

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research question and interview regarding Students' attitudes toward English virtual learning under Covid-19.

A. Findings

In findings, researchers present data that had been collected from the results of questionnaire and interviews with participants. The data will be displayed in diagrammatic and descriptive form to explain some of the changes that occurred in virtual learning during covid-19.

1. Students Attitude Towards Virtual Learning

The questionnaire was conducted with the 5th semester, class of 2019 students of the English education department at UIN Antasari Banjarmasin with 33 people respondents to obtain more detailed information about Students' Attitudes Towards Virtual Learning. There are 30 statement that are divided into 3 components; cognitive, affective, and behavior.

a. Cognitive

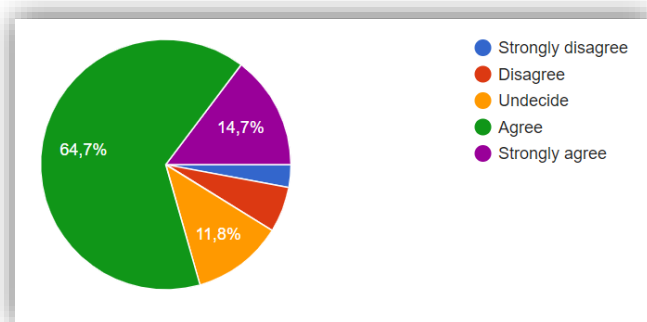


Figure 4.1 the result of students' Virtual learning affects the character of students

From the questioner number 1. Virtual learning affects the character of students. The researcher found that 5 students strongly agree, 22 students agree, 4 students undecided, 2 students disagree, and 1 student strongly disagree. From the questioner above the researcher found virtual learning affect the character of students.

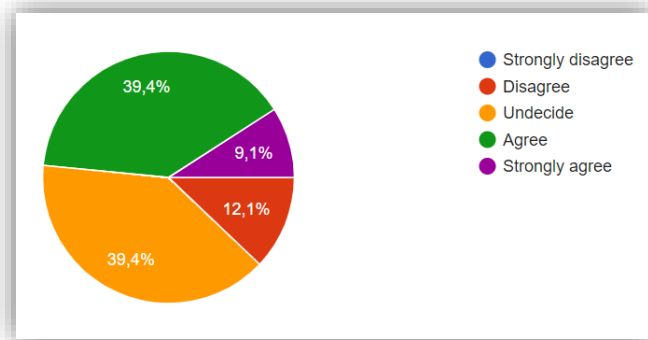


Figure 4.2 the result of students' Virtual learning had a negative impact on students

In reply to the Q. No. 2. Virtual learning had a negative impact on students. 3 where students strongly agree, 13 agree, 13 undecideds, 4 disagree, and 0 strongly disagree. Here agree and undecided had the same score.

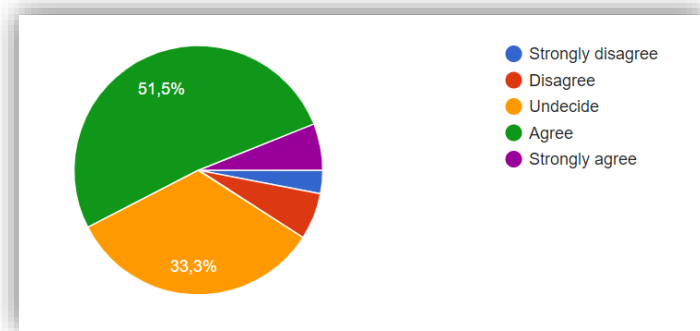


Figure 4. 3 the result of students' Online applications can make it easier for students to virtual learning

From the questioner number 3. Online applications can make it easier for students to virtual learning. From the questioner number 3 the researcher found that 2 students strongly agree, 17 students were agree,

11 student's undecided, 2 student disagree, and 1 strongly disagree. The students feel online application can help make it easier for them to learn.

