

**STUDENTS' PERCEPTION ON THE ONLINE LEARNING AT SIXTH
SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDENTS OF
UIN RADEN MAS SAID SURAKARTA IN ACADEMIC YEAR 2021/2022**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana*



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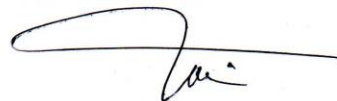
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DEDICATION

Alhamdulillahirabbil 'aalamiin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have loved yesterday, now, and tomorrow ever after:

1. My beloved parents (Mr. Alm. Hendi Prihernadi and Mrs. Sri Setyandari).
2. My beloved sister (Sevila Milaturrobbani Setyahernadi).
3. My beloved almamater, the Islamic State University of Raden Mas Said
Surakarta

MOTTO

“God does not force anyone to do beyond what is within his capacity”

(Qur'an Surah Al-Baqarah:286)

**“Whatever we do in this life is a race for goodness. Not a race for superiority
against each other.”**

(Emha Ainun Nadjib)

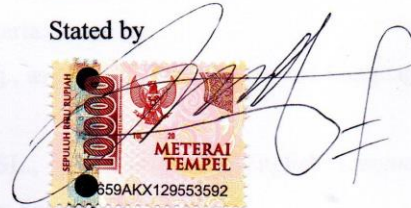
PRONOUNCEMENT

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I hereby sincerely state that thesis **“Students’ Perception on the Online Learning at Sixth Semester English Language Education Students of UIN Raden Mas Said Surakarta in Academic Year 2021/2022”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 10 October 2022

Stated by

A handwritten signature in black ink is written over a yellow 10000 Rupiah postage stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMPEL' and '659AKX129553592'.

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Alhamdulillahirabbil 'aalamin, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Students’ Perception on the Online Learning at Sixth Semester English Language Education Students of UIN Raden Mas Said Surakarta in Academic Year 2021/2022”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of the Islamic State University of Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty.
3. Wildan Mahir Muttaqin, M.A.TESL., as the Head of English Language Education of Cultures and Languages Faculty.
4. Muh. Husin AL-Fatah, M.Pd., as the advisor, for the guidance, precious advice and motivation, correction and help to revise the mistakes during the entire process of writing the thesis.
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

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ABSTRACT

Farhan Fadhlurrahman Setyahernadi. 2022. *Students' Perception on the Online Learning at Sixth Semester of English Language Education Students of UIN Raden Mas Said in Academic Year 2021/2022*. Thesis. English Education Department, Cultures and Languages Faculty.

The progress of teaching depends on how the students perceive a subject. Once the lecturer has a better knowledge of the students' perception, the lecturer can adapt the aspects of teaching or content delivery that the students dislike while also enhance those that they find appealing. The objective of this research is to find out the students' perceptions on the implementation of English online learning.

This study is a descriptive qualitative research. The data were collected through questionnaire and interview. In validating the data, the researcher used methodological triangulation. The researcher compared the data he found in questionnaire and data from interviews to validate the data. The data analysis technique in this research is descriptive analysis.

The research discovered that students have many negative perception, including the following: (1) some students believed that obstacles to online learning existed for those without internet access; (2) the lecturer delivered and presented the materials quickly because the duration of teaching and learning was shortened by the use of an online learning system; (3) the material delivered by the lecturer was not well received by students because they preferred the face-to-face classroom model, for example.

Keywords: *Students' Perception; Online Learning; Distance Learning.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The COVID-19 pandemic that has hit all parts of the world has forced humans to survive in the midst of calamities. It has been more than two years since the COVID-19 pandemic has taken place in Indonesia. It turns out that with the creation of the vaccines, does not mean that this problem will be easily solved. Moreover, the mutation of the COVID-19 virus makes the vaccines that have been made less effective. The COVID-19 pandemic requires all sectors of society to change, including the education sector. Following government policy, Kemendikbud established rules for conducting online class activities. Online school activities are the right choice considering that COVID-19 infects through physical contact and droplets. In addition, recently the world has been shaken again by the presence of the COVID-19 virus which mutates to produce many variants.

Kemendikbud issued Circular No. 4 of 2020 concerning implementation of education policies in the emergency period of the spread of coronavirus disease (COVID-19). Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. Learning from home can be focused on life skills education, including regarding the COVID-19 pandemic. Learning

from home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/learning facilities at home. Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values.

Quoted from unimal.ac.id (2020), alluding to online learning cannot be separated from the role of the online learning application in supporting learning activities during this pandemic. When learning is shifted from offline to online, students is enthusiast with it because it is like a new step towards more interactive learning with technology. In other hand, students in college level expected that the online learning was much easier and fun, but it was far from expectation, that it has many limitations. They found that it was easier to dress when it came to online learning because they don't need to look good at all. However, they argued about the exceed usage of internet quota that they need to spend in every video conference during online learning.

Statement from Nadiem Makarim in kemdikbud.go.id (2020) appealed to learning activities both at schools and universities in areas affected by the Coronavirus Disease (Covid-19) to be carried out at home. Educators and education staff also do not need to come to school or campus for a while. The learning process or the completion of administrative affairs can continue to run by utilizing technology. However, the reality turned out to be far from the desired expectation. With all the advantages and disadvantages, we are not ready to conduct online learning both in terms of infrastructure and the ability

of the community to use technology. From the tangled problems faced today, learning must continue.

From the site kemdikbud.go.id (2021), Kemendikbud explained that the impacts of implementing Distance Learning include, among others, the number of students who cannot absorb subjects well, lack of parental support and supervision in carrying out learning activities at home, the emergence of laziness due to the difficulty of understanding material via video and video conference, less internet quota assistance. In addition to the technical problems above, another impact of the distance learning model (PJJ) is that the relationship between students and teachers is ineffective because there is no direct interaction, the students also don't know each other. If this continues, students will not be able to develop interpersonal interaction skills and will become human beings who are difficult to socialize. If this condition continues, it will lead to increased individualistic nature, indifferent to the surrounding environment, and unable to collaborate in teams.

Ministry of Religious Affairs of the Republic of Indonesia (Kemenag) issued Circular No. 3 of 2020 concerning early vigilance, preparedness, and anticipatory measures to prevent COVID-19 infection in other areas of IAIN Surakarta. In order to suppress the spread of the virus, the rector issued many policies stating that all activities are carried out from home and utilize technology as a means of support, including learning practices carried out by universities. The limited online learning conditions between lecturers and students were overcome by the campus by preparing themselves to formulate

policies and strategic steps so that the activity process of sharing lecture topic material activities continued using e-learning application facilities. Academic and non-academic activities that involve many participants both on and off campus are encouraged to postpone their events.

Stated by the Ministry of Education and Culture (Kemendikbud) issued Circular No. 3 of 2020 concerning Covid-19 Prevention in the Education Unit on March 9, 2020; Minister of Health Circular No HK.02.01 / MENKES / 199/2020 on March 12, 2020; and Circular of the Secretary General of the Ministry of Education and Culture No. 36603 / A.A5 / OT / 2020 on March 15, 2020. All face-to-face or conventional learning activities are temporarily closed as a result of the Minister of Education and Culture's order addressing the fight against the Covid-19 Pandemic. Newmann, Wehlage, & Lamborn in Ali (2014) stated that the involvement of students in learning can be defined as the efforts of students to learn, understand, or master knowledge and skills through the academic process. Different online lessons that can offer room for direct connection between teachers and students without having to meet in person will replace some of the face-to-face or conventional learning techniques used by some teachers. The study from home policy has changed students' learning patterns. This of course can directly go well, because have been accustomed to learning face to face.

According to Husamah (2015) in general, face-to-face learning has various advantages over teachers and students, including: 1. Formal discipline applied in face-to-face learning can form mental discipline; 2. Make it easy to provide

reinforcement (reinforcement) immediately; 3. Facilitate the assessment process by teachers; 4. Become a media for learning interact with students. Another advantage is the ability socialization between lecturers/tutors and students, as well as among friends. Not only that, but the lecturer can also directly observe the attitude and behavior of the teacher student behavior in receiving the material.

The researcher was conducted pre-research by interviewing some students of Class H English Language Education. The phenomenon of various responses and perceptions about online learning. Students felt that during online learning decrease the quality of teaching and learning. The majority of students lack enthusiasm for online learning despite having access to necessary facilities, such as laptop, smartphone, and internet data. This related with my research about what are students' perception about online learning especially in English subject. Online learning to keep the process of education running during the pandemic situation, can be the best solution because it doesn't need to make any physical contact in teaching and learning process.

As seen from the findings of previous research, concerning the English learning models in the middle of COVID-19 Pandemic at FKIP UMSU by Nurhasanah (2020). She found that since the Covid-19 pandemic or since mid-March, online learning will be implemented. Online learning has both positive and negative impacts. The positive impact is that students can study anywhere, anytime, without, any restrictions, space, time, and place of study while the negative impact is that students find it difficult to understand the material

provided by the teacher or lecturer, unstable internet networks, run out of internet quota, collection too fast a task. The online learning models used during the Covid-19 pandemic are the google classroom application, online meeting application (Zoom), WhatsApp, and Google Classroom. A good online learning is material that is presented using a video or zoom application so that students can more easily understand the material explained by the lecturer.

In this case, the researcher conducted a research with the subject of the sixth semester English Language Education students. With the author's experience as an English Language Education student at UIN Surakarta, the problem that most often arises in learning English is about understanding the material given by the lecturers and its difficulties. The author himself has experienced difficulties with the shifting of lecture culture from offline to online especially in understanding the material and assignments given by the lecturer. Starting from the author's anxiety that also experienced difficulties and the ease of online learning, this is what gave rise to the author's desire to raise this topic.

Based on the background above, the researcher interest to conduct research to know how and examine carefully in qualitative to research by title ***“Students’ Perception on the Online Learning at Sixth semester English Language Education Students of UIN Raden Mas Said Surakarta”***.

B. Identification of Problem

Based on the background of the study above, the problems of this research can be identified as follow:

1. Some students are not familiar with online learning.
2. Some students lost their motivation to learn English during pandemic COVID-19.
3. Some students still have to adapt to learning English with online learning.
4. Some problems that arise during online learning.

C. Limitation of the Study

Looking at the problem statement above and to make the study more clearly and to avoid misunderstanding, the researcher would like to limit or focus the study on semester 6 English Education students of UIN Raden Mas Said Surakarta. The researcher limits the questionnaire for half class of 6H English Language Education students that consist of 15 students with 12 female students and 3 male students. The researcher also limits the interview into 15 interviewees. The researcher also limits on students' perception, benefits and drawbacks faced by the students in English online learning process.

D. Formulation of the Problem

In line with the title of research, the researcher will raise research problem as follows:

What are students' perceptions on the online learning at sixth semester of English Language Education students of UIN Raden Mas Said Surakarta?

E. Objectives of the Study

Based on the formulation of the problem, the objective of this study is to find out the students' perceptions on the online learning at sixth semester of English Language Education students of UIN Raden Mas Said Surakarta.

F. Benefits of the Study

There are some benefits that gained through this research. The researcher divides the benefits into two categories. Both are theoretically and practically categories.

1. Theoretically

This research gives an explanation about students' perception of online learning in English learning during pandemic COVID-19.

2. Practically

- a. For the researcher

Having finished the research, the researcher expects to get additional information about students' perception on the online learning in English class. It is hoped that the researcher will gain

better understanding about students' learning process, thus, the researcher can prepare himself to be more creative in teaching.

b. For the Students

Students can add the knowledge about online-based learning in the COVID-19 pandemic.

c. For the Lecturers

The results of this study are expected to be useful for lecturers, who provide feedback in designing teaching materials and strategies so that students majoring in English can continue to attend lectures online.

d. For the other researchers

This research can be used as a reference, researchers can get more knowledge and develop the ability to write scientific papers.

G. Definition of Keyterms

By knowing the keyterm, it makes avoid misunderstanding. There are many key terms that are related to this researcher such as:

1. Perception

Perception is "The process that makes us aware of the many stimuli or stimuli that affect our senses." (Devito, 2011: 80)

2. Learning

Learning is a change in personality that reveals itself as a new pattern of reaction in the form of attitude skills, habits, intelligence or an understanding. (Purwanto, 2017)

3. Online Learning

Online learning (E-learning) is information and communication technology for enable students to learn whenever and wherever.
(Dahiya et al., 2012)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Perception

a. Description of Perception

Perception based on Devito (2011: 80) is "The process that makes us aware of the many stimuli or stimuli that affect our senses." Meanwhile, Sarlito in Nugraha (2015: 4) said "Perception takes place when receiving a stimulus from the outside world which is captured by the auxiliary organs which then enter the brain."

Gibson (2012) explains in his book entitled "Organization and Behavior Management, Structure" if perception is a cognitive process which is used by a person to be able to interpret and understand the world around him towards an object. Gibson also explains that the process of giving meaning to the environment is carried out by individuals. Therefore, everyone will give a different definition to each other even though the object is the same. The individual's way of looking at a situation is more important than the situation itself.

People's perceptions are obtained from what they see, hear, and feel from the object in the environment. Robbins and Judge (2013: 166) defined perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their

environment. Then, perception is feedback to the environments related to what people get from the environments by expressing it in various expressions.

Instinctive knowledge has been used to define or explain the term perception. These include awareness, understanding, sense, impression, idea, taste, notion, recognition, observation, consciousness, conception, apprehension, discrimination. Putting the semantic connotations together, Fazio and Williams in Ahmad (2021) explain perception as: “Those subjective experiences of subjects or events that ordinarily result from stimulation of the receptor organs of the body.

Based on the above understanding, it is concluded that perception is a way of thinking, working, and behaving toward someone who is formed by the senses and is influenced by the experience they have.

b. Indicators of Perception

To measure changes in students' perception, an indicator is needed. Indicators are basic guidelines that are used as a reference in measuring changes in an activity or event. According to Walgito (2015), perception has the following indicators:

1) Absorption of stimuli or objects from outside the individual

Everyone has five senses to receive stimuli or objects from outside. From the results of the absorption, it will get an image, response, or impression in the brain.

2) Understanding

After an image or impression appears in the brain, the image will be compiled, classified, compared, and interpreted to form understanding. The process of forming understanding is very fast and unique in the brain, The meaning that is formed in this understanding also depends on the old image that already exist in the individual.

3) Assessment and evaluation

After the formation of a new understanding in the brain, the individual will compare that understanding with a previously existing understanding with the criteria or norms that the individual subjectively owns. After that, an assessment emerges based on the results of the comparison. This individual assessment varies greatly even though the object is the same. Therefore, the perception is individual.

c. Types of Perception

Perception (Deddy, 2015) is divided into two, namely: perception of the object (physical environment) and perception of human or social. The perception of humans is more difficult and complex because humans are dynamic. These two types of perception have the differences are:

- 1) Perception of objects through physical symbols, while to humans through verbal and nonverbal symbols. Humans are more effective than most objects and more difficult to predict.
- 2) Perceptions of objects respond to external properties, while humans respond to external and internal characteristics (feelings, motives, hope, and so on).
- 3) Objects do not react, while humans react. In other words, objects are static, while humans are dynamic. Therefore, the perception of humans can change from time to time, faster than the perception of objects.

There are two types of perception, namely positive perception and negative perception (Robbins & Judge, 2007). The differences between positive and negative perception are explained below:

- 1) Positive Perception

Positive perception is a person's evaluation of information or objects with positive thoughts or expectations from the perceived object (Robbins & Judge, 2007). The cause of this positive perception is because of one's satisfaction with the object which is the source of perception (Hanif, 2019). This can be interpreted that the assessment of individual information with a positive interpretation of the perceived object or it can also be interpreted that this positive perception describes all information positively.

