sehingga saya bisa memahami ulang di luar waktu kuliah.*

NH: *Cukup baik, dan memudahkan karena hamper setiap saat kita tidak lepas dari teknologi termasuk internet yang juga berguna untuk mencari informasi pembelajaran. Namun pada keadaan tertentu khusus untuk pembelajaran online saya merasa terbatasi untuk berinteraksi atau berdiskusi dengan teman atau bertanya pada dosen.*

DKD: *Tidak terlalu efektif.*

NWI: *Tidak efektif.*

PR: *Tidak terlalu efektif..*

R: *Menurut saya pembelajran online lumayan membosankan*

R: *kurang bagus karena kami peserta didik sulit mengerti Karena keterbatasan dana, waktu dan jaringan. Pembelajaran online memiliki keuntungan dan juga kelemahan.*

SAA: *Hemat saya pembelajaran online kurang efektif diterapkan dalam proses pembelajaran karena yang disampaikan oleh guru hanya terletak pada persoalan materi. Belejar secara daring tidak mampu membangun hubungan emosional satu sama lain baik anatar siswa ke guru, guru ke siswa, bahkan antara siswa ke siswa.*

SWA: *Menurut pemahaman saya mengenai pembelajaran online, saya kurang pengetahuan karena terkendala jaringan.*

SACA: *Semua bagus ji kaka, dan ada juga bagus dan buruknya, kalau pembelajaran online lebih cepat mendapatkan informasi sedangkan*

2). The second question, the researcher asked the student about student's understanding of the application is yes or not, and the researcher asked the student to mention one of the three application.

"Apakah anda mengenali dengan baik cara penggunaan aplikasi-aplikasi dari ketiga bentuk pembelajaran online (Google Meet application, Google Classroom application, WhatsApp Application) yang digunakan oleh dosen dalam pembelajaran online? Dan dari ketiga aplikasi itu manakah yang sangat memudahkan anda dalam menerima pelajaran?.

AAS: *Iya, karena ketiga aplikasi tersebut lumayan mudah digunakan fiturnya, tentunya saya pilih zoom, llebih baik digunakan untuk pembelajaran online*.

AISR: *Iya. Google classroom karena fiturnya lebih bagus.*

ARG: *Iya. Google classroom.*

D: *Google classroom.*

E: *WhatsApp*.

EPS: All three are easy.

FRG: *Iya. Google classroom*.

FI: *Masih tidak terlalu paham pada sebagian aplikasi*.

HR: *Aplikasi Zoom.*

IS: *Ya, saya mengenali dengan baik dan menurut saya whatsapp application yang lebih mudah.*

JAA: *Ya, dan yang paling memudahkan adalah google classroom karena ada fitur virtual seperti di dalam kelas yang lebih memiliki fungsi spesifik.*

KP: *Ya, google classroom dan whatsapp*.

LFA: *Ya, aplikasi zoom.*

MH: *Iya, saya mengenali dengan baik ketiga aplikais tersebut dengn baik dan ketiganya, whatsapp dan google classroom yang paling memudahkan saya dalam menerima pelajaran.*

NS: *Masih tidak terlalu paham pada sebagia aplikai. Ketiga aplikasi ini saya pahami dan aplikasi yang saya sukai itu adalah google classroom.*

NAM: *Google classroom.*

NEP: *Aplikasi yang memudahkan saya dalam menerima materi yaitu WhatsApp dan Zoom.*

NWN: *Google classroom.*

NPW: *Google Clasroom.*

M: *Google Classroom.*

3) In the third question, the researcher asked the student's ways to interest for the follow the online learning class.

"Bagaimana cara merangsang diri anda agar lebih tertarik dalam mengikuti pembelajaran online?,How do you make stimulate yourself to be more interested in participating in online learning?"

AAS: *Dengan cara terus semangat dan selalu mengingat deadline.*

AISR: *Makan cemilan, atau mengguakan alat tulis yang berwarna atau bermotof lucu.*

ARG: *Mungkin dengan metode pembelajaran yanag didalam pembelajaran itu berisi dengan game-game atau Tanya jawab dimana siswa bisa diberi nilai tambahan.*

D: *Dengan membuat kegiata pemebelajaran online menjadi hal yang menyenangkan.*

E: *Dengan menanamkan pola pikir yang bagus mengenai pembelajran online.*

EPS: *Dengan cara melihat, membaca materi yang akan di bawahkan dosen agar bisa mencari ketertarikan dan semangat dalam belajar.*

FRG: *Menonton video pembelajaran tentang materi kuliah.*

FI; *Dengan menonton video-video pembelajaran di youtube.*

HR: *Mengenal lebih dalam fungsi-fungsi dari aplikasi pembelajaran online yang digunakan agar mudah menggunakannya.*