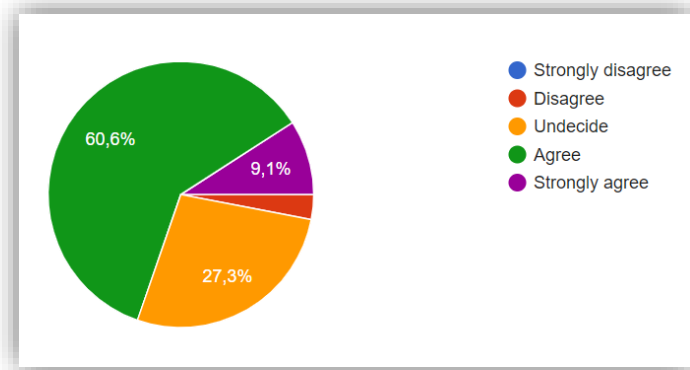


Figure 4. 4 the result of students' Virtual Teaching can be helpful only in particular circumstances

Students' trend towards this statement about Q.No.4. Virtual Teaching can be helpful only in particular circumstances. From the questioner number 4 the researcher found that were no student who answer strongly agree, 20 agree, 9 students were remained undecided, whereas 1 student disagree, and 3 students were strongly disagree with this statement. The majority of the students were agreed of the statement that Virtual Teaching is helpful only in particular circumstances.

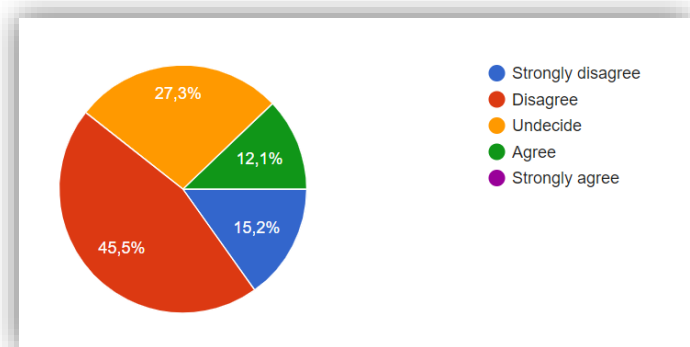


Figure 4.5 the result of students' The instructions of the teacher are easily understandable for the students in virtual learning

According to this statement of Q.No.5. The instructions of the teacher are easily understandable for the students in virtual learning. From the question number 5, 0 students strongly agree, 4 students agree, 9 students undecided, 15 students disagree, and 5 students strongly disagree. Most of the students were disagree of the statement.

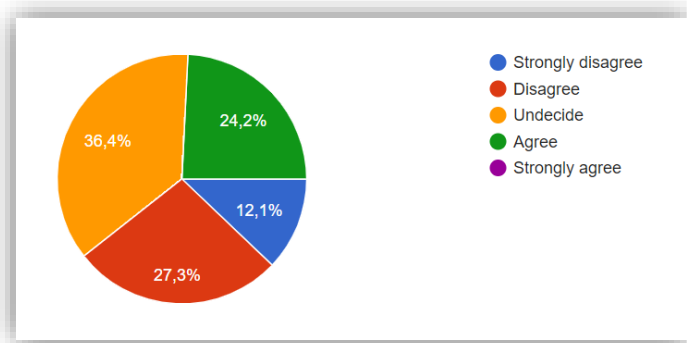


Figure 4.6 the result of students' Every student had equal cognition capacity/ability to get virtual teaching

Results regarding the statements of Q.No.6. Every student had equal cognition capacity/ability to get virtual teaching. From this questioner the researcher found 0 students were strongly agree with the statement, 8 students agree, 12 students decided, 9 students disagree, and 4 students strongly disagree.

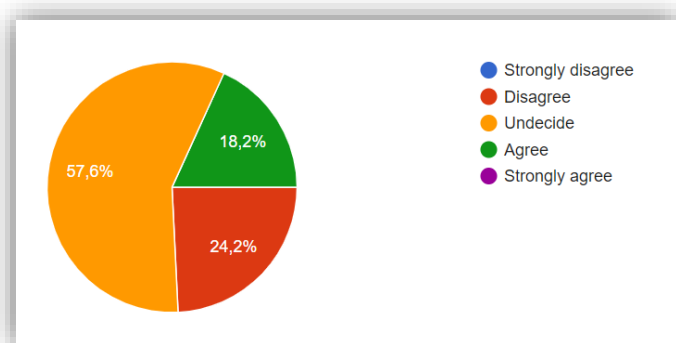


Figure 4.7 the result of students' Virtual teaching ensures quality learning

In reply to the Q.No.7. Virtual teaching ensures quality learning. From the question number 7 the researcher found 0 student strongly agree, 6 students agree, 19 student's undecided, 8 students disagree, and 0 students strongly disagree, of the many who chose undecided the students were still not sure to make their choice on this statement.