2) Negative Perception

Negative perception is an individual's perception of information or objects with negative thoughts. The cause of the emergence of negative perception is that individuals are not satisfied with the object which is the source of perception (Hanif, 2019). This can be interpreted that negative perception being an individual's assessment of information or source of perception with a negative interpretation. This negative perception arises because of dissatisfaction with the object, ignorance, and the absence of the perceived experience.

Based on Robbins in Wijayanti (2019) divides perception in the three types as follow:

1) Person Perception

Person perception refers two those process by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which we attribute stable straits and enduring disposition to the other people. We feel that we are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them.

2) Social Perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer, or loved one closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment. Sustained patterns of interaction or social relationship require us to retain information, as the situation require. Without memory we should react to every events as if it we unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

3) Perception of Situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time and place. It is an interaction of time and space within which we act in specific ways. The situational context in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

d. The Process of Perception

Based on Weintraub, Thomas-Maddox, and Byrnes (2015), there are three phases of perception process. The process of perception consists of three stages namely as follows:

1) Selection

Selection is the first stage in the process of perception during which we convert the environment stimuli into meaningful experience. In daily life humans are bombarded constantly by such a large variety of information that at a blink moment may encounter these stimuli: the words are hearing, the witness of an accident, the ticking of a clock, to name but few. Since world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed. However, humans can not perceive all the information available, because in doing so would experience information overload and disorder. Therefore, humans perceive only part of the information from the environment through a selective process.

2) Organization

The second stage in perception process is organization. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color,

texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationally. If we close our eyes and think what our university library is, we experience an organized environment with an internal and external structure.

3) Interpretation

The third stage in perception is interpretation, which refers to the process of attaching to the selected stimuli. Once the selected stimuli have been categorized into structure and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer arriving at the crime spot can be interpreted differently the victim may regard it as shooting and relief-giving, but the criminal will definitely be frightened by it.

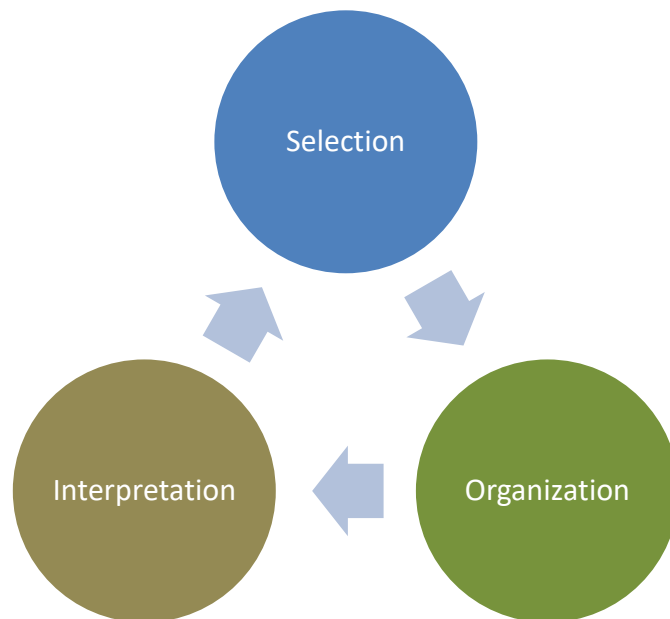


Figure 2.1

Robert and Angelo in Ahmad (2021) explained perception in a manner that directly relates to information processing. They see perception as the cognitive process that enables us to interpret and understand our surroundings. They identify a four-staged information processing underlying the perception of people:

- 1) Selective attention/ comprehension
- 2) Encoding and simplification
- 3) Storage and retention
- 4) Retrieval and response.

Krietner and Kinicki illustrate systematically how perceptual information is processed in the form of a diagrammatical presentation.

Each stage is effectively linked to the other in a manner that ensures a natural progression from one stage to the other.

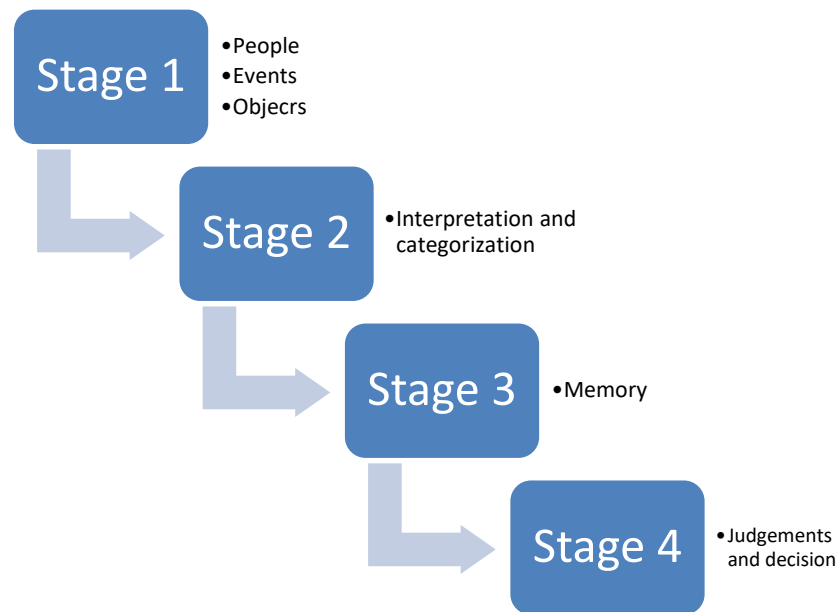


Figure 2.2 Perception information processing model

1) Stage 1: Selective Attention/Comprehension

Kreitner and Kinicki define attention as a process of becoming consciously aware of something or someone. “Explaining the first stage of perception, Kreitner and Kinicki observe that people are constantly bombarded by physical and social stimuli in the environment. However, since they do not have the mental capacity to fully comprehend all the information, they selectively perceive subsets of environmental stimuli. This is where selective attention comes in. According to Kreitner and Kinicki, attention can be

focused on information from either the environment or from memory.

The situation of attention being focused on memory arises, for instance, when one finds oneself reading a book while thinking about some unrelated events. In a situation of this nature, one's memory is the main focus of attention at that material moment. Therefore, learners would naturally pay more attention to the idea that learning English grammar is more complicated, than a statement, being proficient in English Language is an asset that all educated people must strive to achieve. A person might be saddled with different kinds of information which can range from sports, accommodation, problems with learning English, family problems, and work-related problems.

Ramelhart in Ahmad (2021), in Behaviour and Perceptual Components observes that in the midst of all these problems, the person might identify his/her problem, for instance, with learning English as salient stimuli, followed by family problems. These two pieces of information are then perceived, and one then proceeds to the second stage of information processing. Meanwhile, Ramelhart notes that the other competing stimuli such as sports, accommodation, and work-related problems fail to get attention and are discarded from further consideration.

2) Stage 2: Encoding and Simplification

The second state of perception, according to Kreitner and Kinicki in Ahmad (2021), has to do with encoding and simplification of information obtained from the social environment or memory. They noted that observed information was not stored in its original form. Encoding is required. Raw information is interpreted or translated into mental representations. They explained that to accomplish this, perceivers assign pieces of information to cognitive categories. Category here refers to objects that are considered equivalent. People, events, and objects are interpreted and evaluated by comparing their characteristics with information contained in the schemata.

Kreitner and Kinicki, believe that schema represents a person's mental picture or summary of a particular event or type of stimulus. According to Kreitner and Kinicki, (2004) we use the encoding process to interpret and evaluate our environment. This process can result in differing interpretations and evaluations of the same person or event. They maintain that varying interpretations of what we observe occur due to four key reasons.

First, people possess different information in the schemata used for interpretation. Second, our moods and emotions influence our focus and attention and evaluation of others. Third, people tend to

apply recently used cognitive categories during encoding. The fourth reason is that individual differences influence encoding.

They further observed that pessimistic or depressed individuals tend to interpret their surroundings more negatively than optimistic and happy people. It should therefore not be surprising when people interpret and evaluate the same situation or event differently. After interpreting the information, the perceiver then moves on to the next stage of the process, which is storage.

3) Stage 3: Storage and Retention

Kreitner and Kinicki's third stage of the perception process involves storage and retention of information in the long-term memory. They explain that the long-term memory consists of separate units connected to one another. However, the categories in this apartment are closely related though the connected categories contain different types of information. One significant aspect of the long-term memory, Kreitner and Kinicki, believe, is that it contains three different compartments, which are categories of information about events, semantic materials, and people. The event memory is composed of categories containing information about both specific and general events. This compartment describes an appropriate sequence of events in well-known situations. The understanding here is that, for instance, going to a movie and being able to recall

the movie later when with friends involves the use of the event memory.

The semantic memory refers to the general knowledge about the world. It functions as a mental dictionary of concepts. Each concept contains a definition. Kreitner and Kinicki also note that just as there are schemata for general events, concepts in semantic memory are stored as schemata. There are, however, cultural differences in the type of information stored in semantic memory. The person's memory is the compartment that contains information about a single individual; for example, one's spouse or a group of persons such as one's teachers. The various schemata are available for immediate comparison or retrieval.

4) Stage 4. Retrieval and Response

The fourth and final stage of Kreitner and Kinicki's perception process is the retrieval of information from memory where it is stored. People retrieve information from memory when they make judgments and decisions. Our ultimate judgments and decisions are either based on the process of drawing on, interpreting, and integrating categorical information stored in the long-term memory or in retrieving a summary judgment that was already made.

e. Aspects of Perception

According to Baron and Byrne, also Myers in Ahmad (2021) states that aspects of perception are:

- 1) Cognitive Components (perceptual components), namely components that are relating to knowledge, views, beliefs, namely things that are relates to how people perceive the object of attitude.
- 2) Affective component (emotional component), that is component relates to feeling happy and unhappy with the object of attitude. Happy feeling is a positive thing, whereas easa is not happy is a negative thing.
- 3) Conative component (behavioral component), that is component which related to the tendency to act on the object of attitude. This component shows the intensity of attitude, which shows great the small tendency to act or behave someone towards the object of attitude.

f. The Concept of Perception

1) Indicators of Perception

According to Robbins in Wijayanti (2019) there are two indicators of perception:

- a) Acceptance/Reabsorption
- b) Understanding/Evaluation

2) General Characteristic of Perception

General characteristics of perception which is contained in the sensing process in the way interpreting against an object by Shaleh in Wijayanti (2019) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics is:

a) Modality

Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so on).

b) Dimensional Space

Perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others.

c) Dimensional Time

The perception world has the dimension of time, such as slow fast, young old, and others.

d) Contextual Structure

Overall fused, objects or phenomena in the world has a structure that blends observation context. The structure and context of a unified whole.

e) The Meaningful of Word

World perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.

g. The Two Dimension of Perception

Qiong (2017:19) stated that there are two dimensions of perception as follow:

1) The Physical Dimension of Perception

The mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain where is created with the structure, stability, and meaning that is associated.

2) The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes or motives of people (psychological dimension) and not the sense organs (physical dimension) that determine what stimuli will attract people's attention and therefore accept meaning.

h. The Factors Influencing Perception

Perception is determined by personal perception and situational factors (Arifin, Fuady & Kuswarno, 2017). The explanation as follows:

- 1) Functional Factors: functional factors come from needs, experience, and other things that are included in personal factors.
- 2) Structural Factors: Structural factors originate from the nature of physical stimuli and the neurological effects they cause on the individual nervous system.

Prasetijo (in Arifin, Fuady & Kuswarno, 2017), states that the factors that influence perception can be grouped into two main factors:

- 1) Internal factors, including experience, needs, rating and expectations.
- 2) External factors, including external appearance, the nature of the stimulus, and environmental situation.

Quoted from Toha (Arifin, Fuady & Kuswarno, 2017), there are some factors that influence someone's perception as follows:

- 1) Internal Factors: feelings, attitudes, desires or hopes, attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interests and motivation.
- 2) External Factors: family background, information obtained, knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object.

i. Students' Perception

The first and most crucial resource in the teaching and learning process is the student. While teachers cannot teach without students, students can learn from teachers. According to Sukisno and Suharso, (2017: 08) students' perception can be understood as perception of students about a particular problem or topic discussed, it was adjusted to the situation or atmosphere, according to what was in the field without there was coercion of direction or opinion. Based on a theory put by Sidhu (2003), a student's perceptions are their point of view toward an event that occurred during a lesson on the learning process, and they produce them along with suggestions or arguments for the teacher or other students to use in order to enhance their own learning. Students' perception of the observation process can be so challenging and engaging that it can heighten their awareness of the entire teaching process as well as their own learning. According to the definition given above, students' perception is how they react to what they have done or learned.

2. Learning

a. Definition of Learning

Purwanto (2017) in the book "Psychology of Education" Learning is a change in personality that reveals itself as a new pattern of reaction in the form of attitude skills, habits, intelligence or an understanding.

Learning is an effort made by educators to realize the learning process knowledge, mastery of skills, and the formation of attitudes and beliefs in students by using methods, evaluations, environments, sources and learning media. In other words, learning is the process of facilitating students to learn well.

Learning is basically the interaction between students and the learning environment to achieve learning objectives, namely changes in behavior (knowledge, attitudes, and skills).

b. The Principle of Learning

The principle of learning is divided into two parts, namely:

1) General Learning Principles

That learning produces changes in the behavior of students that are relatively permanent; students have the potential, infatuation and abilities that are natural seeds for growth and development, change or achievement of ideal qualities that do not grow naturally linear in the life process (Akhiruddin et al. 2019).

2) Specific Learning Principles

Specific Learning Principles is divided into seven (Hasniyati, 2014), namely:

- a) The principle of attention and motivation
- b) Liveliness
- c) Direct / experienced involvement
- d) Repetition

- e) Challenge
- f) Feedback and reinforcement
- g) The principle of individual difference

3. Online Learning

a. Definition of Online Learning

According to Indrakusuma and Putri (2016: 2) stated that E-learning is an acronym for Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system.

Suartama (2014: 20) stated that through E-learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers.

Based on Dahiya (2012) online learning (E-learning) is information and communication technology for enable students to learn whenever and wherever.

b. Types of Online Learning

Computer-based and internet-based e-learning are the two main categories into which Algahtani (2011:51) categorized e-learning. Algahtani (2011:51) claims that computer-based learning entails using

the whole spectrum of software and hardware usually available for ICT usage, and that each component can be utilized in one of two ways:

According to him, interactive software is provided by computer as a support tool for the classroom or as a tool for self-learning outside of the classroom, replacing traditional techniques in computer assisted learning. However, computers are used in computer-managed destruction to store and retrieve information to support the management of instruction.

Algahtani (2011) citing the application of applying optional time of interaction, defined the entirely online mode as “synchronous” or “asynchronous” through the use of facilities like video conferences and chat rooms, the synchronous mode enables students to converse simultaneously online with their teachers and with one another.

According to Epignosis (2014:44-45), there are two types of online learning as follows:

1) Synchronous Learning

Online video conferencing and instant messaging are both a part of synchronous online learning. Through an online platform, teachers and students can directly discuss any lesson and exchange questions and answers.

2) Asynchronous Learning

On the other hand, asynchronous online learning can be utilized when the teacher and students are not connected. Through posts on a group or forum or via email or instant messaging, information or homework can be distributed. Asynchronous and synchronous learning activities should ideally be included in practical online learning courses.

c. Dimensions of Online Learning

Khan in Algahtani (2011:44) stated that to create a fundamental structure for web-based or online learning. He questioned what would be necessary to offer all learners, regardless of their culture or situation, inclusive, adaptable, and productive learning environments. Then he proposed eight dimensions: pedagogical, technological, interface, evaluation, management, resources support, ethical, and institutional. Each dimension had subdimensions covering specific aspects of the online learning environment.

1) Technological

The technological dimension referred to issues about infrastructure of e-learning environments. It included the planning of infrastructure and hardware and software.