IS: *Selalu sadar akan status kita sebagai pelajar.*

JAA: *Belajar lebih mengenal alat eletronik.*

KP: *Menenkankan diri bahwa belajar itu adalah tuntutan diri.*

LFA: *Menurut saya, sebenarnya cara mengajar atau metode yang diterapkan oleh dosenlah yang sangat berpengaruh terhadap minat pelajar untuk mengikuti kelas online.*

MH: *Untuk menambah ketertarikan bekajar online, biasanya saya mempelajari terlebih dahuu mata kuliah yang akan dipelajaridan terkadang dosen yang mengajar juga menambah ketertarikan karena memberikan ide atau konsep yang menarik dalam pembelajaran.*

NS: *Lebih memilih banyak waktu dengan keluarga.*

NAM: *Materi yang disajikan dengan singkat, padat, dan jelas.*

NEP: *Menggunakan media audio-visual.*

NWN: *Saya pikir tidak ada karena hal-hal yang ditampilkan pada pembelajaran online hanya sebatas visual saja bahkan kerap kali banak siswa yang tidak serius selama pembelajaran berlangsung.*

N: *Banyak kuis.*

N: *Mencoba mengikuti pembelajaran dengan membayangkan sesuatu yang disukai.*

NH: *Menurut saya harus menggunakan aplikasi yang biasa kita bertatap muka dengan dosen seperti Zoom.*

4). In the fourth, the researcher asked the student' experiences about the ease of understanding

online material, it was easy or not.

"Apakah dengan pembelajaran online anda mampu mengetahui dan memahami materi secara mudah?"

AAS: *Kurang…karena selama pembelajaran online interaksi antar mahasiswa dan dosen menjadi kurang, sehingga ini menyebabkan dosen hanya memberikan tugas tanpa menjelaskan materi terlebih dahulu.*

AISR: *Tidak terlalu, karena pada saat kelas meskipun harus tetap duduk depan layar tapi itu membuat saya mudah lelah dan banyak kendala yang bisa saya dapatkan selama kelas termasuk jaringan ataupun hal-hal diluar kendali saya seperti guntur atau listrik padam.*

ARG: *Menurut saya agak sulit, karena saya lebih suka ketika guru menjelaskan secara langsung atau tatap muka.*

D: *Tidak mudah tetapi juga tidak begitu sulit.*

E: *Tidak sepenuhnya memahami, dikarenakan waktu yang tersediah pada saat pembelajaran online terbatas.*

EPS: *Tidak terlalu, karena terkadang materi hanya di sampaikan tanpa adanya penjelasan lebih lanjut dari pembawah materi.*

FRG: *Tidak, karena saya tipe orang yang mudah bosan dan lebih suka learning by doing. Dengan adanya pembelajaran online saya semakin bosan untuk belajar.*

FI: *Tidak, karena saya adalah orang dengan tipe balajar yang harus berhadapan denganpengajar secara langsung. Demham adanya pembelajaran online saya mengalami banyak kendala, sehingga membuat saya harus mencari video pembelajaran yang membahas materi yang sama untuk membuat saya memahami materi tersebut.*

HR: *Cukup. Saya cukup mampu memahami materi setelah menelaah materiyang*

disajikan dosen karena materi yang disajikan jelas namun saya terkadang butuh referensi tambahan.

IS: *Tidak, karena penjelasan materi tidak terlalu efektif.*

JAA: *Tidak. Karena keterbatasan waktu, jaringan, dan kemampuan smartphone yang digunakan.*

KP: *Kurang, karena selain keterbatasan pada waktu kadang masalah kuota dan jaringan menjadi kendala.*

LFA: *Tidak semua materi dapat saya pahami degan mudah. Ada beberapa yang memang harus dijelaskan secara langsung oleh dosen. Apalagi jika harus mencari sendiri kemudian memahaminya, saya rasa agak sulit.*

MH: *Tidak juga. Karena belajar online tidak sebebas belajar luring, ada banyak keterbatasan saat belajar online.*

NS: *Tidak, karena keterbatasan waktu dan masalah jaringan.* No, due to time constraints and network issues.

NAM: *Tidak, karena keterbatasan waktu, jaringan dan data sehingga guru kurang dimengerti.*

NEP: *Tergantung dengan materi dan pengajarnya.*

NWN: *Tidak. Karena kurang efektif.*

N: *Tidak. Karena banyak hal yang tidak mendukung proses pembelajaran online secara efektif. Kadang siswa terkendala jaringan internet sehingga materi yang disampaikan oleh guru kerap kali terlewatkan.*

N: *Tidak sama sekali.*

NH: *Tidak mudah memahami materi dengan pembelajaran online.*

DKD: *Tidak terlalu, karena sangat berbeda ketika belajar langsung secara offline.*

5). In the fifth question, the researcher asked student' interest to follow the learning process.

"Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajar mengajar? Mengapa?"

AAS: *Tidak sama sekali.*

AISR: *Tidak terlalu Karena terkadang membuat saya kurang focus dalam menaah materi dari dosen dan tergiur untuk membuka hal-hal lain pada saat proses pembelajaran.*

ARG: *Tidak, karena terkesan terbatas.*

D: *Tidak, karena pembelajaran online tidak mampu menyampaikan materi pembelajaran sejelas saat pembelajaran luring.*

E: *Semakn kesini saya akhirnya semakin nyaman dengan pembelajaran online, karena secara tidak langsung saya bisa multitasking.*

EPS: *Iya, Karena saya tertantang untuk memberikan pembelajaran yang menarik dengan ide-ide/ metode belajar yang dapat diterapkan saat mengajar online.*

FRG: *Tidak terlalu tertarik, karena saat belajar online dosen tidak begitu memberikan penjelasan mengenai materi yang diberikan.*

FI: *Kadang-kadang. Karena terdapat beberapa mata kuliah yang tidak cocok dengan pembelajaran online.*

HR: *Tidak. Karena belajar didalam kelas akan lebih bisa mempraktikkan materi pembelajaran secara langsung terlebih untuk pembelajaran bahasa.*

IS: *Tidak, karena pembelajaran online kurang penjelasan dan lebih banyak tugas yang diberikan.*

JAA: *Tidak, karena terkadang focus saya mudah teralihkan.*

KP: *Kurang, terlebih saat jaringan tidak mendukung*L

FA: *Tidak.*

MH: *Tidak juga. Karena pembelajaran tatap muka lebih memudahkan kita dalam memahami pembelajaran dibanding online.*

NS: *Tidak terlalu tertarik, dikarenakan saat belajar online dosen tidak begitu memberikan penjelasan mengenai materi yang diberikan.*

6). In the sixth question, the researcher asked the studets how the interaction in the online class.

"Apakah dengan pembelajaran online mampu membangun interaksi social antara mahasiswa dengan mahasiswa lainnya? Mengapa?"

AAS: *`Tidak.*

AISR: *Tidak cukup. Pasti diperlukan interaksi secara langsung karena hanya online kemungkinan untuk menerimah umpan balik itu banyak kendala.*

ARG: *Tidak juga kerena mahasiswa tidak berinteraksi secara langsung, mungkin ada beberapa yang akrab tetapi setahu saya kebanyakan dari mereka tidak memiliki ketertarikan untuk mengenal satu sama lain.*

D: *Ya. Interaksi social sekarang ini sudah tidak lagi dibatasi dengan jarak, dengan adanya media social sebagai penghubung.*

E: *Menurut saya kurang membangun interaksi antara satu dengan yang lain dikarenakan tidak bertemu secara langsung.*

EPS: *Saya rasa kurang, karena interaksi social itu lebih efektif pada saat para mahasiswa dapat berbicara dan bertemu langsung.*

FRG: *Iya, karena dosen kebanyakan memberi tugas, sehingga saya lebih aktif bertanya ke teman-teman dibandingkan ke dosen saya.*

FI: *Tidak. Karena tidak adanya pertemuan langsung ruang media social atau aplikasi pembelajaran onlinetidak cukup untuk membangun interaksi antara satu pelajar dengan pelajar yang lain.*

HR; *Iya. Karena walaupun interakis mahasiswa dilakukan secara daring, saya*

merasa kami ditunut harus membangun interaksi social yang baik dan pandai-pandai untuk menjalin kerjasama seperti saat mengerjakan tugas kelompok agar mendapatkan hasil kerja yang baik.

IS: *Tidak. Karena tidak efektif.*

JAA: *Tidak. Karena keterbatasan jaringan.*

KP: *Tidak. Karena yang dilakukan secara langsung lebih baik.*

LFA: *Mampu, namun tidak seefektif jika bersosialisasi secara langsung.*

MH: *Saya pikir tidak terlalu membangun interaksi, karena hanya terbatas lewat media social saja.*

NS: *Tidak. Karena tidak dapat mengenal mahaiswa lain secara langsung.*

NAM: *Tidak, karena tidak bisa berinteraksi secara langsung sehingga kita tidak bisa mengenalnya dengan baik.*

NEP: *Tidak juga karena mahasiswa tidak berinteraksi secara langsung, mungkin ada beberapa yang akrab tetapi setahu saya kebanyakan dari mereka tidak memiliki ketertarikan untuk mengenal satu sama lain.*

NWN: *Tidak, interaksi yang dilakukan secara langsung lebih baik.*

N: *Ya, interaksi sisialsekarang ini sudah tidak dibatasi dengan jarak dengan adanya media social sebagai penghubung.*

N: *Mampu, namun tidak seefektif jika bersosialisasi secara langsung. Jika pembelajarana secara offline mampu membangun interaksi social anatara mahasiswa sebesar 70 % maka secara online hubungan tersebut hanya akan terjalin sebesar 20%.*

7). In the seventh question, the questioner asked students about acceptance of the learning material.

"Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa?"

AAS: *Sedikit, karena kadang pada saat pemberian materi secara online focus kita masih bisa terbagi, apalagi pembelajaran online mengharuskan kita berinteraksi langsung dengan HP atau laptop yang besar kemungkinan bisa digunakan umelakukan hal-hal lain pada proses pembelajaran.*

AISR: *Tergantung dosennya, jika dosen menyampaikan materi dengan baik maka saya juga akan lebih bisa menerimah.*

ARG: *Tergantung dari mata pelajaran yang disampaikan.*

D: *Ini tergantung dari niat para pelajar, apakah ia ma belajar atau tidak.*

E: *Tidak sepenuhnya dikarenakan masih membutuhkan penjelasan yang lebih.*

EPS: *Kurang, karena terkadang ada penjelasan yang kurang jelas atau terkadang dosen tidak menjelaskan sama sekali terkait materi yang diberikan.*

FRG: *Tidak selalu, karena yah itu tadi, saya cepat bosan apalagi kita dituntut untuk menatap layar ponsel selama 90 menit, tidak dipungkiri saya akan mengantuk.*

FI: *Tidak, Karena pembelajaran online bukan tipe belajar saya.*

HR: *Cukup, saya cukup mamapu memahami materi setelah menelaah materi yang disajikan dosen namun saya merasa akan lebih mudah jika mendapat penjelasan baik berupa audio atau audio visual dari dosen.*

IS: *Kadang-kadang, karena keterbatasan jaringan dan kemampuan smartphone.*

JAA: *Kurang.*

KP: *Baik, namun tetap saja tidak seefektif pembelajaran offline.*

LFA: *Kadang iya, kadang tidak.*

MH: *Tidak, karena seringnya terkendala jaringan.*

NS: *Tidak, karena masalah jaringan dan data.*

NAM: *Tergantung.*

NEP: *Iya, karena saya belajar mandiri dan saya bisa jauh lebih focus.*

NWN: *Tidak, kerap kali saya mempunyai jaringan internet yang tidak memadai.*

N: *Kurang baik.*

N: *Tidak karena pembelajaran online dibatasi oleh jarak.*

NH: *Lumayan, tapi maih terkadang ada yang belum begitu dipahami.*

8). In the eighth question, the questioner asked student about student experiences.

"Bagaimana pengalaman and selama mengikuti online learning?"

AAS: *Secara pribadi saya merasa sedikit kesusahan karena harus mengejar deadline tugas, selain itu kurangnya penjelasan materi dan interaksi secara langsung dari dosen.*

AISR: *Agak membosankan.*

ARG: *Kurang menyenangkan karena kurang paham dengan mata pelajaran dan jarang betemu dengan teman kelas.*

D: *Cukup menyenangkan.*

E: *Cukup baik.*

EPS: *Ada bagus dan tidaknya.*

FRG: *Kurang bagus.*

FI: *Saya mengalami banyak kendala, selain pada materi yang saya dapat saya cerna dengan baik, pembelajaran online juga mengharuskan saya memiliki 24*

jam kuota internet, dimana hak tersebut cukup menyulitkan mengingat status saya sebagi seorang pelajar yang belum memiliki pengahasilan, saya diharuskan untuk mengisi kuota yang harganya cukup mahal.

HR: *Cukup aktif dalam belajar,meskipun pembelajaran dilaksanakan online. Dosen memberikan tugas latihan agar tetap aktif belajar walau tidak belajar didalam kelas untuk mengasah pemahaman mahasiswa.*

IS: *Saya rajin mengikuti pembelajaran online karena saya sadar akan status saya sebagai pengajar.*

JAA: *Beberapa pelajaran saya nilainya lumayan bagus karena saya lebih banyak waktu dalam mengulang pembelajaran.*

KP: *Pembelajaran online menurut saya kurang efektif, dari pengalaman yang saya dapatkan. Saya dapat menyimpulkan bahwa pembelajaran secara offline tetap yang terbaik.*