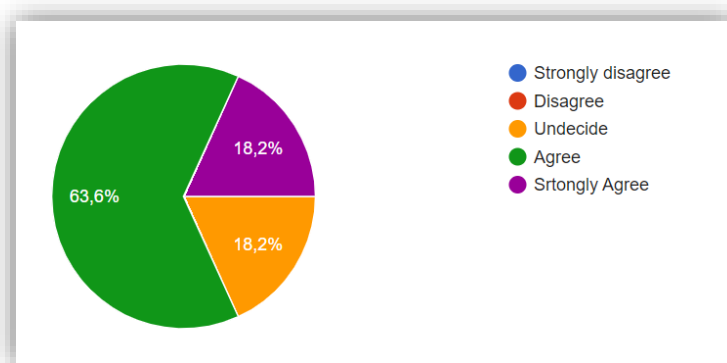


Figure 4.8 the result of students' faces emotional and behavioral problems in virtual learning

From the questioner number 8. Students face emotional and behavioral problems in virtual learning. 6 students strongly agree, 21

students agree, 6 students undecided, 0 disagree and strongly disagree. The majority of the students agree that virtual learning brings an emotional and behavioral change in students.

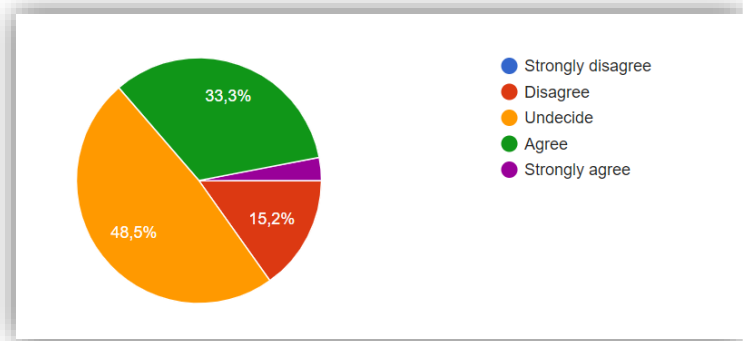


Figure 4.9 the result of students' Ethical rules are observed in the virtual learning

In reply to Q.No.9. Ethical rules are observed in the virtual learning. Most of students doubt this statement. 1 student were strongly agree, 11 students agree, 16 undecideds, 5 disagree, and 1 student were strongly disagree.

b. Affective

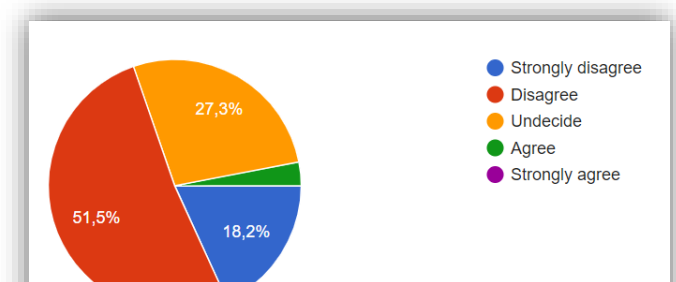


Figure 4. 10the result of students' fully pay attention during virtual learning

Result regarding the statement of Q. No. 10. Students fully pay attention during virtual learning. From the questioner number 10 the researcher found that were no student who answer strongly agree, 1 student agree, 9 students undecided, 17 students disagree, and 6 strongly disagree. Thus, it can be concluding that Most of them disagree that students fully pay attention during virtual learning.

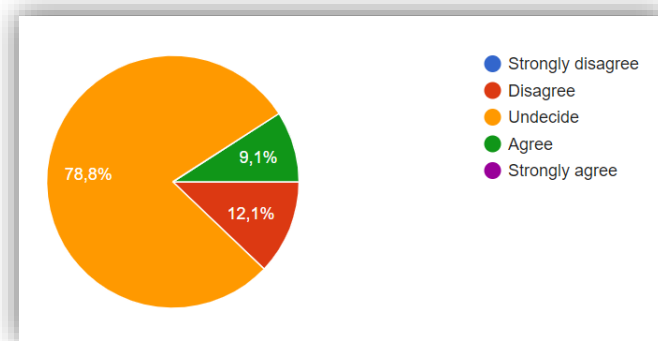


Figure 4. 11 the result of students' Learning objectives can be achieved during virtual learning

In response to Q. No. 11. Learning objectives can be achieved during virtual learning. From the questioner number 11 the researcher found that 0 student strongly agree, 3 students agree, 26 student's undecided, 4 students disagree, and 0 strongly disagree. From the statement it can be concluded that students still doubt this statement.