2) Interface Design

The interface design was the appearance of the online learning programs. This included the design of the site, the pages and content, navigation and usability tests.

3) Resource Support

The resource support comprised online support and counselling, such as technical support and professional guidance. Khan showed that resources were required to enhance the active and interactive meaningfulness of the learning environment.

4) Management

The management referred to the maintenance of the learning environment and the distribution of information relevant to its use.

5) Institutional

The institutional dimension included administrative issues such as regulations and certification, budget and investment returns, information technology services, educational development and marketing services. On the one hand this dimension encompassed academic affairs, such as supporting the teaching staff, educational affairs, and the pressure of work, the size of classes, salaries and intellectual property rights. On the other hand, it also provided for students services such as pre-school services and information on attendance and programs, guidance and assistance in financial matters regarding registration and the payment of premiums and

included supporting libraries and such other facilities as social support networks.

6) Pedagogical

Pedagogical dimension referred to teaching and learning. It comprised the goals and objectives, content analysis and instructional design, practice methods and strategies of its programs. These included simulation, training, private lessons, games and narrative stories and role-playing games, discussion and interaction, modelling and cooperation and other such activities.

7) Ethical

The ethical dimension referred to social and cultural diversity, prejudice and geographical diversity and the diversity of teachers and acting systems including legal issues such as organizational policy, and copyrights.

8) Evaluation

The evaluation included an assessment of learners and instruction of the learning environment.

Khan in Algahtani (2011) concluded the eight dimensions by emphasizing that each e-learning project was unique so, formulating questions specific to the issues associated with each project was essential. One way to highlight the important issues was to perceive each dimension from the client's perspective whether stakeholder, learner, teacher or staff member. The exploration of each dimension

would then highlight issues faced by each stakeholder. In this way, research could raise important issues and answer the questions that could assist in the design of a beneficial environment for e-learning. Thus, research studies would generate a comprehensive list of e-learning projects requirements.

d. The Advantages of Online Learning

Some of the advantages (Valentina, 2014) that the adoption of e-learning in education, obtained from review of literature includes the following:

- 1) The flexibility of time and place that will be conducting by the students and teacher.
- 2) E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
- 3) Provides opportunities for relations between learners by the use of discussion forums.
- 4) E-learning is cost effective in the sense that there is no need for the students or learners to travel.
- 5) E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.
- 6) The use of e-Learning allows self-pacing.

Meanwhile, According to Effendi and Hartono in Ainiyah (2015), online learning has advantages and disadvantages in its use. The benefits of using online learning are as follows:

1) Time Flexibility

Learning through online learning allows students to adjust learning time, the teacher can also arrange the time when to deliver the material. At present, many online learning programs have bookmarking facilities, so that teachers and students who access again are automatically brought to the last page of the previous lesson.

2) Place flexibility

Learning by online learning is not limited to places, as long as there is an internet connection available, online learning can be done.

3) Flexibility in Learning Speed

Students' ability to understand the material delivered by teachers varies, there are students who have the ability to quickly understand it there are also students who are slow. Online learning can be adjusted to the speed of learning of each student. Students can set their own pace of learning, if you do not understand; he can still learn certain modules and repeat them.

4) Standardization of Teaching

Differences in abilities and teaching methods applied by teachers, this does not apply in online learning because online learning lessons have the same quality every time they are accessed and do not depend on the mood of the instructor.

5) Teaching Effectiveness

Online learning designed with the latest instructional design makes students more active in understanding the content of the lesson. Submission of subject matter can be in the form of simulations and cases, using forms of games and applying advanced animation technology so that it attracts students to be more active in learning.

6) Speed of Distribution

The internet as a medium of online learning makes online learning reach the entire world that has been connected to the internet so that the distribution of material is faster.

7) Availability of on-demand

Online learning that can be accessed at any time, making online learning can be used as a "pocket book" that can help students at any time.

8) Automation of Administrative Processes

Online learning uses a Learning Management System (LMS) that functions as a platform for online learning lessons. The LMS also functions to store student data, lessons and ongoing learning

processes. With reports in the system, the administrator or teacher is greatly helped. The time and process of completing the administrative tasks of the report will be shorter and easier.

e. Disadvantages of Online Learning

Internet for learning or e-learning is also free from various shortcomings. Various criticism, including:

- 1) Lack of interaction between teachers and students or even between students themselves. (Arkorful and Abaidoo, 2015)
- 2) Reduces the possibility of restricting illegitimate activities such as; cheating, plagiarism, etc. (Arkorful and Abaidoo, 2015).
- 3) Most of the students wish to work autonomously to avoid the need to interact with their classmates. (Gilbert, 2015).
- 4) Students who do not have high learning motivation likely to fail. (Sarkar, 2012)

Meanwhile, according to Effendi and Hartono in Ainiyah (2015), online learning has disadvantages. These disadvantages include:

1) Culture

The use of online learning demands a culture of self-learning, where students motivate themselves to want to learn. Conversely, in most cultures in Indonesia, learning motivation depends on more on the instructor.

2) Investment

Schools that will implement online learning must spend significant investment, namely in the form of the costs of designing and creating programs, lesson packages, maintenance costs and technology development as well as other costs.

3) Technology

In online learning the technology used is quite diverse, there is a possibility that the technology is not in line with the existing one, and there is a technological conflict so that online learning cannot run properly.

4) Infrastructure

The internet has not reached all cities in Indonesia, broadband services are currently only available in big cities. As a result, not everyone or the region can experience online learning on the internet.

5) Material

Although online learning offers various functions, there are some materials that cannot be taught through online learning, such as lessons that require a lot of physical activities. For subjects that require many physical activities, learning with online learning can be applied to provide the basics or theory before practice in the field directly.

B. Previous Related Studies

As the comparison of this research here some researchers of students' perception on the online learning. The first research by Hariyati (2020) entitled: "An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School". This research was involved teacher and students' perception while this research only focusing on students' perception.

The second research conducted by Nurhasanah (2020), entitled: "A Study of Online English Learning Models in the Middle of Covid-19 Pandemic". This research is focused on the use of application in the English online learning while this research is focusing on the students' perception on the English online learning.

The third research conducted by Arkorful and Abaidoo (2014) entitled "The role of e-learning, the advantages and disadvantages of its adoption in Higher Education". This research focused on the role of e-learning, the advantages and disadvantages of its adoption in higher education while this research is to find out the students' perception on the English online learning.

The fourth study entitle is "Students' Perception and Motivation toward English E-Learning during COVID-19 Pandemic" arranged by Mulyani (2020). This research aimed at knowing the students' perception and motivation toward English E-Learning during COVID-19 pandemic while this research is to find out the students' perception on the English online learning.

The last previous study entitle is "The Analysis of Students Perception on the Efficient Application used in Online Learning in the Midst of COVID-19

Pandemic” arranged by Ernawati (2020). The purpose of this study were to find out the perception of English Department Students about efficient application used in online learning and the most efficient application used in online learning during the pandemic COVID-19 while this research is to find out the students’ perception on the English online learning.

Table 2.1

Similarities and Differences

No.	Writer	Title	Similarity	Difference
1.	Sri Haryati (2020)	An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School	Focus on the online English learning process	Purpose of the study
2.	Nurhasanah (2020)	A Study of Online English Learning Models in the Middle of Covid-19 Pandemic	Focus on the online learning process	Purpose of the study
3.	Valentina Arkorful and Nelly Abaidoo (2014)	The role of e-learning, the advantages and disadvantages of its adoption in Higher Education.	Focus on the online learning context	Purpose of the study
4.	Sri Mulyani (2020)	Students’ Perception and Motivation toward English E-Learning during COVID-19 Pandemic	Investigate the perception of students on the online learning.	Purpose of the Study
5.	Nurul Ernawati (2020)	The Analysis of Students Perception on the Efficient Application used in Online Learning in the Midst of COVID-19 Pandemic	Analyzing students’ perception on the online learning	Purpose of the Study

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research design of this study conducted by using descriptive qualitative research. As stated by Sugiyono (2013) that qualitative methods are used to obtain in-depth data that contains meaning, meaning in this case is actual data; definite data is a value behind visible data. Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. According to Notoatmodjo (2018) descriptive research is research that is directed to describe or describe a situation in a community or society.

The research belongs to descriptive qualitative design because it is intended to find out what are students' perceptions of online learning in the Covid-19 pandemic at UIN Raden Mas Said Surakarta.

B. Research Setting

1. Place of the Research

This research conducted at UIN Raden Mas Said Surakarta. UIN Raden Mas Said Surakarta is an Islamic state university within the Ministry of Religion of the Republic of Indonesia. IAIN Surakarta was upgraded their status and changed its name to UIN Raden Mas Said Surakarta based on Presidential Regulation of the Republic of Indonesia no. 42 of 2021 dated May 11, 2021. UIN Raden Mas Said is located on Jl.

Pandawa, Dusun IV, Pucangan, Kecamatan Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57168.

2. Time of the Research

The researcher conducted the research from 1 until 31 August 2022.

Table 3.1 Research Schedule

Activities	Month						
	Jan	Feb	Mar	Apr	Aug	Sep	Oct
Pre-research							
Proposal writing and guidance							
Proposal seminar							
Research data collection							
Analyzing the data, writing research report and guidance							
Thesis examination							

C. Research Subject

The subjects of the research are the English Education students who study in the sixth semester at UIN Raden Mas Said Surakarta specifically students of class H. This class has total 28 students with 3 male students and 25 female students. The researcher recruits 3 male students and 12 female students for the subject of this research.

D. Data and Source of the Data

Data sources are important in research because these data sources will affect the results of a study. Therefore, the data source becomes a consideration in choosing data collection techniques. Data is the subject that provides information or from where the data is obtained (Arikunto, 2010). The data source of this research is the subject who informs about the data obtained and then collected for the benefit of the author. This study uses questionnaires and interviews so that researcher obtain data from research subjects (informant).

Informant is someone who provides information or data (Hambly, 1993). In this study, those who were appointed as informants were students in the sixth semester of the English language education study program 6H class with a total of 28 students at the Raden Mas Said State Islamic University. In this study, the researcher chose 15 students which is consisting of 12 female students and 3 male students who were used as research subjects and provide information to researcher.

E. Research Instrument

The instrument of this research is the researcher himself. The data collection instruments were questionnaire and interview. The research instrument is part of the data collection technique.

F. Technique of Collecting the Data

Data collection according to Effendy, A. A. (2019), namely "Collecting data at the research location by conducting interviews and documentation by determining data collection strategies that are deemed appropriate and to determine the focus and deepening of data in the next data collection process."

1. Questionnaire

According to Sugiyono (2014: 230), a questionnaire is a data collection technique by which researchers provide a list of questions or written statements to be answered by respondents. The type of questionnaire used in this research is closed-ended questionnaire to make it easier for respondents to answer questions. Based on Creswell (2012) close-ended question is a question where the researcher has given answer choices to the respondent. The questionnaire consists of 30 statements. Statements number 1 until 15 are the positive statements and the statements number 16 until 30 are the negative statements.

Table 3.2 Questionnaire Blueprint

Positive Statements

Indicators	Statements
The Convenience	1,2,3,4,5,6,8
Motivation	7
Understanding of Technology	9,12
Change of Attitude	10

Utilization of Internet	11
Efficiency	13,14
Integration in Post-Pandemic Situation	15

Negative Statements

Indicators	Statements
The Convenience	16,17,18,19,20,21,23
Motivation	22
Understanding of Technology	24,27
Change of Attitude	25
Utilization of Internet	26
Efficiency	28,29
Integration in Post-Pandemic Situation	30

2. Interview

Interview, which is used "As a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, and also if the researcher wants to know things from respondents who are more in-depth, and the number of respondents is small." (Sugiyono, 2012). Walidin (2015) argued interview is a

conversation to get information about people, events, activities, organizations, feelings, demand motivation, and concern.

The type of interview used in this research was a structured interview. It was included to in-depth interview. A structured interview is a method of collecting data by preparing and setting several questions to be asked directly to the relevant resource person. The research interview contained six questions about students' perception on the online learning. A structured interview is appropriate for this research because researcher already know with certainty what information will be obtained. Therefore, in interviews, researcher has prepared research instruments in the form of written questions for which alternative answers have been prepared.

The techniques used are done by rewriting, resummarizing, and analyzing the data. The researcher conducted online interview through WhatsApp Messages. This interview used English for the questions, but the students can answer the questions by using Bahasa Indonesia or English according to their wishes. Meanwhile, the interview guide and interview transcript can be seen in the appendices. The researcher interviewed 15 students using 6 questions that were adopted from the statements in the questionnaire.

G. Trustworthiness of the Data

Moleong, (2013:330) reveals that triangulation is a technique of checking the validity of data that utilizes one thing with another. Triangulation uses three different ways of checking data, namely source, technique, and time. The explanation will present below:

1. Triangulation by using sources

According to Patton (Moloeng, 2007: 330) that "Triangulation with sources means comparing and double-checking the degree of confidence in information obtained through different times and tools in qualitative research.

2. Triangulation by using technique

This triangulation tests credibility by checking data from the same source with different techniques (Sugiyono, 2016: 274), so the researcher conducts discussions to ensure which data is considered correct or maybe all of them are correct because from a different point of view. For example, data obtained by interview, then checked by observation or documentation, this technique ensures to obtain data that is considered correct.

3. Triangulation by using time

Time also often affects the credibility of the data (Sugiyono, 2016: 274). Time triangulation tests credibility by checking with observations,

interviews, or other techniques in different times or situations. If the test results produce different data, then it is done repeatedly so as to find data certainty.

The researcher will use the triangulation by using sources to this research. Triangulation by using sources is that the researcher compares and checks the credibility of information found in the questionnaire with data interview.

H. Techniques of Analyzing the Data

1. Questionnaire

Data obtained from the questionnaire and analyzed using a Likert scale which indicates whether students Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) with each statement. Each answer is given with an individual point value, the score is determined by adding up the value of each statement.

To analyze the research data, the researcher applied a scale. The Likert scale is used to measure several different things such as opinions, attitudes, and perceptions of a person or group towards social phenomena in research. This social phenomenon is determined by the researcher himself. Therefore, variable of this research is the student's perception on the online learning. The questionnaire consists of 30 statements. Statements number 1 until 15 are the positive statements and the statements number 16 until 30 are the negative statements.

Interval score of the students' responses on the questionnaire.

- **Positive Statement (+)**

Score 1. SD (Strongly Disagree)

Score 2. D (Disagree)

Score 3. N (Neutral)

Score 4. A (Agree)

Score 5. SA (Strongly Agree)

- **Negative Statement (-)**

Score 1. SD (Strongly Disagree)

Score 2. D (Disagree)

Score 3. N (Neutral)

Score 4. A (Agree)

Score 5. SA (Strongly Agree)

Table 3.3 Interval Score of Positive Perception

Interval Score	Category
0 - 19,99%	Strongly Disagree
20 - 39,99%	Disagree
40 – 59.99%	Neutral
60 – 79,99%	Agree
80 – 100%	Strongly Agree

After the collecting data, the researcher analyzed the category of questionnaire through the interval score.

To analyze the mean score of the responses, as following:

$$\bar{x} = \frac{\sum \bar{x}}{N}$$

Where: \bar{x} = mean

$\sum \bar{x}$ = Total Raw Score

N = total number of students (Gay, 2006)

In analyzing data, researchers used descriptive qualitative research. The qualitative method is a type of research that does not use calculations. Data analysis techniques are divided into three main phrases that follow the framework of qualitative data analysis by Miles, Huberman & Saldana (2014). The three phases are data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is a process of selecting, focusing, discarding, and arranging data towards drawing conclusions. The data is selected and reduced so that only relevant data is used. In this research, the researcher selected data obtained at the time of investigation regarding students' perception on English online learning, then the data was classified and chosen. The researcher chose the data from the interview result from the students give the most detail information that given by the interviewee.