LFA: *Agak menyulitkan, apalagi kestabilan jaringan yang tidak menentu.*

MH: *Ada positif dan negatifnya, pembelajaran online yang sudah saya alami selama ini patut untuk diapresiasi karena proses pengajaran tidak berhenti saat pandemic Covid-19 menyebar namun masih perlu perbaikan dari beberapa aspek. Dengan adanya pembelajaran online, siswa, mahasiswa, guru dan masyarakat dituntut untuk bisa menggunkan internet yang diaman itu bagus sebagai perkembangan pengetahuan dalam bidang teknologi.*

NS: *Kadang membosankan kadang juga menuntungkan.*

NAM: *Kadang membosankan kadang juga membuat kita menjadi senang.*

NEP: *Tidak begitu memuaskan.*

NWN: *Menyenangkan.*

N: *Saya kurang memahami materi yang dipaparkan oleh dosen dan seringkali*

aplikasi yang saya gunakan error.

N: *Saya dapat C+ untuk pertama kaliya.*

NH: *Dalam pembelajaran online saya lebih sulit untuk memahami pelajaran.*

DKD: *Cukup baik.* Pretty good.

9). In the ninth, the interview asked student' opinions.

"Bagaimana tanggapan anda ketika pembelajaran online diterapkan disemua mata kuliah daripada pembelajaran didalam kelas/ tatap muka?"

AAS: *Pendapat saya jika pembelajaran online terus menerus diterapkan dibaanding pembelajaran tatap muka sepertinya kuranag efesien. Hal ini disebabkan karena masih banyak mahasiswa yang terkendala dengan jaringan, selain itu pembelajaran jugaa mengurangi interaksi antar mahasiswa dan mahasiswa, dosen dan dosen, mahasiswa dan dosen.*

AISR: *Awalnya agak bingung tapi lama kelamaan udah nyaman meskipun memang kendalanya lebih banyak.*

ARG: *Sepertinya kurang efesien karena tidak semua siswa atau mahasiswa mampu menangkap pelajaran yang disampaikan secara online.*

D: *Saya sangat setuju sebagai seorang introvert ini adalah hal yang menyenangkan untuk saya.*

E: *Menurut saya pembelajaran online didalam kelas lebih efesien daripada pembelajaran online.*

EPS: *Kurang setuju.*

FRG: *Saya tidak setuju, saya butuh tatap muka langsung, saya lebih mudah menrimah pelajaran ketika melihatnya secara langsung.*

FI: *Akan sangat tidak efesien dan mendapatkan banyak kendala.*

HR: *Ada nilai tambahankarena kita bisa memanfaatkan teknologi sebaik mungkin mencoba untuk berkreasi menggunakan IT. Namun kekurangannya, kita tidak bisa merasakan interaksi secara langsung.*

IS: *Saya tidak setuju.*

JAA: *Saya rasa itu kurang tepat, karena ada banyak mata kuliah yang membutuhkan tatap muka dan praktek.*

KP: *Kurang setuju.*

LFA: *Saya pribadi kurang setuju, jika tetap ingin menerapkan pembelajran online sekurang-kurangnya dengan metode blended learning, namun untuk penerapan secara total saya rasa kurang efektif.*

MH: *Kalau dalam keadaan memaksa seperti adanya pandemic covid-19, saya piker sebagai suatu tindakan yang bagus. Pada saat pandemic covid-19 sudah tidak meyebar lagi, patutnya pembelajaran online dialihkan ke luring lagi.*

NS: *Tidak bagus, karena sangat membosankan.*

NAM: *Tidak bagus, karena kami kesusahan mengerti pelajaran.*

NEP: *Tidak bisa.*

NWN: *Seharusnya jangan, karena tidak semua mata kuliah cocok untuk dilakukan secara daring*

N: *Saya tidak setuju, karena memng ada beberapa mata pelajaran yang membutuhan pejelasan langsung dari guru.*

N: *Menolak mentah-mentah.*

NH: *Saya lebih setuju jik pembelajaran dengan tatap muka.*

DKD: *Kurang setuju, karena tidak semua mata kuliah cocok dilakukan secara online.*

10). In the tenth, questioner asked student' solution for the future .

"Apa solusi anda mengenai pembelajaran online kedepannnya?"