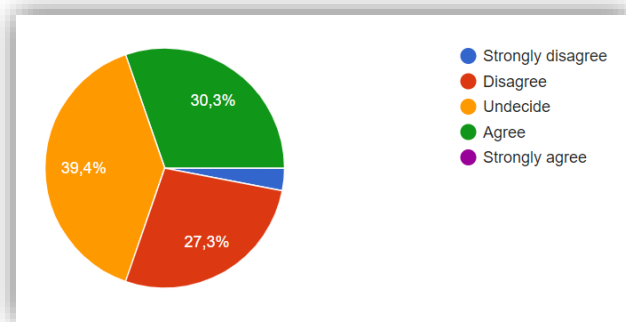


Figure 4. 12 the result of students' Virtual learning is enjoyable for the learners

In response to Q.No.10. Virtual learning is enjoyable for the learners. From the questioner number 12 the researcher found that 0 student were strongly agree, 10 agree, 13 undecideds, 9 disagree, and 1 strongly disagree with the statement. This means that the majority of students feel doubt with this statement.

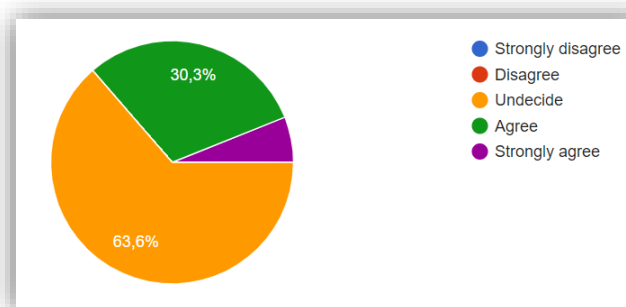


Figure 4. 13 the result of students' is compelled to learnthrough virtual Teaching in specific circumstances

In response to Q.No.13. Students are compelled to learn through virtual Teaching in specific circumstances. 2 students were strongly agree, and 10 agree, 21 students were undecided, 0 student disagree and

strongly disagree with the statement. It means that many students still doubt this statement.

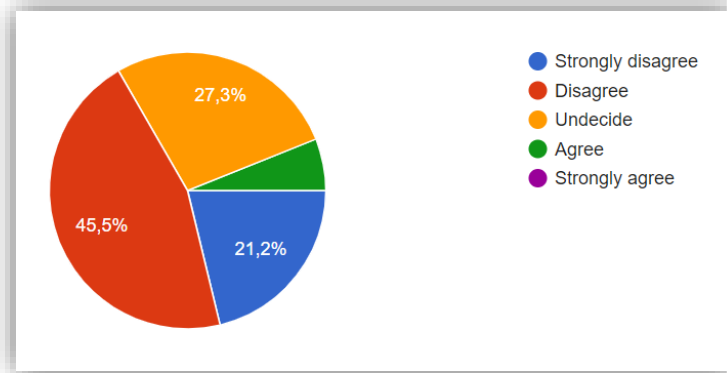


Figure 4. 14 the result of students' Virtual Teaching is better than face to face Teaching

Students' opinion regarding the Q.No.14. Virtual Teaching is better than face to face Teaching. From the questioner number 14 the researcher found that were no student who answer strongly agree, 2 students agree, 9 students were undecided, whereas 15 disagree, and 7 strongly disagree. Mostly students had disagree with the statement, it shows that the students prefer to learn face to face teaching is better than virtual or online Teaching

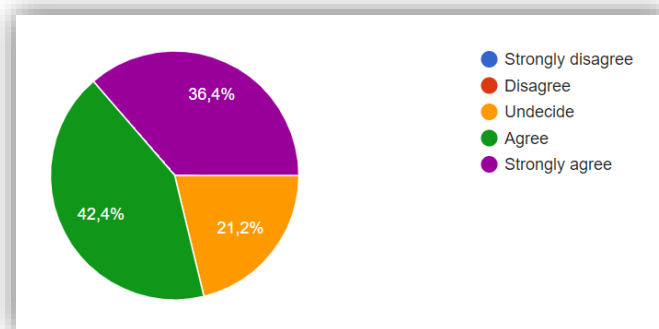


Figure 4.15 the result of students' Face to face teaching is better than virtual Teaching

From the questioner number 15 Face to face teaching is better than virtual Teaching. 0 student strongly agree. 14 students are agree, 7 undecideds, 0 students disagree, and 12 students were strongly disagree with this statement. it means that many students choose to agree with this statement that they are more comfortable with face-to-face learning.