2. Data Display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of a brief description using the original text, which can be in the form of graphs, matrices, etc. So that it is easily understood by the reader. The analysis is carried out to determine students' perceptions about online English learning models in the middle of the Covid-19 pandemic.

3. Drawing Conclusion and verification

According to Djam'an and Aan (2013) an initial conclusion put forward is still temporary, and can change if no strong evidence is found to support the data collected, but if the conclusions put forward at an early stage are supported by evidence valid and consistent when the research returns to the scope of data collection. Accordingly, the conclusions put forward are credible conclusions.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The research finding was taken from the phenomena that happened among the students of English Language Education in the sixth semester. They were fifteen students, consisted of 3 male students and 12 female students. In interviewing the students, the researcher chose only 10 students consist of 2 male students and 8 female students. The researcher gave 6 questions of showing the students' perception to find the result. The questions can be seen in the interview guide in appendices.

Based on the questionnaire used Google Form, there were 30 statements about students' perception on the online learning at the sixth semester. Students are asked to fill out a questionnaire by choosing one of the answers from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree on the Google Form. Researcher provides statements in English. The researcher found some data, which will be explained below:

Table 4.1

Questionnaire Results

No.	Statements	SD	D	N	A	SA
	Positive Statements					
	Efficient					
1.	The process of learning English is easier with online learning.	0	3 (20%)	5 (33,33%)	6 (40%)	1 (6,67%)
2.	English learning process is more fun	1 (6,67%)	5 (33,33%)	1 (6,67%)	8 (53,33%)	0

	with online learning.					
3.	Online English learning makes the English learning process more effective in achieving learning objectives.	0	5 (33,33%)	3 (20%)	6 (40%)	1 (6,67%)
	The Activeness					
4.	Online English learning can increase students' interest in learning.	0	4 (26,67%)	2 (13,33%)	8 (53,33%)	1 (6,67%)
5.	Online English learning can improve students' understanding in learning.	0	3 (20%)	4 (26,67%)	6 (40%)	2 (13,33%)
6.	Online English learning can foster students' motivation in learning.	0	4 (26,67%)	0	10 (66,67%)	1 (6,67%)
	Easy to access the material					
7.	Online English learning makes it easy to facilitate students in gathering assignments.	1 (6,67%)	0	3 (20%)	7 (46,67%)	4 (26,67%)
8.	Students or lecturers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.	1 (6,67%)	1 (6,67%)	5 (33,33%)	7 (46,67%)	1 (6,67%)
	Online learning is fun					
9.	Online English learning is easy to do because of students' understanding of the use of online learning applications.	0	1 (6,67%)	2 (13,33%)	10 (66,67%)	2 (13,33%)
10.	Online English learning can foster	0	1 (6,67%)	7 (46,67%)	7 (46,67%)	0

	students' independent learning attitudes.					
11.	Online English learning is learning that utilizes internet networks as a learning tool.	0	1 (6,67%)	2 (13,33%)	10 (66,67%)	2 (13,33%)
12.	Online English learning makes it easy for students or lecturers to communicate and interact anytime and anywhere.	0	2 (13,33%)	1 (6,67%)	8 (53,33%)	4 (26,67%)
13.	Online English learning can save times in the learning process.	0	2 (13,33%)	1 (6,67%)	8 (53,33%)	4 (26,67%)
14.	Online English learning is efficient of internet data.	1 (6,67%)	6 (40%)	5 (33,33%)	3 (20%)	0
15.	Online learning can be integrated in the post-pandemic situation.	0	1 (6,67%)	5 (33,33%)	7 (46,67%)	2 (13,33%)
	Negative Statements					
	Less motivation					
16.	The process of learning English is harder with online learning.	1 (6,67%)	5 (33,33%)	4 (26,67%)	5 (33,33%)	0
17.	English learning process is more boring with online learning.	2 (13,33%)	5 (33,33%)	2 (13,33%)	4 (26,67%)	2 (13,33%)
18.	Online English learning makes the English learning process less effective in achieving learning objectives.	1 (6,67%)	3 (20%)	4 (26,67%)	6 (40%)	1 (6,67%)
19.	Online English learning can decrease students' interest in learning.	2 (13,33%)	6 (40%)	4 (26,67%)	3 (20%)	0
20.	Online English learning can reduce	0	4 (26,67%)	5 (33,33%)	6 (40%)	0

	students' understanding in learning.					
21.	Online English learning can hinder students' motivation in learning	1 (6,67%)	4 (26,67%)	4 (26,67%)	6 (40%)	0
	Infrastructure					
22.	Online English learning makes it difficult to facilitate students in gathering assignments.	0	7 (46,67%)	5 (33,33%)	2 (13,33%)	1 (6,67%)
23.	Students or lecturers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.	0	1 (6,67%)	1 (6,67%)	6 (40%)	7
	Hard to understand the material					
24.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.	0	3 (20%)	2 (13,33%)	9 (60%)	1 (6,67%)
25.	Online English learning hinders students' independent learning attitudes	1 (6,67%)	7 (46,67%)	4 (26,67%)	3 (20%)	0
26.	Online English learning is learning that unutilized internet networks as a learning tool.	2 (13,33%)	5 (33,33%)	2 (13,33%)	6 (40%)	0
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and	1 (6,67%)	8 (53,33%)	1 (6,67%)	4 (26,67%)	1 (6,67%)

	anywhere.					
28.	Online English learning takes lot of times in the learning process.	1 (6,67%)	9 (60%)	2 (13,33%)	2 (13,33%)	1 (6,67%)
29.	Online English learning is wasteful of internet data.	2 (13,33%)	2 (13,33%)	3 (20%)	4 (26,67%)	4 (26,67%)
30.	Online learning can be used only in the pandemic situation	2 (13,33%)	6 (40%)	4 (26,67%)	2 (13,33%)	1 (6,67%)

1. Types of Perception

Based on the questionnaire result from the table 4.1 and interview data in the appendices, the researcher found two types of perception. Those are:

a. Positive

1) Efficient

The first is students' perception on the online learning was efficient based on the questionnaire result, it can be seen the students felt learning English online learning was efficient as many as 6,67% of respondents choose strongly agree of 15 respondents, this means that 1 choose that statement, 40% chose a total agree from 15 respondents, which mean that 6 respondents choose statements, 20% chose a total neutral from 15 respondents, which mean that 3 respondents choose statements, neutral it was the statements that show the middle between agree and disagree with the statement asked by the

researcher. 33,33% chose total to disagree from 15 respondents, which means that 5 respondents choose the statement and 0% choose strongly disagree from 15 respondents which means 0 respondent who choose the statement.

Based on the questionnaire result above, it can be concluded that most students have a positive perception. English online learning is efficient, and it was supported by the students' responses to the interview. The first student who has a positive perception is VVA. VVA argues:

“Menurut saya online learning itu salah satu solusi yang memudahkan kita untuk melakukan pembelajaran saat terjadi pandemi seperti yang terjadi beberapa tahun terakhir ini. Sebenarnya online learning sudah lama diterapkan di beberapa negara, namun tidak secara penuh, meskipun online learning tetapi masih ada pembelajaran tatap mukanya. Online learning itu efisien menurut saya, karena dapat dijangkau kapan saja dan dimana saja.”
(3 August 2022/ time 20:43)

It was supported with the second participant MZA. MZA argues:

“... Actually online learning also helps me to save time that we don't have spend the time to go to the campus to attend a class, or we don't have to waste the time for the break time between courses, that at home, or outside the school we can spend the time for positive activity.”
(17 August 2022/ time 21:27)

2) The Activeness

The second is students' perception on the online learning was active based on the questionnaire result it can be seen the students felt learning English online learning was active in

class as many as 26,67% of respondents choose strongly agree of 15 respondents, this means that 4 choose that statement, 53,33% chose a total agree from 15 respondents, which mean that 8 respondents choose statements, 6,67% chose a total neutral from 15 respondents, which mean that 1 respondents choose statements, neutral it was the statements that show the middle between agree and disagree with the statement asked by the researcher. 13,34% chose total to disagree from 15 respondents, which means that 2 respondents choose the statement and 0% choose strongly disagree from 15 respondents which means 0 respondent who choose the statement.

Based on the questionnaire result above, it can be concluded that most students have a positive perception. English online learning is making students be more active and it was supported by the students' responses to the interview. The first student who has a positive perception is DA. DA argues:

“Menurutku itu cukup efektif mas setelah kurleb 2 tahun ya aku ngalamin sendiri, jadi enak aja gitu, kita bebas berekspresi tanpa malu-malu kayak di kelas dan juga lebih fleksibel aja waktunya, kalo kuliah bisa dimana aja.”
(17 August 2022/ time 20:25)

It was supported with the second participant SDA. SDA argues:

“... Menurut saya pribadi juga, dari online learning ini saya merasa lebih aktif daripada pembelajaran di kelas secara langsung, yang mana sebelum pandemi ini saya merupakan mahasiswa pasif. ,,,”

3) Easy to access the material

The third is students' perception on the online learning was easy to access the material based on the interview result it can be seen the students felt learning English online learning was easy.

From the interview result also it can be concluded that most students have a positive perception. English online learning is easy to access the material and it was supported by the students' responses to the interview. The first student who has a positive perception is SDS. SDS argues:

“The benefits that I have encountered when learning online are:

1. Easy access to learning only via cellphone, so I can study anywhere.
2. Save cost, energy and time.
3. Ease of accessing materials and references via the internet.”

(16 August 2022/ time 19:30)

It was supported with the second participant IS. IS argues:

“Keuntungan yang saya rasakan secara pribadi pembelajaran online ini materinya bisa diakses dimana dan kapanpun. Materi pembelajaran yang diberikan juga bisa di akses berkali-kali jadi kan lebih enak, menghemat biaya dan waktu juga.”

(17 August 2022/ time 22:14)

4) Online learning is fun

The fourth is students' perception on the online learning is fun in class based on the questionnaire result it can be seen the students felt learning English online learning was active in class as many as 0% of respondents choose strongly agree of 15 respondents, this means that 0 choose that statement, 53,33% chose a total agree from 15 respondents, which mean that 8 respondents choose statements, 6,67% chose a total neutral from 15 respondents, which mean that 1 respondents choose statements, neutral it was the statements that show the middle between agree and disagree with the statement asked by the researcher. 33,35% chose total to disagree from 15 respondents, which means that 5 respondents choose the statement and 6,67% choose strongly disagree from 15 respondents which means 1 respondent who choose the statement.

From the interview result also it can be concluded that most students have a positive perception. English online learning is fun and it was supported by the students' responses to the interview. The first student who has a positive perception is MZA. MZA argues:

“... It is fun because sometimes we can do a lot of exciting things that we can't do in offline learning, for example some interesting ice breaking, and some ice breaking also can only be done in online learning. ...”
(17 August 2022/ time 21:39)

It was supported with the second participant GAS. GAS argues:

“Menurut saya pembelajaran online memiliki banyak benefit diantaranya Dapat menghemat biaya dan waktu, lebih praktis dan fleksibel, pendekatan yang lebih cerdas, pengalaman belajar yang menyenangkan, lebih personal, dokumentasi yang mudah, ramah lingkungan karena dapat mengurangi konsumsi kertas dan mengurangi alternatif terakhir selama social distancing. ...”
(22 August 2022/ time 20:13)

b. Negative

1) Health issues

The first is students' perception on the online learning was negative based on the interview result it can be seen the students felt online learning had negative impact to students' health.

From the interview result also it can be concluded that most students have a negative perception. English online learning has bad impact to students' health and it was supported by the students' responses to the interview. The first student who has a positive perception is VVA. VVA argues:

“...Dan terkadang pengajar juga sering lupa akan jadwal mengajar karena semua aktivitas menjadi satu di media online semua. Juga kesehatan mata juga terganggu. Bahkan menurut saya beban tugas pembelajaran online lebih banyak daripada pembelajaran secara offline.”
(3 August 2022/ time 21:17)

It was supported with the second participant SDS. SDS argues:

“... However, due to several obstacles, such as difficult internet access, and limited quota, it also makes online learning a bit tiring. In addition, this online learning also affects eye health who are constantly in front of the gadget for hours.”
(16 August 2022/ time 18:41)

2) Lack of Infrastructure

The second is students' perception on the online learning was problematic based on the questionnaire result it can be seen the students felt learning English online learning was hard due to lack of adequate infrastructure as many as 46,67% of respondents choose strongly agree of 15 respondents, this means that 7 choose that statement, 40% chose a total agree from 15 respondents, which mean that 6 respondents choose statements, 6,67% chose a total neutral from 15 respondents, which mean that 1 respondents choose statements, neutral it was the statements that show the middle between agree and disagree with the statement asked by the researcher. 6,67% chose total to disagree from 15 respondents, which means that 1 respondent choose the statement and 0% choose strongly disagree from 15 respondents which means 0 respondent who choose the statement.

Based on the questionnaire result above, it can be concluded that most students have a negative perception. English online

learning is lack of adequate infrastructure, and it was supported by the students' responses to the interview. The first student who has a negative perception is IS. IS argues:

“Kesulitan saya ketika belajar online. Sinyal yang tidak stabil mengakibatkan pembelajaran tiba-tiba sering keluar dari gmeet sendiri, ketika dosen/teman presentasi suara terputus-putus jadi ngga paham tadi sampai mana jelasinnya...”

(17 August 2022/ time 22:05)

It was supported with the second participant MZA. MZA argues:

“It is a common knowledge that the difficulties faced when online learning are data or internet quota, storage of our phone and laptops, and signals that can only be solved, sadly, with money”

(17 August 2022/ time 22:17)

3) Less motivation

The third is students' perception on the online learning was hindered the students' motivation based on the questionnaire result it can be seen the students felt learning English online learning was hindered the students' motivation as many as 0% of respondents choose strongly agree of 15 respondents, this means that 0 choose that statement, 40% chose a total agree from 15 respondents, which mean that 6 respondents choose statements, 26,67% chose a total neutral from 15 respondents, which mean that 4 respondents choose statements, neutral it was the statements that show the middle between agree and disagree with the statement asked by the researcher. 26,67% chose total to disagree from 15 respondents,

which means that 4 respondents choose the statement and 6,67% choose strongly disagree from 15 respondents which means 1 respondent who choose the statement.

Based on the questionnaire result above, it can be concluded that most students have a negative perception. English online learning is hinder students' motivation, and it was supported by the students' responses to the interview. The first student who has a negative perception is SC. SC argues:

“... Minat buat ikut kelas itu juga berkurang sih mas soalnya jadi lebih males aja tiap hari harus stay di depan gadget, feel kuliahnya itu ga dapet”
(3 August 2022/ time 20:58)

It was supported with the second participant IS. IS argues:

“Online learning untuk sisi positifnya memudahkan untuk yg jarak tempuhnya jauh apalagi ketika pandemi sangat membantu, tapi disisi lain, interestnya kurang, karena kita ngga eye contact satu sama lain, dan sulit untuk membangun suasana, jadi online learning bakal ngerasa krikrik banget gitu, ...”
(17 August 2022/ time 21:24)

4) Hard to understand the material

The fourth is students' perception on the online learning was negative based on the questionnaire result it can be seen the students felt learning English online learning was negative cause hard to understand the material by the students themselves as many as 0% of respondents choose strongly agree of 15 respondents, this means that 0 choose that statement, 40% chose a total agree from

15 respondents, which mean that 6 respondents choose statements, 33,33% chose a total neutral from 15 respondents, which mean that 5 respondents choose statements, neutral it was the statements that show the middle between agree and disagree with the statement asked by the researcher. 26,67% chose total to disagree from 15 respondents, which means that 4 respondents choose the statement and 0% choose strongly disagree from 15 respondents which means 0 respondent who choose the statement.