AAS: *Solusi saya untuk kedepannya adalah sebaiknya proses pembelajaran online dapat diaplikasikan lebih baik lagi. Dan untuk pendidik sebaikya mencari atau menggunakan strategi mengajar yang bisa menghidupkan suasana belajar yang lebih menyenangkan, sehingga antusias mahasiswa untuk mengikuti pembelajaran online lebih besar.*

AISR: *Pembelajaran bisa dibuat lebih menarik agar tidak membosankan.*

ARG: *Mungkin penjelasan tentang mata pelajaran bisa dijelaskan secara rinci lagi.*

D: *Lebih ditingkatkan lagi.*

E: *Mungkin dengan cara pengajar bisa lebih meningkatkan kreativitas mereka dalam proses belajar mengajar dan menyampaikan materi secara menyeluruh dan kreatif agar pelajar bisa mengerti akan materi dan semangat dalam memahami materi.*

EPS: *Offline adalah jalan satu-satunya.*

FRG: *Sertakan video untuk melengkapi materi, luangkan 2-3 pertemuan offline dalam 1 semester untuk tiap pelejaran.*

FI: *Pembelajarannya bisa ibuat lebih menarik biar tidak membosankan.*

HR: *Untuk pembelajaran online alangkah baiknya menggunakan aplikasi yang lebih mendukung seperti zoom, google meet, dan aplikasi lainna yang bisa membuat mahasiswa berinteraksi dengan dosen walaupun virtual.*

IS: *Lebih dipertimbangkan lagi untuk beberapa mata kuliah, karena beberapa diantaranya tidak memadai untuk melakukan pelajaran online.*

JAA: *Memilih aplikasi atau media online yang lebih mudah diakses dan sesuai dengan situasi dan kondisi, selain itu strategis dan metode yang menarik, menyenangkan dan mampu mengaktifkan mahasiswa walaupun tidak langsung dalam pengawasan dosen.*

KP: *Semoga pembelajaran online kembali dan pembelajaran online digunakan untuk mengirim tugas saja.*

LFA: *Saya berharap Kemendikbud dan jajarannya beserta pemerintah dapat memperhatikan lagi sarana dan prasarana yang mampu menunjang*

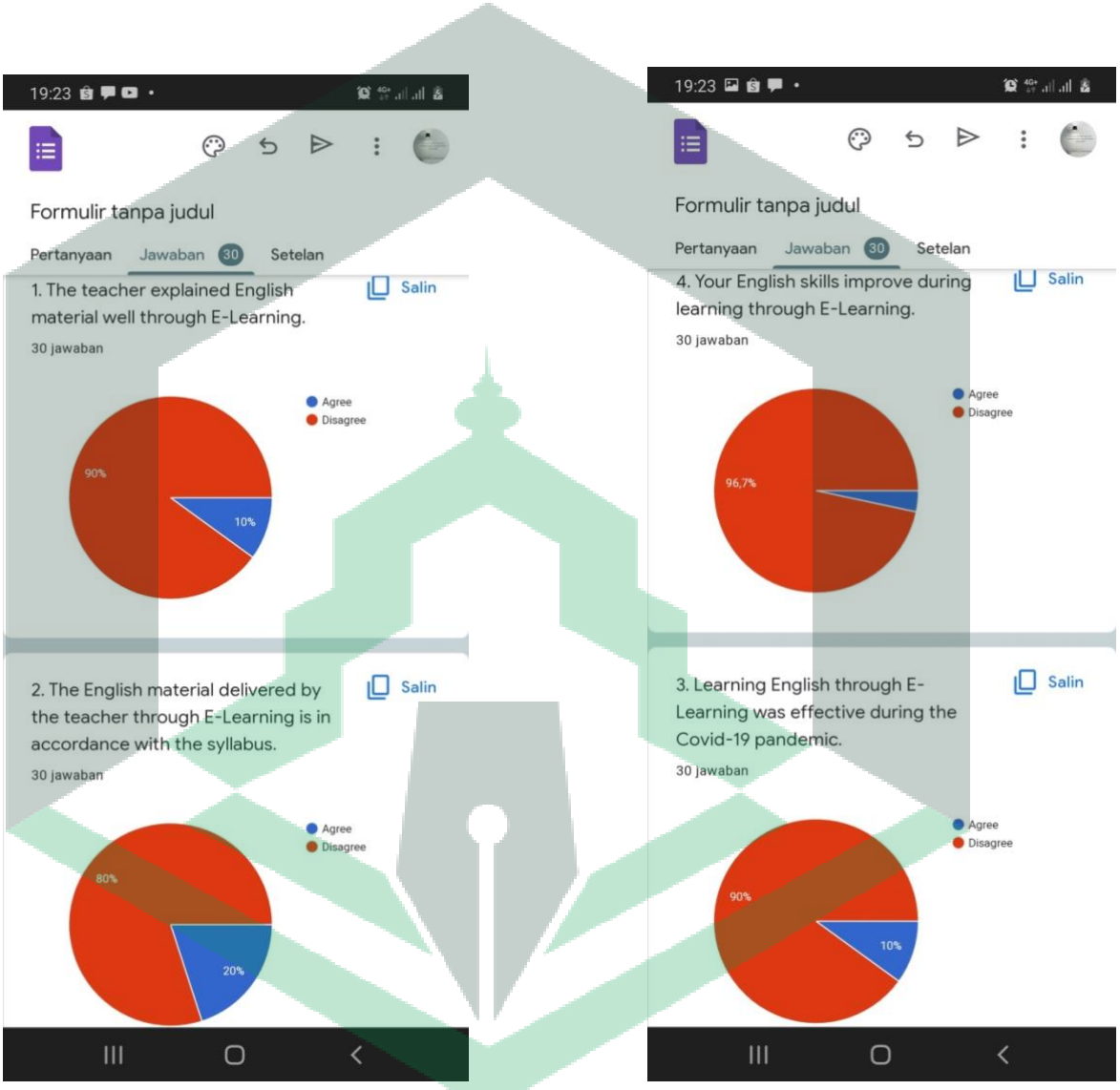
pembelajaran online selain itu, saya juga berharap agar kiranya tenagan pendidik lebih kreatif lagi dalam mengelola kelas pada sat pembelajaran online agar susasana kelas tidak terkesan membosankan.