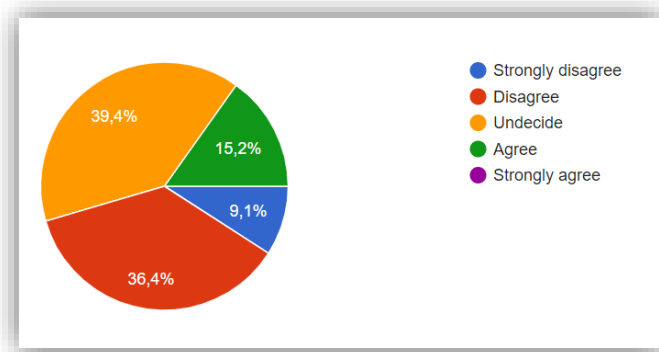


Figure 4.16 the result of students' Every student is ready to get virtual Teaching

Responses received about the statement of Q.No.16. Every student is ready to get virtual Teaching. 0 students were strongly agree, 5 students were agree, 13 students were undecided, 12 students disagree, and 3 students were strongly disagree. It means they are not sure about this statement and from this it can be seen that they are not fully ready in virtual learning.

c. Behavior

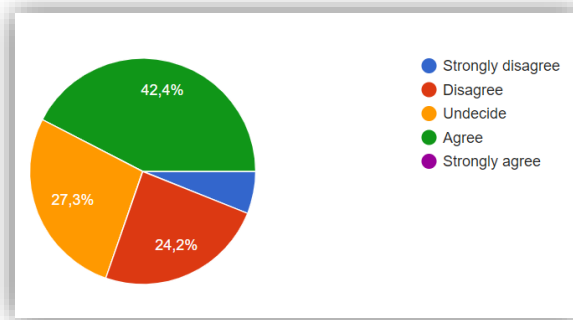


Figure 4.17 the result of students' Virtual learning helps increase students' self-confidence

All 33 students participated and responded to the questionnaire, in response to Q. No. 17. Virtual learning helps increase students' self-confidence during the learning process. From the questioner number 17. The researcher found that there were no students who answer strongly agree, 14 students agree, 9 students undecided, 8 students disagree, and 2 students strongly disagree. In this answer, many choose that virtual learning can increase students' self-confidence.

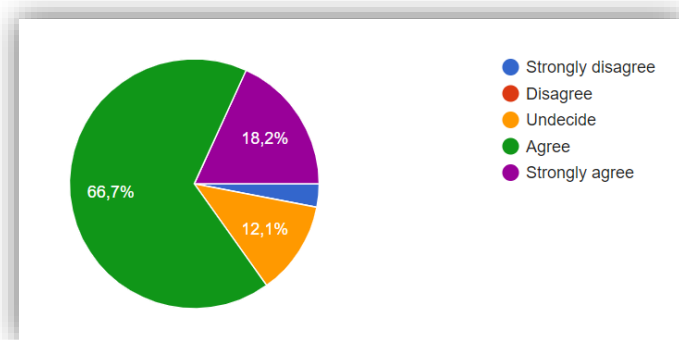


Figure 4. 18 the result of students' often finds it difficult to learn virtual

Students' opinion regarding the Q. No. 18. They often had difficulty when carrying out virtual learning. From the questioner number 18 the researcher found that 6 students strongly agree, 22 students agree, 4 students undecided, 0 students disagree, and 1 student strongly disagree. That they feel difficulty when study at virtual learning.