Based on the questionnaire result above, it can be concluded that most students have a negative perception. English online learning is hard to understand the material by them and it was supported by the students' responses to the interview. The first student who has a positive perception is SC. SC argues:

“Oke mas, menurut saya kuliah online itu susah-susah gampang dijalainnya. Tapi selama kuliah online ini yang saya rasakan malah banyak kurangnya seperti materi yang sulit dipahami ...”

It was supported with the second participant VVA. VVA argues:

“...Pengajar juga tidak bisa memastikan secara langsung apakah peserta didiknya memahami semua materi yang disampaikan atau belum. Mungkin kalau untuk sesekali atau beberapa kali itu efektif. Namun kalau dilaksanakan secara penuh itu kurang efektif, karena tidak semua siswa bisa selalu konsentrasi dan bisa memahami secara mandiri materi yang di ajarkan.”

(3 August 2022/ time 20:43)

B. Discussions

In this discussion section, the researcher tends to explain The main focus of this study is to find out type of students' perception on the online learning at the sixth semester English Language Education students of UIN Raden Mas Said Surakarta. There are indicators to investigate what are students' perception about online learning. The researcher gives further interpretation and discussion as follow:

There are two types of perceptions according to Robbins and Judge (2013: 166) defined perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. The main passage is that perception independents from physical stimuli but also on environmental aspects. Therefore, students' perception involves their cognitive impressions formed through the "learning process". Students perceive what they see, hear, and touch during online learning. The main focus of this study is to find out type of students' perception on the online learning at the semester sixth English Language Education students of UIN Raden Mas Said Surakarta. There are indicators to investigate how students' perception about online learning. The indicators would be explained as follows:

1. Types of Students' Perception

a. Positive

The first perception is the efficient online learning. Based on the questionnaire result and interview responses mostly of students have a positive perception about this statement. According to Effendi and Hartono in Ainiyah (2015), learning by online learning is not limited to places, as long as there is an internet connection available, online learning can be done.

The second perception is the activeness in online learning. Based on the questionnaire result and interview responses mostly of students have a positive perception about this statement. According to Valentina (2014) said that online learning can make students be more active by the use of discussion forums. According to Effendi and Hartono in Ainiyah (2015), online learning designed with the latest instructional design makes students more active in understanding the content of the lesson. Submission of subject matter can be in the form of simulations and cases, using forms of games and applying advanced animation technology so that it attracts students to be more active in learning. Based on one of the students' responses the interview shows the evidence that online learning makes him/her be more active in online learning.

The third perception is easy access to the material. Based on the questionnaire result and interview responses mostly of students have a positive perception about this statement. According to Valentina (2014) said that E-learning enhances the efficacy of knowledge and qualifications with the ease of access to a huge amount of information. According to Effendi and Hartono in Ainiyah (2015), Online learning that can be accessed at any time, making online learning can be used as a "pocket book" that can help students at any time. Based on one of the students' responses the interview shows the evidence that online learning is easy to access the material.

The last perception is online learning helps breaking the chain of spread COVID-19. Based on the interview responses, students said that it is also can be very effective to break the pandemic because online learning doesn't need direct interaction, which is the main transmission of the virus is spreading from air and droplets. Valentina (2014) stated that one of the benefits of online learning is the flexibility of time and place that will be conducting by the students and teacher.

b. Negative

The first perception is health issues, which it arise during online learning. Students felt that online learning during pandemic

make them sick of looking at the screen, depression of the assignment, and etc. Based on Restiyanti Prasetijo (in Arifin, Fuady & Kuswarno, 2017), states that internal factors, including experience, needs, rating and expectations.

The second perception is infrastructure, the students' felt that the infrastructure is incapable for online learning. According to Effendi and Hartono in Ainiyah (2015), the internet has not reached all cities in Indonesia, broadband services are currently only available in big cities. As a result, not everyone or the region can experience online learning on the internet.

The third perception is motivation, the students' felt less motivated to participate in online learning because when in the classroom there is a direct interaction from the lecturers so they can understand better, and they can meet their friends and it can be more fun. According to Sarkar (2012) said that students who do not have high learning motivation likely to fail. Based on the students' responses on interviews mostly students have a negative perception of this statement.

The last is hard to understand the material; the students have difficulties in understanding the material that given by lecturers because they understand the material based on their own interpretation. According to Effendi and Hartono in Ainiyah

(2015), although online learning offers various functions, there are some materials that cannot be taught through online learning, such as lessons that require a lot of physical activities. For subjects that require many physical activities, learning with online learning can be applied to provide the basics or theory before practice in the field directly.

Based on the discussion, the researcher found that the students mostly gave positive perceptions about the online learning. It is similar to Robbins (2002:14) said that Positive perception is a person's evaluation of information or objects with positive thoughts or expectations from the perceived object. The online learning is helpful to learn English especially during the pandemic situation and it can be an alternative way to conduct learning English from home. It is easy to use but sometimes there are problems with the technical and non-technical that arose during online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the research about Students' Perception on the Online Learning at Sixth Semester English Language Education Students of UIN Raden Mas Said Surakarta in the academic year 2021/2022. Based on the findings indicate that the students have positive and negative perception about online learning.

Many benefits that students get from online learning. Effective because of the current pandemic situations that enforce the world avoiding direct contact and social distancing. It is also efficient because students don't need to gather at the classroom. They can learn from home as well as the easy access to the material from internet. Online learning also helps the government to break the spread of COVID-19 pandemic.

On the other hand, the respondents said that they also felt there were so many difficulties during English online learning. For example, infrastructure limitation, which it affects to the synchronous learning process because it is highly dependent to the signal and internet quota. Health issues that arise during online learning impact of eye fatigue and the assignments that have been given. It also reduced motivation from the students. With the students' interpretation themselves, it is hard to understand the material.

Although with existing difficulties and limitations, it does not make students fully disagree with the online learning. The students have a positive

perception of the online learning. Online learning is helpful for learning English at the moment of COVID-19 pandemic. It can be an alternative way to conduct learning English while COVID-19 quarantine.

B. Suggestion

Based on the conclusion stated above, the researcher makes the following suggestions:

1. The Students

The students must be able to improve their skills and knowledge in technology and computers so that online English learning can be done easily.

2. The Lecturers

The researcher hopes that lecturers can use the result of this research as more enjoyable learning and create a comfortable situation for the students with online learning.

3. Other Researcher

The researcher understands that this research has many limitations, the researcher hopes that the future researcher can develop and complete this study become more influential in the future.

4. For the department of English Language Education

Hopefully English Language Education department able to carry out online English learning. Secondly, we must provide facilities and infrastructure such as cellphones and internet data packages so that learning can be applied.

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APPENDICES

Appendix 1**Students List**

1.	SC
2.	SDS
3.	RRA
4.	DS
5.	RA
6.	EN
7.	DA
8.	VVA
9.	IS
10.	MZA
11.	APN
12.	SDA
13.	P
14.	ZAA
15.	GAS

Appendix 2

Interview Guidelines

1. What do you think about online learning?
2. Can online learning facilitate your learning process?
3. How online learning facilitate your learning process?
4. What difficulties did you face when studying online?
5. What benefits did you get when studying online?
6. In your opinion, how good online learning is?

Appendix 3

Interview with the students

What do you think about online learning?

No.	Students' initials	Answers
1.	SC	Oke mas, menurut saya kuliah online itu susah susah gampang dijalaninnya. Tapi selama kuliah online ini yang saya rasakan malah banyak kurangnya seperti materi yang sulit dipahami, sinyal yang kadang kurang mendukung sehingga saat penyampaian materi dan pengumpulan tugas menjadi terhambat. Minat buat ikut kelas itu juga berkurang sih mas soalnya jadi lebih males aja tiap hari harus stay di depan gadget, feel kuliahnya itu ga dapet
2.	SDS	In my opinion, online learning is an educational strategy that has just been implemented by educational institutions in our country due to the Covid 19 pandemic. With this online learning, our learning activities are full of using gadgets and utilizing internet access. Maybe this learning system saves more energy and time, because we only need to be in front of the gadget. Not only that, this online learning also takes advantage of several educational applications that we didn't know about before, so this is quite interesting for us. However, due to several obstacles, such as difficult internet access, and limited quota, it also makes online learning a bit tiring. In addition, this online learning also affects eye health who are constantly in front of the gadget for hours.
3.	RRA	Sebenarnya ini merupakan solusi agar kegiatan sebuah pendidikan tetap bisa dilaksanakan, namun dengan atmosfer pendidikan yang tidak seperti saat tatap muka.
4.	DA	Menurutku itu cukup efektif mas setelah kurleb 2 tahun ya aku ngalamin sendiri, jadi enak aja gitu, kita bebas berekspresi tanpa malu ² kayak dikelas dan juga lebih fleksibel aja waktunya, kalo kuliah bisa dimana aja.
5.	VVA	Menurut saya online learning itu salah satu solusi yang memudahkan kita untuk melakukan pembelajaran saat terjadi pandemi seperti yang terjadi beberapa tahun terakhir ini. Sebenarnya online learning sudah lama diterapkan di beberapa negara, namun tidak secara penuh, meskipun online learning tetapi masih ada pembelajaran tatap mukanya. Online learning itu efisien menurut saya, karena dapat dijangkau kapan saja dan dimana saja. Mungkin kendala terbesarnya adalah susah sinyal. Namun jika pembelajaran diterapkan penuh secara online itu menurut saya tidak efektif, karena guru dan murid tidak bisa bertransfer energi secara langsung. Pengajar juga tidak bisa memastikan secara langsung apakah peserta didiknya memahami semua materi yang disampaikan atau belum. Mungkin kalau untuk sesekali atau beberapa kali itu efektif. Namun kalau dilaksanakan secara penuh itu kurang efektif, karena tidak semua siswa bisa selalu konsentrasi dan bisa memahami secara mandiri materi yang di ajarkan.

6.	IS	online learning untuk sisi positifnya memudahkan untuk yg jarak tempuhnya jauh apalagi ketika pandemi sangat membantu, . tapi disisi lain, interestnya kurang, karena kita ngga eye contact satu sama lain, dan sulit untuk membangun suasana, jadi online learning bakal ngerasa krikkrik banget gitu, terkendala sinyal juga jadi sering ketinggalan materi, secara pribadi saya lebih suka pembelajaran offline karna materinya mudah dipahami,
7.	MZA	Online learning is somehow boring and fun, it's boring bcs we surely rarely have a friend to go along with during the lesson except if we're like meeting in the same place and especially for the presentation session, I actually don't pay much attention to the presenters, I'm just paying attention for a while to take some points to ask then I will be ready if anyone offering me to ask a question. It is fun because sometimes we can do a lot of exciting thing that we can't do in offline learning, for example some interesting ice breaking, and some ice breaking also can only be done in online learning. Actually online learning also helps me to save time, that we don't have spend the time to go to the campus to attend a class, or we don't have to waste the time for the break time between courses, that at home, or outside the school we can spend the time for positive activity.
8.	APN	Online learning mrpkn proses pembelajaran yang memerlukan internet untuk pelaksanaannya. Jadi menurut saya online learning model pembelajaran yang pas diberlakukan saat terjadi pandemi kemarin. Dengan online learning dapat melakukan pembelajaran walau terhalang jarak, OL juga efisien untuk waktunya. Kekurangan dari OL menurutku ialah susahnya murid (saya sendiri) untuk konsentrasi terhadap pembelajarannya karena biasanya/disambi/dengan kegiatan lainnya dan juga signal yang kadang tidak mendukung. Oleh karena itu jika OL diterapkan seutuhnya untuk semua matkul akan kurang efektif.
9.	SDA	Menurut saya online learning merupakan option terbaik yang diselenggarakan ketika pembelajaran secara luring tidak dapat dilaksanakan, salah satunya seperti adanya pandemi covid-19. Online learning menurut saya memiliki kelebihan dan kekurangan yang nyata. Dimana keefektifan online learning lebih bisa dirasakan daripada pembelajaran luring karena tidak membatasi ruang kita untuk melaksanakannya, jadi bisa dimana saja. Menurut saya pribadi juga, dari online learning ini saya merasa lebih aktif daripada pembelajaran dikelas secara langsung, yang mana sebelum pandemi ini saya merupakan mahasiswa pasif. Untuk kekurangannya mungkin lebih kepada kendala sinyal yang beberapa kali saya alami ketika online learning, dimana saat dosen menjelaskan materi bersamaan dengan koneksi internet yang terputus saya jadi kesulitan dalam menerima materi yang disampaikan dosen.
10.	GAS	Menurut saya pembelajaran online sangat menarik karena dapat fokus dan santai. Ada beberapa anak yang tidak menyukai pembelajaran online karena tidak bisa bertemu langsung dengan teman dan kangen suasana sekolah. Pembelajaran online juga kurang efektif bila dilakukan di tempat yang kurang mendukung pembelajaran online, seperti di lokasi terpencil atau jaringan Internet yang tidak terjangkau

		dan fasilitas yang tidak mendukung. Maka dari itu butuh beberapa fasilitas tertentu yang mendukung berjalan proses ini dengan baik. Sehingga dengan dukungan internet yang baik, pembelajaran online dapat dilakukan dengan mudah dan menyenangkan.
11.	DS	Online learning bagi saya memiliki kelebihan dan kelemahan tersendiri. Kelebihannya dengan menggunakan sistem pembelajaran online learning kita bisa lebih fleksibel, efisien, hemat waktu, juga mengurangi penggunaan kertas. Data data yang kita dapatkan juga dapat diolah dengan cepat dan mudah karena kita bisa memanfaatkan teknologi yang ada. Dalam membuat soal maupun materi juga bisa lebih bervariasi.
12.	RA	Menurut saya online learning adalah sebuah perkembangan di dunia pendidikan dengan mengintegrasikan teknologi. Sejak pandemi covid 19 sampai pasca pandemi, online learning semakin populer digunakan di kalangan pelajar.
13.	EN	Pembelajaran yang dilakukan dengan tidak tatap muka atau menggunakan aplikasi atau media online, seperti WA, Gmeet, Youtube, Zoom, Kahoot, dan masih banyak lagi. Sehingga pembelajaran tersebut dapat diakses dimana saja dan kapan saja tanpa perlu bertatap muka secara langsung.
14.	P	Pembelajaran online bagi saya sangat menyenangkan. Karena lebih efisien, bisa dilakukan kapan saja dimana saja, serta hemat biaya, dan tidak membutuhkan banyak tenaga. Dan meningkatkan multitasking serta melatih management waktu dengan baik.
15.	ZAA	Online education, in my opinion, is one of the solutions that facilitates learning during pandemics, as has occurred recently. Even though online learning still includes face-to-face learning, it has been used for a while in a number of countries, albeit not entirely. Because it can be accessed at any time and from any location, I believe that online learning is effective. Signal difficulty may be the biggest challenge. However, I believe that if learning is fully implemented online, it will not be successful because teachers and students cannot directly transfer energy. Additionally, teachers are unable to directly confirm whether or not their students have understood all of the material. Maybe if it works just once or a few times. When fully implemented, it is less effective because not all students can pay attention and comprehend the material being taught on their own.

Can online learning facilitate your learning process?

No.	Students' initials	Answers
1.	SC	Yes, it can.
2.	SDS	Yes, online learning can facilitate my learning because with internet access and the diversity of educational applications currently available, it is very supportive of the online learning process.
3.	RRA	Sejauh ini semua baik-baik saja.