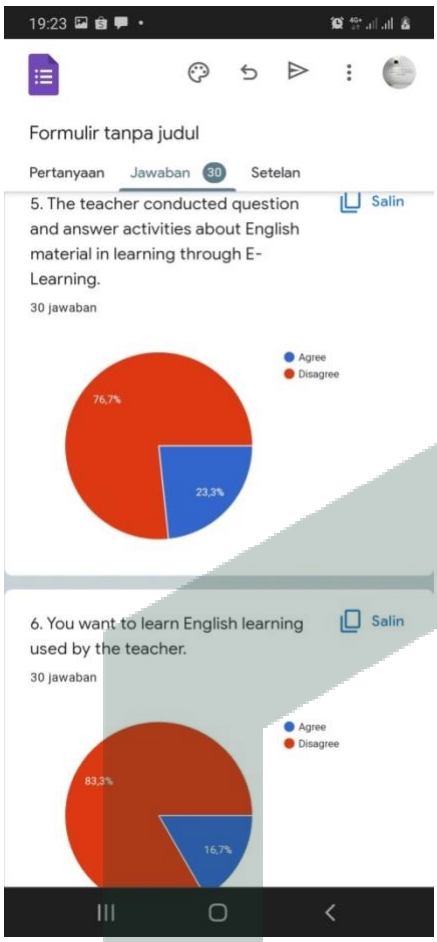
Appendix 5 Questionnaire Result

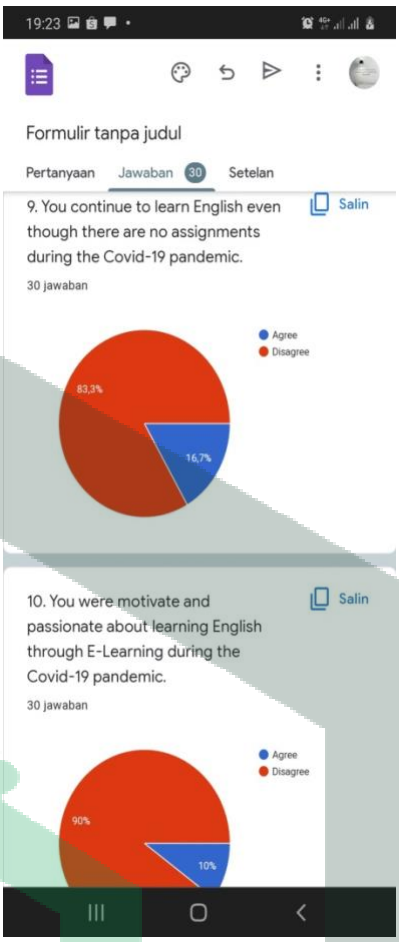
No. Statements	Questionnaire Statements	Scale	Percentage
1.	Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning (The teacher explains English material well through ELearning).	Agree	10%
		Disagree	90%
2.	Materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus (The English material delivered by the teacher through E-Learning is in accordance with the syllabus).	Agree	80%
		Disagree	20%
3.	Pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19 (Learning English through ELearning was effective during the Covid-19 pandemic)	Agree	10%
		Disagree	90%
4.	Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui ELearning (Your English skills improve during learning through ELearning)	Agree	97%
		Disagree	3%
5.	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning (The teacher conducts question and answer activities about English material in learning through E-Learning)	Agree	23.3%
		Disagree	76.7%