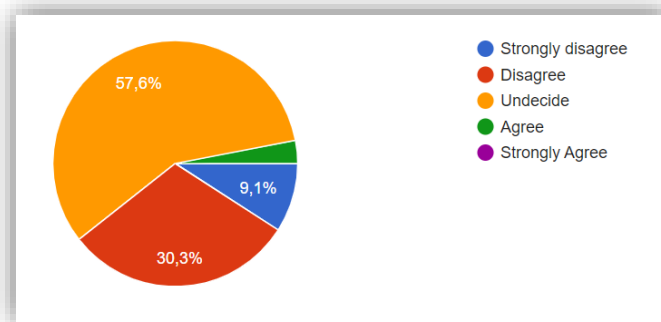
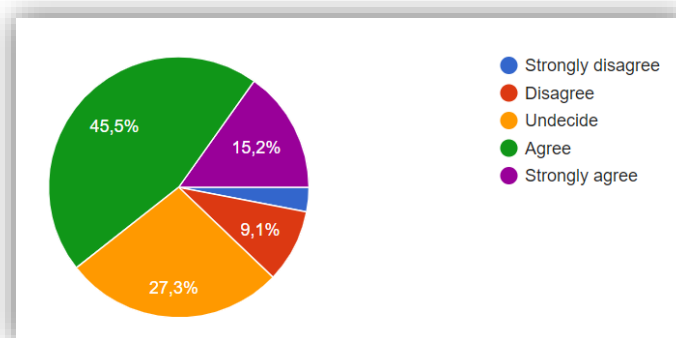


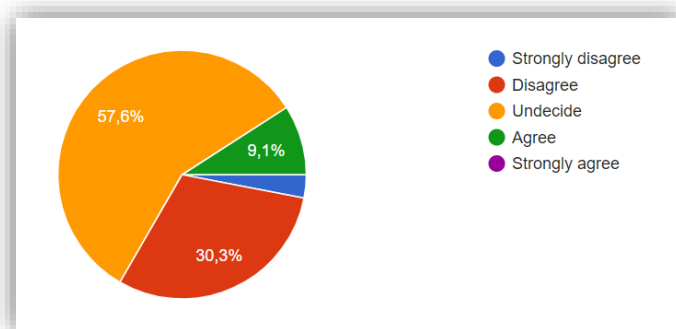
Figure 4. 19 the result of students' Students is active when discussing in online learning

In reply to the Q. No. 19. Students are active when discussing in online learning. From the questioner number 19 the researcher found that were no student who answer strongly agree, 1 student agree, 19 students' undecided, 10 students disagree, and 3 students strongly disagree. They feel that virtual learning discussions are not as active as in class.



**Figure 4. 20 the result of students' Virtual learning reduces
teacher-student interaction**

Students' opinion regarding the Q. No. 20. Virtual learning reduces teacher-student interaction. From the questioner number 20 the researcher found that 5 strongly agree, 15 agree, 9 undecideds, 3 disagree, 1 strongly disagree. Virtual learning greatly reduces the interaction between students and teachers.



**Figure 4.21 the result of students' Virtual Teaching fulfils
English learning needs**

The student's response towards this statement of Q.No.21. Virtual Teaching fulfils English learning needs. Many of students are not sure about this statement and then 19 selected the option "undecided" for this statement, 0 students were strongly agree, 2 were agree, 10 students disagree, and 1 student were strongly disagree.

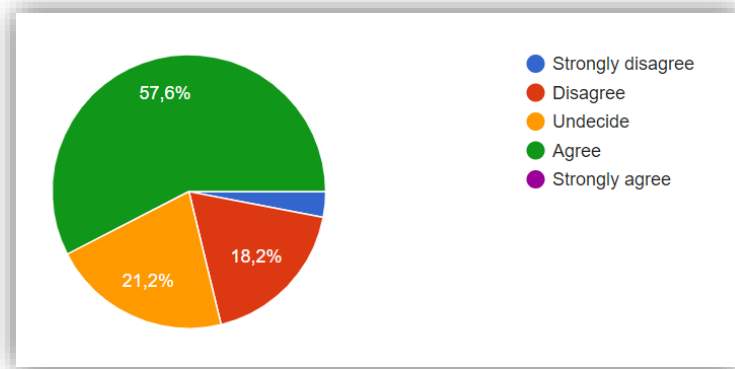


Figure 4.22 the result of students' Audio-video quality is satisfactory for virtual learning

From the questioner number 22 Audio-video quality is satisfactory for virtual learning. Out of 33 students, 0 were strongly agree, 19 were agree, 7 were undecided, 6 disagree, and 1 student were strongly disagree. Thus, it can be concluding that most of them agree that Audio-video quality is satisfactory for virtual learning.