4.	DA	Bisa, online learning bisa memfasilitasi proses pembelajaran saya, memang kita tidak bisa berinteraksi secara langsung dengan dosen tetapi dengan online learning, saya jadi mengerti dengan diberikan ebook lalu banyak sekali pelajaran berharga yang membuat saya mengerti mengenai bahasa Inggris secara mendalam, tidak kalah dengan pembelajaran offline, pembelajaran online juga sangat banyak kontribusinya terhadap my learning process.
5.	VVA	Bisa, tetapi tidak semaksimal saat pembelajaran secara tatap muka. Beberapa aplikasi dapat memudahkan saya dalam belajar. Saat belajar secara online kadang saya lebih mudah dalam merangkum materi karena saya bisa langsung merekam dan tidak terganggu suara bising seperti saat dikelas.
6.	IS	Bisa, karena ketika online bisa dijadikan kesempatan untuk teman ² yg kurang percaya diri untuk bertanya kepada dosen karena kan tidak dilihat oleh teman-teman lainnya. Jadi bisa lebih aktif tapi di sisi lain ada kendala sinyal tersebut.
7.	MZA	I think yep it can, since we still have our lecturer to guide and explain the materials sometimes, and also actually I really love online learning for the course that is learning about theories and offline class for course with practices, but I also don't mind about practical activities in online learning, and so far I even get better marks in online learning
8.	APN	Of course online learning can facilitate. OL memiliki banyak tipe untuk diterapkan pada materi agar sesuai. Karena kadang materi satu dengan yg lainnya membutuhkan metode/jenis OL yg berbeda. Jika materi susah untuk dipahami mungkin menggunakan zoom/gmeet (synchronous). Dan menggunakan asynchronous jika ingin lebih fleksibel waktunya. Namun dengan OL saya rasa juga kurang maksimal untuk memfasilitasi pembelajaran kami (mahasiswa)
9.	SDA	Iya bisaa, dari segi kelebihan yang meliputi beberapa hal seperti keefektifan, fleksibilitas, terus menarik dalam penyampaian materi, interaksi antara dosen dan mahasiswa menurut saya dapat memfasilitasi proses pembelajaran bagi saya mass.
10.	GAS	Secara umum online learning dapat memfasilitasi atau menjadi fasilitas bagi saya dan memberikan kemudahan dalam hal efisiensi, namun saya memiliki anggapan bahwa berbagai fasilitas dalam online learning ini tidak sepenuhnya memfasilitasi proses belajar saya, seperti bagaimana proses diskusi berlangsung tidak seefektif ketika dalam pembelajaran offline dan cara kita mempelajari materi harus memahami sendiri Sehingga peran pendidik lebih minim daripada dalam pembelajaran offline yang terjun langsung di kelas dan dapat bertanya tentang materi yang kurang dipahami serta mampu dijelaskan dengan gamblang.
11.	DS	Sejauh ini online learning dapat memfasilitasi proses belajar yang saya lalui dalam 2 tahun terakhir ini.
12.	RA	Ya, dalam segi keunggulan seperti bisa dilakukan dimana saja, efisiensi karena gak perlu pergi ke kampus, hemat bensin, akan tetapi tetap masih ada yang kurang pas online learning, tapi ya tidak apa-apa.
13.	EN	Ya, online learning dapat memfasilitasi proses belajar saya.
14.	P	Iya sangat memudahkan karena saya bisa belajar sambil makan dan menghemat waktu. Misalnya kalau pagi saya harus ke kampus saya

		perlu waktu 20 menit, padahal dengan waktu 20 menit tersebut saya bisa melakukan kegiatan lain seperti berolahraga misalnya. Jadi ada beberapa waktu yang terbuang, dan kalau belajar secara online saya lebih hemat tenaga dan bisa beristirahat lebih banyak.
15.	ZAA	Yes, it can, but not as much as during face-to-face learning. Some applications can make it easier for me to study. When studying online, it's sometimes easier for me to summarize material because I can immediately record it and not be disturbed by noise like during class.

How online learning facilitate your learning process?

No.	Students' initials	Answers
1.	SC	Fasilitas berupa berbagai media yang bisa dimanfaatkan untuk pembelajaran jarak jauh seperti misalnya google classroom untuk mengumpulkan tugas, zoom dan gmeet untuk meeting online dan lain sebagainya. Fasilitas tersebut memudahkan proses pembelajaran saat pandemi berlangsung.
2.	SDS	Dengan adanya pembelajaran online mungkin itu lebih mempermudah dalam akses materi maupun tambahan referensi belajar melalui internet, selain itu aplikasi pembelajaran di masa ini juga sudah banyak berkembang sesuai dengan fungsi penciptaannya. Contohnya ada beberapa aplikasi, seperti googleclassroom, schoology, edmodo itu merupakan aplikasi yang memfasilitasi proses pembelajaran online kami saat masa pandemi kemarin.
3.	RRA	Untuk selama ini hanya ada kendala teknis ringan, dan dosen masih bisa mentolerir hal tersebut jadi masih dikatakan bila pembelajaran online memiliki fasilitas yang masih kurang sempurna namun ada keringanan keringanan tersendiri bila ada kendala.
4.	DA	dengan adanya media pembelajaran yang bermacam ² dan sangat berguna, dan juga adanya apk yang mendekatkan saya dengan materi pembelajaran, saya bisa berselancar dengan hanya menggunakan handphone
5.	VVA	Online learning memfasilitasi saya dalam belajar seperti kemudahan saya dalam menjangkau. Saya bisa hemat waktu, tenaga, dan biaya dengan pembelajaran secara online. Contoh kecil dan sepele, saat pembelajaran tatap muka, kita harus bangun pagi lalu pergi ke kampus, itu membutuhkan biaya transport dan energi yang saya keluarkan juga lebih banyak. Karena pada saat dikampus, saya pasti berinteraksi dengan orang lain. Banyak energi saya yang dikeluarkan saat di kampus. Berbeda dengan pembelajaran online, saat kita bangun tidur, mandi sarapan, kita tidak perlu keluar rumah, cukup di rumah, dengan suasana belajar yang kita inginkan kita bisa langsung belajar. Tetapi memang kalau di rumah suasana belajarnya tidak seperti saat di kampus. Tapi setidaknya saat pembelajaran secara online, kita dapat dengan mudah mengakses materi yang disampaikan, kita juga bisa latihan secara regular dengan aplikasi yang sesuai dengan materi kita, kita juga bisa berdiskusi dengan teman kita kapan saja dan dimana saja, lalu untuk tugas tugas kita juga tidak perlu mencetaknya, hanya

		dikirim dokumen saja.
6.	IS	Pembelajaran online memudahkan saya untuk melakukan segala sesuatunya secara mandiri, walaupun itu adalah kerja tim karena kami tidak saling bertemu, jadi kami terus berjalan sendiri-sendiri dan itu perlu usaha mandiri yang bisa membuat kami dipahami juga.
7.	MZA	Mmm I actually got more understanding when I do the online learning. Why? Bcs I often record the lecturer's explanation of the theories the listen to the recording when I think I need more understanding on certain theories. And online learning has less distraction than offline learning. I'm the one that can only study and learn things to be deeply understood in a quiet situation. When I have friends at school sitting beside me, I will jagongan instead of paying full attention to the lecturers, and sometimes I got sleepy easier in offline learning.
8.	APN	Seperti yang tadi saya bilang kalau media untuk pembelajaran online sangatlah banyak. Misal dengan sistem asynchronous ada YouTube, google classroom, kahoot and etc. media favorit saya ialah dengan youtube krn dapat pause dan diputar kembali jika belum paham. Dan jika ada matkul yg perlu praktik, dapat diupload di youtube juga. Sedang untuk evaluasi kita paham atau enggaknya materi bisa dicek dengan kuis seperti kahoot, quiziz atau web lainnya. Oiya untuk matkul yg benar2 perlu /dituntun/, kemarin untuk matkul statistik harus menggunakan zoom/gmeet karena kita harus praktik juga setelah Mr/ms dosen mempraktikkan di excel agar kita(mahasiswa) paham.
9.	SDA	Ituuu, dapat memfasilitasi mungkin dari segi fleksibilitasnya tadii kali yaa, yang mana dengan online learning proses pembelajaran dapat digunakan dimana saja jadi lebih efektif kan tuh, interaksi antara dosen dan mahasiswa bisa lebih aktif dan interaktif karena online learning merupakan hal baru jadi pengalaman baru dalam pembelajaran membuat saya (secara pribadi), sebagai mahasiswa, lebih antusias ketika online learning. Juga penyampaian materi juga tidak boring karena dengan online learning penyampaian materi dapat menggunakan audio visual secara bersamaan
10.	GAS	Pembelajaran secara online memudahkan saya dalam belajar, karena saya dapat belajar dimana saja dan kapan saja. Jadi lebih fleksibel dan juga efisien. Menghemat biaya untuk transportasi, jadi uangnya bisa dialokasikan untuk membantu proses pembelajaran. Juga melatih skill manajemen waktu saya.
11.	DS	Online learning sangat bisa memfasilitasi. Sebagai guru dalam mengambil nilai juga lebih mudah. Sumber materi banyak. Bisa dilaksanakan kapan saja dan dimana saja.
12.	RA	Online learning memberikan banyak informasi, memfasilitasi pembelajaran yang lebih menarik dan bervariasi. Biasanya belajar online dari internet atau YouTube, bisa di hp atau di laptop. Ketika ingin mengetahui sesuatu tinggal search saja. Dan kadang dosen juga membutuhkan platform yang bisa digunakan untuk teaching learning process in online. Seperti gmeet, zoom, google classroom , wa. Dll.
13.	EN	Dengan pembelajaran online guru dan murid bisa mengakses melalui ditempat dimana mereka berada saat itu juga yang terpenting

		menggunakan media yang sama. Bisa melalui chat seperti Grup WA, atau melakukan panggilan tatap muka dengan GMeet/Zoom, ataupun lewat YouTube sehingga materi bisa di putar berulang kali dan di catat. Lalu untuk assesment banyak sekali aplikasi yang bisa digunakan yang paperless seperti Gform, Kahoot, atau VideoCall untuk materi yang speaking.
14.	P	Media yang ada saat ini sangat banyak. Banyak aplikasi yang bisa kita akses untuk sumber pembelajaran, jadi tidak perlu pergi ke toko buku dan mencari buku". Sudah banyak jurnal dan temuan temuan yang lainnya yang di unggah secara online.
15.	ZAA	Online learning facilitates me in learning just like it is easy for me to reach out. I can save time, effort and money by learning online. A small and trivial example, during face-to-face learning, we have to get up early and then go to campus, that requires transportation costs and I also spend more energy. Because when I was on campus, I definitely interacted with other people. A lot of my energy was expended while on campus. In contrast to online learning, when we wake up, take a shower and have breakfast, we don't need to leave the house, just stay at home, with the learning atmosphere we want, we can study right away. But indeed at home the learning atmosphere is not like when on campus. But at least when learning online, we can easily access the material presented, we can also practice regularly with applications that match our material, we can also discuss with our friends anytime and anywhere, then for our assignments it doesn't matter. need to print it, just sent the document.

What difficulties did you face when studying online?

No.	Students' initials	Answers
1.	SC	Sulit memahami materi, sinyal yang tidak stabil.
2.	SDS	The difficulties I got when learning online were: 1. Unstable internet signal, especially during the rainy season. 2. Limited internet quota. 3. Sometimes I do not understand the material or task instructions given by the lecturer.
3.	RRA	Untuk jam kadang terlalu sering berubah (bahkan kadang malam hari), komunikasi dosen yang kurang baik (entah dosen yang kurang responsif atau mahasiswa yang kurang peka), sinyal internet, absensi yang kadang membingungkan (karena tiap dosen ada yang beda metode absensinya).
4.	DA	Kesulitannya paling memahami materi yang tidak tuntas penjelasannya dari google, biasanya saya browsing lagi dan pelajari ulang dari ebook yang sudah diberikan.
5.	VVA	Rasa malas, mengantuk, terkadang saya menyepelkan pembelajaran online, karena pengajar tidak mengetahui apakah kita sedang berkonsentrasi penuh atau tidak. Lalu kuota yang terkadang cepat

		habis. Susah sinyal, apalagi jika mati lampu. Dan terkadang pengajar juga sering lupa akan jadwal mengajar karena semua aktivitas menjadi satu di media online semua. Juga kesehatan mata juga terganggu. Bahkan menurut saya beban tugas pembelajaran online lebih banyak daripada pembelajaran secara offline.
6.	IS	Kesulitan saya ketika belajar online. Sinyal yang tidak stabil mengakibatkan pembelajaran tiba-tiba sering keluar dari gmeet sendiri, ketika dosen/teman presentasi suara terputus-putus jadi nga paham tadi sampai mana jelasinnya. Gampang ngantuk apalagi kalau suasana pembelajarannya (maaf) kurang interaktif. Beberapa dosen juga memberikan tugas tpi tanpa penjelasan/intruksi yg lebih lanjut jadi bingung ini step ngerjainnya gimana gitu
7.	MZA	It's a common knowledge that the difficulties faced when online learning are data/ internet quota, storage of our phone and laptops, and signals that can only be solved, sadly, with money.
8.	APN	For difficulties in online learning that have the most impact on me is the difficulty of concentrating. Kalau signal/jaringan, oke-oke aja. Nah untuk aku konsentrasi sangat susah kadang waktu pembelajaran sambil main apk lain, dan kadang rasa kantuknya lebih terasa. Dan akibatnya tidak paham akan materinya.
9.	SDA	Seperti yang suda saya notice sebelumnya, kesulitannya mungkin terasa saat terjadi masalah dalam koneksi internet yang mana saat dosen menjelaskan materi tapi terputus koneksi kan dapat menghambat dalam menerima materi. Terusss misal kan kadang satu dosen yang menggunakan beberapa aplikasi untuk satu mata kuliah jadinya sedikit menambah ruang penyimpanan hp, belum lagi tambahan-tambahan apk penunjang pembelajaran, seperti apk edit video, dll. Terus setiap mata kuliah beda apk juga terkadang lupa matkul ini pake apk apa, matkul lain apknya apa, gituu menurut ku
10.	GAS	Selama proses pembelajaran online saya memiliki beberapa kendala diantara kuota internet yang mahal, jaringan yang tidak stabil, Perangkat pembelajaran elektronik yang tidak mendukung (spesifikasi kurang), kondisi lingkungan sekitar yang terkadang berisik karena kondisi tertentu seperti ada hajatan atau ada acara didekat tempat saya, terkadang ada pendidik yang kurang menguasai penggunaan aplikasi pembelajaran online, susah untuk menjadi mahasiswa yang interaktif didalam pembelajaran online tersebut.
11.	DS	Terkendala sinyal, kurang bisa mengawasi peserta didik secara menyeluruh, kurang dapat vibes interaksi langsung dengan siswa, peserta didik mudah bosan, kuota lebih boros, kesehatan mata sedikit terganggu, membutuhkan alat yang support.
12.	RA	Dalam online learning tidak mengajarkan tentang berinteraksi sosial. Kadang kurang interaktif jika diaplikasikan dalam teaching and learning process. Kadang kalau belajar online pakai hp sering ke-distrack dengan medsos" atau berbagai hiburan di hp jadi tidak fokus dalam belajar.
13.	EN	Kesulitannya adalah sinyal, ketertiban kelas, kedisiplinan, rasa malas dan mengantuk karna karangnya pengawasan secara langsung.
14.	P	Kesulitannya menghadapi rasa malas , ngantuk, susah sinyal, baterai habis.

15.	ZAA	Feeling lazy, sleepy, sometimes I underestimate online learning, because the teacher doesn't know whether we are fully concentrating or not. Then the quota which sometimes runs out quickly. It's hard to signal, especially if the lights go out. And sometimes teachers also often forget about teaching schedules because all activities are integrated into all online media. Also eye health is also disturbed. In fact, in my opinion, the workload of online learning is more than offline learning.
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What benefits did you get when studying online?