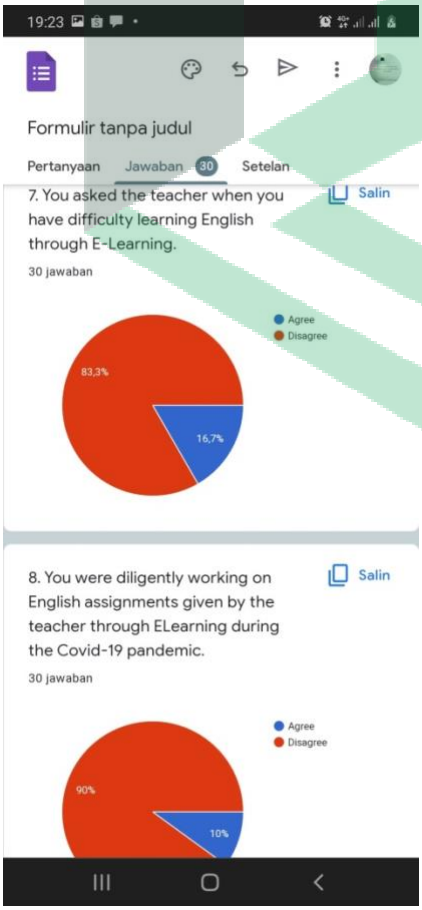
6.	Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19 (Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19)	Agree	16.7%
		Disagree	83.3%
7.	Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning (You ask the teacher when you have difficulty learning English through E-Learning)	Agree	16.7%
		Disagree	83.3%
8.	Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19 (You are diligently working on English assignments given by the teacher through E-Learning during the Covid-19 pandemic)	Agree	10%
		Disagree	90%
9.	Anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19 (You continue to learn English even though there are no assignments during the Covid19 pandemic)	Agree	16.7%
		Disagree	83.3%
10.	Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19 (You are motivated and passionate about learning English through E-Learning during the Covid-19 pandemic)	Agree	10%
		Disagree	90%

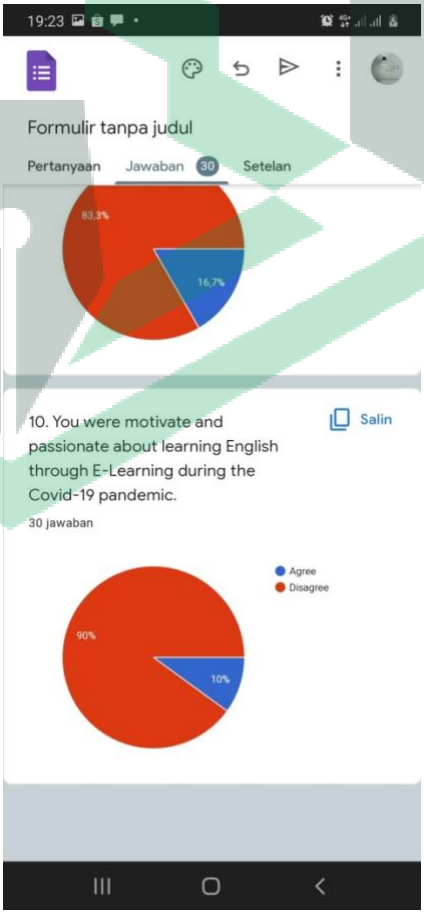
Appendix 6 The Screenshoot Questionnaire




19:23
Formulir tanpa judul
Pertanyaan
Jawaban 30
Setelan
5. The teacher conducted question and answer activities about English material in learning through E-Learning.
Salin
30 jawaban
Agree
Disagree
76,7%
23,3%
6. You want to learn English learning used by the teacher.
Salin
30 jawaban
Agree
Disagree
83,3%
16,7%


19:23
Formulir tanpa judul
Pertanyaan
Jawaban 30
Setelan
9. You continue to learn English even though there are no assignments during the Covid-19 pandemic.
Salin
30 jawaban
Agree
Disagree
83,3%
16,7%
10. You were motivate and passionate about learning English through E-Learning during the Covid-19 pandemic.
Salin
30 jawaban
Agree
Disagree
90%
10%


19:23
Formulir tanpa judul
Pertanyaan
Jawaban 30
Setelan
7. You asked the teacher when you have difficulty learning English through E-Learning.
Salin
30 jawaban
Agree
Disagree
83,3%
16,7%
8. You were diligently working on English assignments given by the teacher through ELearning during the Covid-19 pandemic.
Salin
30 jawaban
Agree
Disagree
90%
10%


19:23
Formulir tanpa judul
Pertanyaan
Jawaban 30
Setelan
83,3%
16,7%
10. You were motivate and passionate about learning English through E-Learning during the Covid-19 pandemic.
Salin
30 jawaban
Agree
Disagree
90%
10%