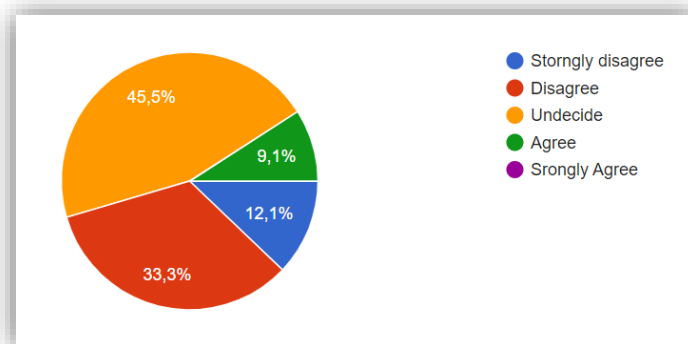


Figure 4.23 the result of students' Virtual Teaching is carried out without any interruption

In response to Q. No 23 statement Virtual Teaching is carried out without any interruption. From the question number 23 the researcher

found that were no student who answer strongly agree, 3 students agree, 15 student's undecided, 11 students disagree, and 4 students strongly disagree.

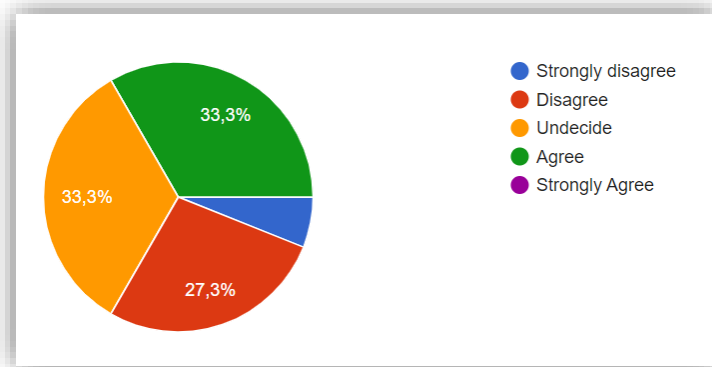


Figure 4.24 the result of students' The availability of the Internet is ensured at any time for all the students

In response to the Q.No.24. The availability of the Internet is ensured at any time for all the students. In this statement, 0 students were strongly agree, 11 students were agree, 11 undecideds, 9 disagree, and 2 students were strongly disagree. In the statement they answered agree and undecided in the same amount.

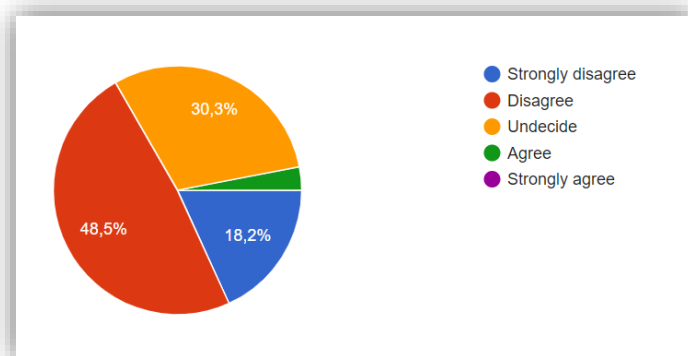


Figure 4.25 the result of students' All the students actively participate equally in the virtual learning

In response to the Q.No.25. All the students actively participate equally in the virtual learning. 0 students were strongly agree, 1 student were agree, 10 students were undecided, 16 disagree, and 9 students were strongly disagree with this statement. It means not all students actively participate in virtual learning.

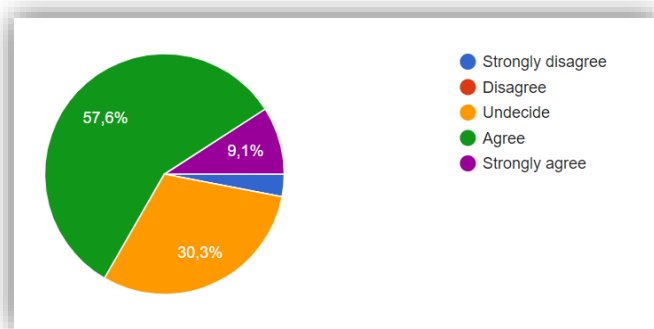


Figure 4.26 the result of students' does not pay attention properly in the virtual learning

In response of Q.No.26. Students do not pay attention properly in the virtual learning. According to the students, most of them who voted agree that they were not fully paying attention during virtual learning, 3 students were strongly agree with the statement, 19 students agree, 10 students were undecided, 0 disagree, and 1 were strongly disagree with the students.