No.	Students' initials	Answers
1.	SC	Inget deadline terus jadi pengen cepet ² dikerjain tugasnya □
2.	SDS	The benefits that I have encountered when learning online are: 1. Easy access to learning only via cellphone, so I can study anywhere. 2. Save cost, energy and time. 3. Ease of accessing materials and references via the internet.
3.	RRA	Akan lebih berguna bagi mahasiswa yang kreatif memanfaatkan waktu terutama saya yang bisa saya sampa dengan bekerja paruh waktu, pembelajaran online juga membuat mahasiswa yang kadang pemalu menjadi lebih aktif untuk bertanya.
4.	DA	bisa fleksibel masalah waktu, tempat dan uang saku, bisa dengan bebas berekspresi tanpa malu di kelas online.
5.	VVA	Efisien, hemat waktu, tenaga, biaya, mudah dalam mengakses, lebih terorganisir, melatih management waktu, praktis, fleksibel.
6.	IS	Keuntungan yang saya rasakan secara pribadi pembelajaran online ini materinya bisa diakses dimana dan kapanpun. Materi pembelajaran yang diberikan juga bisa di akses berkali-kali jadi kan lebih enak, menghemat biaya dan waktu juga.
7.	MZA	As I said before, online learning has less distraction than offline learning, I can be more focus on doing the assignment instead of chit-chat with my friend, and it means that I can be more productive in a quiet situation.
8.	APN	I think the main benefit of online learning adalah kita tetap bisa belajar walau terhalang jarak karena pandemi kemarin yang mengharuskan social distancing. Untuk materi pembelajaran yang fleksibel bisa diakses kemudian hari. Tambahnya skill, kita lebih lancar menggunakan apk dan skill untuk mengambil dan mengedit video better, karena seringnya tugas membuat video. Oiya untuk teman2 yg berpendapat/ aktif bertanya juga semakin banyak.
9.	SDA	Lebih dapat memahami dan memanfaatkan media elektronik sebagai media pembelajaran sejalan dengan perkembangan teknologi. Apalagi saya (insyaallah) sebagai calon guru nanti setidaknya harus bisa mengikuti perkembangan teknologi apalagi dibidang pendidikan. Teknologi yang terus berkembang juga pasti mempengaruhi berbagai bidang, termasuk pendidikan. Jadi pengalaman dengan adanya online learning saat ini dapat menjadi modal dalam mengembangkan media

		pembelajaran yang cocok digunakan dalam online learning ataupun pembelajaran luring selanjutnya
10.	GAS	Menurut saya pembelajaran online memiliki banyak benefit diantaranya Dapat menghemat biaya dan waktu, lebih praktis dan fleksibel, pendekatan yang lebih cerdas, pengalaman belajar yang menyenangkan, lebih personal, dokumentasi yang mudah, ramah lingkungan karena dapat mengurangi konsumsi kertas dan mengurangi alternatif terakhir selama social distancing. Seperti yang kita ketahui hampir tiap daerah terkena dampak dari masalah wabah virus COVID-19. Jadi kita diharuskan beraktivitas di rumah, termasuk belajar-mengajar
11.	DS	Manfaat yang dapat saya peroleh saat belajar online adalah saya belajar management waktu dengan baik, bisa banyak membaca tanpa harus ke perpustakaan karena banyak sumber referensi baik berupa audio, video maupun text. Bisa multitasking. Dan juga hemat biaya dan tenaga.
12.	RA	Online learning memiliki manfaat, diantaranya dalam belajar lebih bisa fleksibel kapanpun dan dimanapun. Lebih santai. Sumber pembelajarannya juga luas karena menggunakan internet.
13.	EN	Efisien, hemat, cepat, praktis, tidak buang waktu.
14.	P	Efisien, mudah, cepat, hemat tenaga, lebih irit.
15.	ZAA	The advantage that I personally feel is online learning that the material can be accessed anywhere and anytime. The learning material provided can also be accessed multiple times, so it's more enjoyable, saving costs and time as well.

In your opinion, how good online learning is?

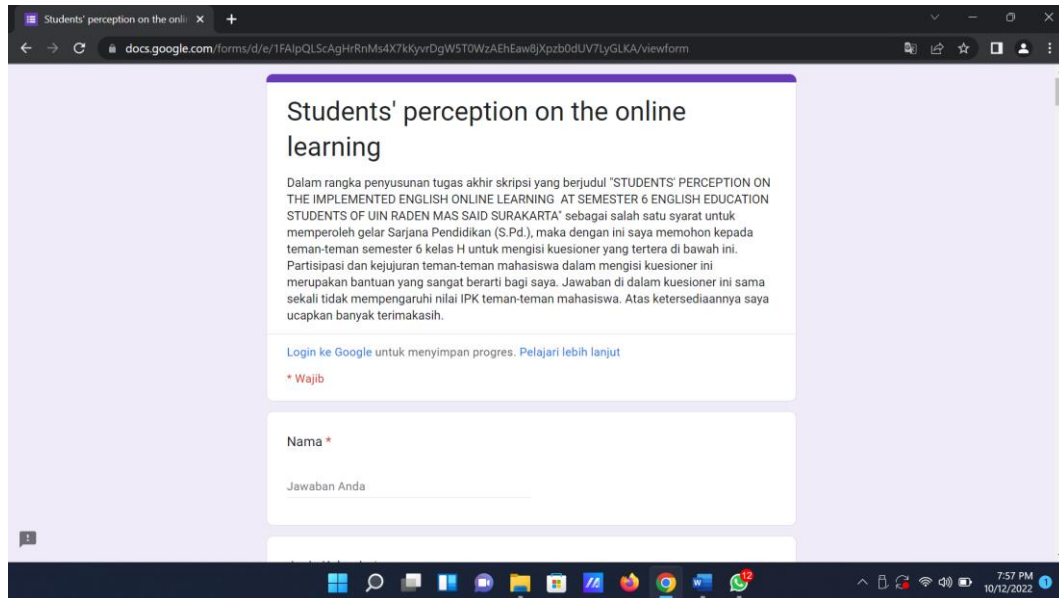
No.	Students' initials	Answers
1.	SC	Kalau menurut saya ya sudah lumayan bagus sih mas, relatif hampir sama juga kaya kampus lain sih mas, pas dibandingin ke temen-temen saya juga sama pembelajarannya.
2.	SDS	Menurut saya, perkuliahan online di kampus kita belum efektif, bisa dirasakan juga oleh beberapa mahasiswa bukan cuma saya, pemanfaatan e-learning kurang mudah untuk dikuasai, fiturnya juga tidak menarik, selain itu perkuliahan online untuk beberapa dosen yang kurang bertanggungjawab justru memperburuk kemampuan kami dalam belajar, misalnya mereka hanya menjelaskan poin2 utama tanpa penjelasan detail, juga pemberian tugas dengan instruksi tertulis terkadang sulit dipahami oleh mahasiswa.
3.	RRA	Komunikasi yang berjalan lancar, fasilitas yang support terhadap apa yang akan dilaksanakan dalam kegiatan belajar online, jam kuliah yang fleksibel namun dengan catatan kesepakatan bersama dan harus sudah dikonfirmasi di hari sebelumnya dengan baik.
4.	DA	bagus banget, banyak banget benefit yang bisa didapat dari online learning ,jadi banyak pengalaman banyak hal baru yang bisa didapat dari online learning
5.	VVA	Menurut saya, pembelajaran online yang saya terima selama ini masih

		sangat kurang. Dosen yang mengajar saya masih sering izin tidak mengajar, mungkin jika pada saat offline terlihat jika dosen tidak menghadiri perkuliahan, namun kalau online hanya mahasiswa dan Tuhan yang tau kalau dosen tersebut tidak mengajar. Banyak dosen yang hanya mengirimkan meteri saja tanpa dijelaskan meteri tersebut apa dan bagaimana. Saat presentasi secara online pun, tidak dibenarkan mana yang salah mana yang benar. Dari segi pengajar, masih sangat kurang. Lalu dalam manajemen waktu juga sangat kurang.
6.	IS	Menurut saya perkuliahan online kita belum efektif. Misalnya ketika lagi gmeet gitu beberapa dosen menjelaskannya kurang detail dan kurang interaktif dengan bbrapa siswa, jadi masih sulit untuk memahami materi yang dijelaskan, dan juga bikin ngantuk. Ada satu dua dosen juga menyampaikan materi pelajaran lewat video, kita disuruh coment/menjawab pertanyaan lewat kolom komentar menurut ku itu ngga efektif
7.	MZA	I actually cannot really rate it, but I can say that it's great and I love online learning more then the offline learning. Ok I'll give it 8.5/10
8.	APN	In my opinion online learning is good, but not good enough bila full pembelajaran menggunakan OL. OL memang fleksibel tapi aku rasa mahasiswa akan lebih menyimak ketika offline. Lagi-lagi masalah konsentrasi hehe. Juga beberapa dosen ada yg kurang interaktif dalam pembelajaran. Suasana kelas online learning kurang menyenangkan dibanding kelas offline, atau dengan kata lain better jika berjumpa/tatap muka langsung.
9.	SDA	Kalau dikatakan bagus, menurut saya sudah cukup bagus, untuk efektif menurut saya ya sudah efektif ketika pelaksanaannya diselenggarakan saat urgent (tidak bisa melaksanakan pembelajaran luring) dan menurut saya sebenarnya penyediaan e-learning dapat optimal, kita bisa setara dengan kampus lain tapi bukan berarti yang kita miliki itu jelek, tidak. Sudah cukup bagus dan baik menurut saya yaa mass
10.	GAS	Menurut saya pembelajaran online cukup bagus bila diterapkan pada kondisi dan waktu yang tepat, sebagaimana yang telah berjalan selama pandemi COVID-19 yang menjadi upaya untuk menghentikan penyebaran virus tersebut, namun ketika pandemi ini berakhir pembelajaran dengan konsep konvensional tentu masih sangat dibutuhkan oleh siswa, namun online learning ini tidak menutup kemungkinan bahwa ini bisa tetap diterapkan apabila pengajar berhalangan hadir, atau diterapkan beberapa kali dalam 1 semester sebagai salah satu metode pembelajaran, sehingga ini menjadi solusi juga dalam beberapa masalah dunia pendidikan saat ini
11.	DS	Pembelajaran online yang baik adalah ketika pengajar dan murid bisa terkoneksi dengan baik tanpa kendala sinyal, pembelajaran terasa menyenangkan dan mudah dipahami, media yang digunakan media yang mudah diakses dan disiplin waktu
12.	RA	Menurut aku online learning cukup bagus dalam memfasilitasi pembelajaran karena memang dalam perkembangan jaman banyak yang serba teknologi, online. Namun dalam penggunaannya ya tidak

		harus selalu online learning, harus diimbangi dengan offline learning dengan guru, teman, kelompok diskusi, atau yang lainnya.
13.	EN	Pembelajaran yang dilakukan secara intens, cepat tetapi mengandung materi yang jelas, ada interaksi aktif antara guru dan murid, dan menyenangkan serta meaningfull.
14.	P	Pembelajaran yang menyenangkan, tidak membosankan, cepat tetapi tepat, disiplin waktu.
15.	ZAA	In my opinion, the online learning that I have received so far is still lacking. Lecturers who teach me still often have permission not to teach, maybe when offline it can be seen that the lecturer is not attending lectures, but when online only students and God knows if the lecturer is not teaching. Many lecturers only send material without explaining what the material is and how. Even when presenting online, it is not justified which one is right or wrong. In terms of teachers, it is still very lacking. Then in managing time is also very lacking.

Appendix 4

The Questionnaire Statement on Google Form



The image shows a screenshot of a Google Form titled "Students' perception on the online learning". The form is displayed in a web browser window. The title is prominently displayed at the top of the form. Below the title, there is a paragraph of text explaining the purpose of the questionnaire, which is related to a final assignment for a thesis titled "STUDENTS' PERCEPTION ON THE IMPLEMENTED ENGLISH ONLINE LEARNING AT SEMESTER 6 ENGLISH EDUCATION STUDENTS OF UIN RADEN MAS SAID SURAKARTA". The text mentions that participation and honesty are required for the questionnaire, and that the responses will be used for the thesis. A link to "Login ke Google" is provided for saving progress. Below the text, there is a red asterisk indicating a required field, followed by a text input field labeled "Nama *". The input field contains the placeholder text "Jawaban Anda". The browser's address bar shows the URL "docs.google.com/forms/d/e/1FAIpQLScAgHrRnMs4X7kKyvDgW5T0WzAEhEaw8Jxozb0dUV7LyGLKA/viewform". The Windows taskbar is visible at the bottom of the screen, showing the time as 7:57 PM on 10/12/2022.

Students' perception on the online learning

Dalam rangka penyusunan tugas akhir skripsi yang berjudul 'STUDENTS' PERCEPTION ON THE IMPLEMENTED ENGLISH ONLINE LEARNING AT SEMESTER 6 ENGLISH EDUCATION STUDENTS OF UIN RADEN MAS SAID SURAKARTA' sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.), maka dengan ini saya memohon kepada teman-teman semester 6 kelas H untuk mengisi kuesioner yang tertera di bawah ini. Partisipasi dan kejujuran teman-teman mahasiswa dalam mengisi kuesioner ini merupakan bantuan yang sangat berarti bagi saya. Jawaban di dalam kuesioner ini sama sekali tidak mempengaruhi nilai IPK teman-teman mahasiswa. Atas ketersediaannya saya ucapkan banyak terimakasih.

[Login ke Google](#) untuk menyimpan progres. [Pelajari lebih lanjut](#)

* Wajib

Nama *

Jawaban Anda

Appendix 5

Questionnaire Blueprint

Dalam rangka penyusunan tugas akhir skripsi yang berjudul "STUDENTS' PERCEPTION ON THE ONLINE LEARNING AT SEMESTER 6 ENGLISH EDUCATION STUDENTS OF UIN RADEN MAS SAID SURAKARTA" sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.), maka dengan ini saya memohon kepada teman-teman semester 6 kelas H untuk mengisi kuesioner yang tertera di bawah ini. Partisipasi dan kejujuran teman-teman mahasiswa dalam mengisi kuesioner ini merupakan bantuan yang sangat berarti bagi saya. Jawaban di dalam kuesioner ini sama sekali tidak mempengaruhi nilai IPK teman-teman mahasiswa. Atas ketersediaannya saya ucapkan banyak terimakasih.

Petunjuk Umum

Pada pertanyaan nomor 1-30, pilihlah salah satu jawaban yang abda rasa paling tepat

Keterangan:

SD : Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA : Strongly Agree

Data demografi

1. Nama
2. Jenis Kelamin:
 - a. Laki-laki
 - b. Perempuan

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.					
2.	English learning process is more fun with online learning.					
3.	Online English learning makes the English learning process more effective in achieving learning objectives.					
4.	Online English learning can increase students' interest in learning.					
5.	Online English learning can improve students' understanding in learning.					
6.	Online English learning can foster students' motivation in					

	learning.					
7.	Online English learning makes it easy to facilitate students in gathering assignments.					
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.					
10.	Online English learning can foster students' independent learning attitudes.					
11.	Online English learning is learning that utilizes internet networks as a learning tool.					
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.					
13.	Online English learning can saves times in the learning process.					
14.	Online English learning is wasteful of internet data.					
15.	Online learning can be integrated in the post-pandemic situation.					
16.	The process of learning English is harder with online learning.					
17.	English learning process is more boring with online learning.					
18.	Online English learning makes the English learning process less effective in achieving learning objectives.					
19.	Online English learning can decrease students' interest in learning.					
20.	Online English learning can reduce students' understanding in learning.					
21.	Online English learning can hinder students' motivation in learning					
22.	Online English learning makes it difficult to facilitate students in gathering assignments.					
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.					
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.					
25.	Online English learning hinders students' independent learning attitudes					
26.	Online English learning is learning that unutilizes internet networks as a learning tool.					
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.					
28.	Online English learning takes lot of times in the learning					

	process.					
29.	Online English learning is efficient of internet data.					
30.	Online learning can be used only in the pandemic situation.					

Appendix 6

Questionnaire Results

IDENTITAS DIRI

NAMA : SC

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.			X		
2.	English learning process is more fun with online learning.		X			
3.	Online English learning makes the English learning process more effective in achieving learning objectives.		X			
4.	Online English learning can increase students' interest in learning.		X			
5.	Online English learning can improve students' understanding in learning.		X			
6.	Online English learning can foster students' motivation in learning.		X			
7.	Online English learning makes it easy to facilitate students in gathering assignments.			X		
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					X
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.				X	
10.	Online English learning can foster students' independent learning attitudes.				X	
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or					X

	teachers to communicate and interact anytime and anywhere.					
13.	Online English learning can saves times in the learning process.					X
14.	Online English learning is wasteful of internet data.					X
15.	Online learning can be integrated in the post-pandemic situation.			X		
16.	The process of learning English is harder with online learning.			X		
17.	English learning process is more boring with online learning.					X
18.	Online English learning makes the English learning process less effective in achieving learning objectives.				X	
19.	Online English learning can decrease students' interest in learning.			X		
20.	Online English learning can reduce students' understanding in learning.			X		
21.	Online English learning can hinder students' motivation in learning			X		
22.	Online English learning makes it difficult to facilitate students in gathering assignments.			X		
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.		X			
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.			X		
25.	Online English learning hinders students' independent learning attitudes		X			
26.	Online English learning is learning that unutilizes internet networks as a learning tool.		X			
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.		X			
28.	Online English learning takes lot of times in the learning process.			X		
29.	Online English learning is efficient of internet data.		X			
30.	Online learning can be used only in the pandemic situation.			X		

IDENTITAS DIRI

NAMA : SDS

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.			X		
2.	English learning process is more fun with online learning.				X	
3.	Online English learning makes the English learning process more effective in achieving learning objectives.				X	
4.	Online English learning can increase students' interest in learning.				X	
5.	Online English learning can improve students' understanding in learning.			X		
6.	Online English learning can foster students' motivation in learning.				X	
7.	Online English learning makes it easy to facilitate students in gathering assignments.				X	
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.				X	
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.			X		
10.	Online English learning can foster students' independent learning attitudes.			X		
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.				X	
13.	Online English learning can saves times in the learning				X	

	process.					
14.	Online English learning is wasteful of internet data.				X	
15.	Online learning can be integrated in the post-pandemic situation.			X		
16.	The process of learning English is harder with online learning.			X		
17.	English learning process is more boring with online learning.			X		
18.	Online English learning makes the English learning process less effective in achieving learning objectives.			X		
19.	Online English learning can decrease students' interest in learning.		X			
20.	Online English learning can reduce students' understanding in learning.		X			
21.	Online English learning can hinder students' motivation in learning		X			
22.	Online English learning makes it difficult to facilitate students in gathering assignments.		X			
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.			X		
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.				X	
25.	Online English learning hinders students' independent learning attitudes			X		
26.	Online English learning is learning that unutilizes internet networks as a learning tool.		X			
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.		X			
28.	Online English learning takes lot of times in the learning process.		X			
29.	Online English learning is efficient of internet data.			X		
30.	Online learning can be used only in the pandemic situation.			X		

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : RRA

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.		X			
2.	English learning process is more fun with online learning.		X			
3.	Online English learning makes the English learning process more effective in achieving learning objectives.			X		
4.	Online English learning can increase students' interest in learning.		X			
5.	Online English learning can improve students' understanding in learning.				X	
6.	Online English learning can foster students' motivation in learning.				X	
7.	Online English learning makes it easy to facilitate students in gathering assignments.					X
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					X
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.				X	
10.	Online English learning can foster students' independent learning attitudes.			X		
11.	Online English learning is learning that utilizes internet networks as a learning tool.			X		
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.				X	

13.	Online English learning can saves times in the learning process.		X			
14.	Online English learning is wasteful of internet data.			X		
15.	Online learning can be integrated in the post-pandemic situation.			X		
16.	The process of learning English is harder with online learning.		X			
17.	English learning process is more boring with online learning.					X
18.	Online English learning makes the English learning process less effective in achieving learning objectives.				X	
19.	Online English learning can decrease students' interest in learning.		X			
20.	Online English learning can reduce students' understanding in learning.			X		
21.	Online English learning can hinder students' motivation in learning			X		
22.	Online English learning makes it difficult to facilitate students in gathering assignments.		X			
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.			X		
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.				X	
25.	Online English learning hinders students' independent learning attitudes				X	
26.	Online English learning is learning that unutilizes internet networks as a learning tool.			X		
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.		X			
28.	Online English learning takes lot of times in the learning process.				X	
29.	Online English learning is efficient of internet data.			X		
30.	Online learning can be used only in the pandemic situation.			X		

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : DA

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.			X		
2.	English learning process is more fun with online learning.				X	
3.	Online English learning makes the English learning process more effective in achieving learning objectives.					X
4.	Online English learning can increase students' interest in learning.				X	
5.	Online English learning can improve students' understanding in learning.					X
6.	Online English learning can foster students' motivation in learning.					X
7.	Online English learning makes it easy to facilitate students in gathering assignments.					X
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.		X			
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.		X			
10.	Online English learning can foster students' independent learning attitudes.			X		
11.	Online English learning is learning that utilizes internet networks as a learning tool.					X
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.					X

13.	Online English learning can saves times in the learning process.					X
14.	Online English learning is wasteful of internet data.		X			
15.	Online learning can be integrated in the post-pandemic situation.					X
16.	The process of learning English is harder with online learning.	X				
17.	English learning process is more boring with online learning.	X				
18.	Online English learning makes the English learning process less effective in achieving learning objectives.	X				
19.	Online English learning can decrease students' interest in learning.	X				
20.	Online English learning can reduce students' understanding in learning.			X		
21.	Online English learning can hinder students' motivation in learning			X		
22.	Online English learning makes it difficult to facilitate students in gathering assignments.			X		
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.				X	
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.				X	
25.	Online English learning hinders students' independent learning attitudes				X	
26.	Online English learning is learning that unutilizes internet networks as a learning tool.				X	
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.				X	
28.	Online English learning takes lot of times in the learning process.		X			
29.	Online English learning is efficient of internet data.			X		
30.	Online learning can be used only in the pandemic situation.		X			

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : VVA

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.		X			
2.	English learning process is more fun with online learning.		X			
3.	Online English learning makes the English learning process more effective in achieving learning objectives.		X			
4.	Online English learning can increase students' interest in learning.		X			
5.	Online English learning can improve students' understanding in learning.		X			
6.	Online English learning can foster students' motivation in learning.		X			
7.	Online English learning makes it easy to facilitate students in gathering assignments.				X	
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.				X	
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.				X	
10.	Online English learning can foster students' independent learning attitudes.			X		
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.					X

13.	Online English learning can saves times in the learning process.				X	
14.	Online English learning is wasteful of internet data.			X		
15.	Online learning can be integrated in the post-pandemic situation.			X		
16.	The process of learning English is harder with online learning.				X	
17.	English learning process is more boring with online learning.			X		
18.	Online English learning makes the English learning process less effective in achieving learning objectives.				X	
19.	Online English learning can decrease students' interest in learning.			X		
20.	Online English learning can reduce students' understanding in learning.			X		
21.	Online English learning can hinder students' motivation in learning				X	
22.	Online English learning makes it difficult to facilitate students in gathering assignments.		X			
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.				X	
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.				X	
25.	Online English learning hinders students' independent learning attitudes		X			
26.	Online English learning is learning that unutilizes internet networks as a learning tool.				X	
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.				X	
28.	Online English learning takes lot of times in the learning process.		X			
29.	Online English learning is efficient of internet data.				X	
30.	Online learning can be used only in the pandemic situation.		X			

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : IS

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.			X		
2.	English learning process is more fun with online learning.			X		
3.	Online English learning makes the English learning process more effective in achieving learning objectives.				X	
4.	Online English learning can increase students' interest in learning.				X	
5.	Online English learning can improve students' understanding in learning.				X	
6.	Online English learning can foster students' motivation in learning.				X	
7.	Online English learning makes it easy to facilitate students in gathering assignments.				X	
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					X
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.			X		
10.	Online English learning can foster students' independent learning attitudes.				X	
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.				X	

13.	Online English learning can saves times in the learning process.				X	
14.	Online English learning is wasteful of internet data.		X			
15.	Online learning can be integrated in the post-pandemic situation.				X	
16.	The process of learning English is harder with online learning.				X	
17.	English learning process is more boring with online learning.				X	
18.	Online English learning makes the English learning process less effective in achieving learning objectives.			X		
19.	Online English learning can decrease students' interest in learning.				X	
20.	Online English learning can reduce students' understanding in learning.				X	
21.	Online English learning can hinder students' motivation in learning				X	
22.	Online English learning makes it difficult to facilitate students in gathering assignments.				X	
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.			X		
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.			X		
25.	Online English learning hinders students' independent learning attitudes		X			
26.	Online English learning is learning that unutilizes internet networks as a learning tool.	X				
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.				X	
28.	Online English learning takes lot of times in the learning process.		X			
29.	Online English learning is efficient of internet data.		X			
30.	Online learning can be used only in the pandemic situation.		X			

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : MZA

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.					X
2.	English learning process is more fun with online learning.	X				
3.	Online English learning makes the English learning process more effective in achieving learning objectives.		X			
4.	Online English learning can increase students' interest in learning.				X	
5.	Online English learning can improve students' understanding in learning.		X			
6.	Online English learning can foster students' motivation in learning.				X	
7.	Online English learning makes it easy to facilitate students in gathering assignments.	X				
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					X
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.					X
10.	Online English learning can foster students' independent learning attitudes.		X			
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.		X			

13.	Online English learning can saves times in the learning process.					X
14.	Online English learning is wasteful of internet data.	X				
15.	Online learning can be integrated in the post-pandemic situation.					X
16.	The process of learning English is harder with online learning.				X	
17.	English learning process is more boring with online learning.		X			
18.	Online English learning makes the English learning process less effective in achieving learning objectives.				X	
19.	Online English learning can decrease students' interest in learning.		X			
20.	Online English learning can reduce students' understanding in learning.		X			
21.	Online English learning can hinder students' motivation in learning		X			
22.	Online English learning makes it difficult to facilitate students in gathering assignments.					X
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.					X
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.					X
25.	Online English learning hinders students' independent learning attitudes		X			
26.	Online English learning is learning that unutilizes internet networks as a learning tool.		X			
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.		X			
28.	Online English learning takes lot of times in the learning process.	X				
29.	Online English learning is efficient of internet data.	X				
30.	Online learning can be used only in the pandemic situation.	X				

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : APN

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.		X			
2.	English learning process is more fun with online learning.		X			
3.	Online English learning makes the English learning process more effective in achieving learning objectives.			X		
4.	Online English learning can increase students' interest in learning.			X		
5.	Online English learning can improve students' understanding in learning.			X		
6.	Online English learning can foster students' motivation in learning.		X			
7.	Online English learning makes it easy to facilitate students in gathering assignments.					X
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.				X	
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.		X			
10.	Online English learning can foster students' independent learning attitudes.				X	
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.				X	

13.	Online English learning can saves times in the learning process.					X
14.	Online English learning is wasteful of internet data.					X
15.	Online learning can be integrated in the post-pandemic situation.			X		
16.	The process of learning English is harder with online learning.				X	
17.	English learning process is more boring with online learning.				X	
18.	Online English learning makes the English learning process less effective in achieving learning objectives.			X		
19.	Online English learning can decrease students' interest in learning.			X		
20.	Online English learning can reduce students' understanding in learning.				X	
21.	Online English learning can hinder students' motivation in learning				X	
22.	Online English learning makes it difficult to facilitate students in gathering assignments.		X			
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.			X		
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.				X	
25.	Online English learning hinders students' independent learning attitudes		X			
26.	Online English learning is learning that unutilizes internet networks as a learning tool.		X			
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.		X			
28.	Online English learning takes lot of times in the learning process.		X			
29.	Online English learning is efficient of internet data.		X			
30.	Online learning can be used only in the pandemic situation.			X		

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : SDA

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.				X	
2.	English learning process is more fun with online learning.				X	
3.	Online English learning makes the English learning process more effective in achieving learning objectives.			X		
4.	Online English learning can increase students' interest in learning.				X	
5.	Online English learning can improve students' understanding in learning.			X		
6.	Online English learning can foster students' motivation in learning.				X	
7.	Online English learning makes it easy to facilitate students in gathering assignments.				X	
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					X
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.				X	
10.	Online English learning can foster students' independent learning attitudes.			X		
11.	Online English learning is learning that utilizes internet networks as a learning tool.				X	
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.			X		

13.	Online English learning can saves times in the learning process.			X		
14.	Online English learning is wasteful of internet data.			X		
15.	Online learning can be integrated in the post-pandemic situation.				X	
16.	The process of learning English is harder with online learning.		X			
17.	English learning process is more boring with online learning.		X			
18.	Online English learning makes the English learning process less effective in achieving learning objectives.		X			
19.	Online English learning can decrease students' interest in learning.			X		
20.	Online English learning can reduce students' understanding in learning.			X		
21.	Online English learning can hinder students' motivation in learning			X		
22.	Online English learning makes it difficult to facilitate students in gathering assignments.		X			
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.			X		
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.				X	
25.	Online English learning hinders students' independent learning attitudes			X		
26.	Online English learning is learning that unutilizes internet networks as a learning tool.			X		
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.			X		
28.	Online English learning takes lot of times in the learning process.			X		
29.	Online English learning is efficient of internet data.			X		
30.	Online learning can be used only in the pandemic situation.					X

QUESTIONNAIRE

IDENTITAS DIRI

NAMA : GAS

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)

N : Neutral (Netral)

A : Agree (Setuju)

SA : Strongly Agree (Sangat Setuju)

Anda dapat memberi tanda silang (X) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	N	A	SA
1.	The process of learning English is easier with online learning.			X		
2.	English learning process is more fun with online learning.		X			
3.	Online English learning makes the English learning process more effective in achieving learning objectives.				X	
4.	Online English learning can increase students' interest in learning.					X
5.	Online English learning can improve students' understanding in learning.					X
6.	Online English learning can foster students' motivation in learning.				X	
7.	Online English learning makes it easy to facilitate students in gathering assignments.					X
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.					X
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.		X			
10.	Online English learning can foster students' independent learning attitudes.				X	
11.	Online English learning is learning that utilizes internet networks as a learning tool.					X
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.					X

13.	Online English learning can saves times in the learning process.					X
14.	Online English learning is wasteful of internet data.					X
15.	Online learning can be integrated in the post-pandemic situation.				X	
16.	The process of learning English is harder with online learning.		X			
17.	English learning process is more boring with online learning.	X				
18.	Online English learning makes the English learning process less effective in achieving learning objectives.					X
19.	Online English learning can decrease students' interest in learning.	X				
20.	Online English learning can reduce students' understanding in learning.				X	
21.	Online English learning can hinder students' motivation in learning	X				
22.	Online English learning makes it difficult to facilitate students in gathering assignments.		X			
23.	Students or teachers have benefits in implementing online English learning because of mobile phone facilities, internet packages, and signal.				X	
24.	Online English learning is easy to do because of students' understanding of the use of online learning applications.					X
25.	Online English learning hinders students' independent learning attitudes	X				
26.	Online English learning is learning that unutilizes internet networks as a learning tool.	X				
27.	Online English learning makes it difficult for students or lecturers to communicate and interact anytime and anywhere.	X				
28.	Online English learning takes lot of times in the learning process.					X
29.	Online English learning is efficient of internet data.		X			
30.	Online learning can be used only in the pandemic situation.	X				

Appendix 7

Documentation