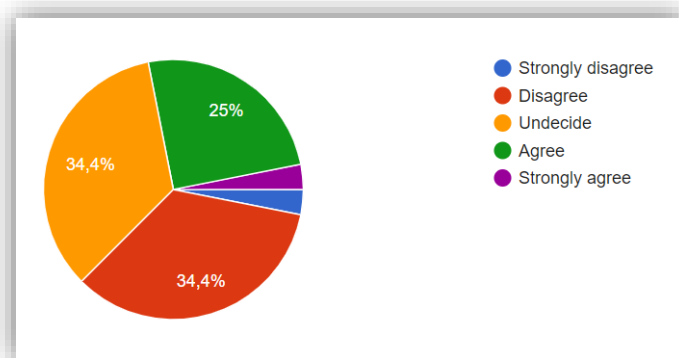


Figure 4.27 the result of students' Question answering activity is performed easily in the virtual learning

In response to this Q.No.27. Question answering activity is performed easily in the virtual learning. From the question number 27 that found 1 student strongly agree with the statement, 8 students agree, 11 student's undecided, 11 students disagree, and 1 student strongly disagree with the statement. On this statement they had the same value in choosing undecided and disagree.

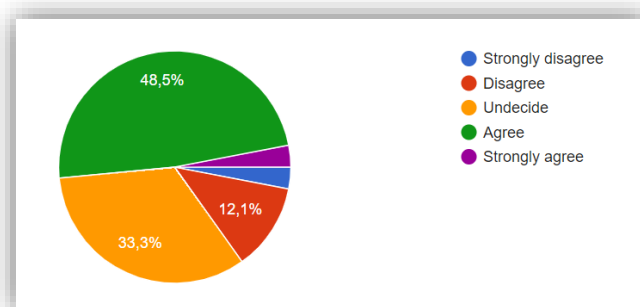


Figure 4.28 the result of students' Virtual Teaching is performed daily

From the questioner number 28. Virtual Teaching is performed daily. Now virtual learning can be conducted daily. 1 student strongly

greed, 16 students agree, 11 student's undecided, 4 students disagree, and 1 student strongly disagree with this statement.

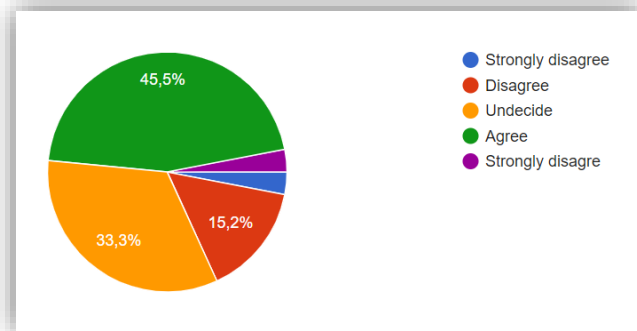


Figure 4.29 the result of students' Virtual Teaching modifies the attitudes of the students

The majority of the students about Q.No.29. Virtual Teaching modifies the attitudes of the students. 1 student strongly agree, 15 students agree, 11 student's undecided, 5 students disagree, and 1 student strongly disagree with the text. It means that students think that virtual learning had an impact on modifies attitude.

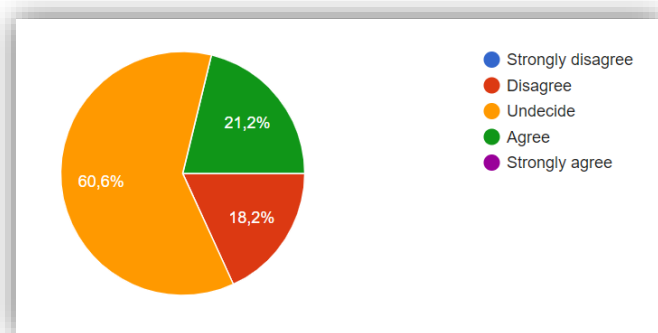


Figure 4. 30 the result of students' Virtual teaching maintains students' achievement

In response to the Q. No. 30. Virtual teaching maintains students' achievement. From the questioner number 30 the researcher found that there were no students who answer strongly agree, 7 agree, 20 undecideds, 6 disagree, and 0 strongly disagree. Most of them choose undecided of this statement.

2. The impact of virtual learning towards students

The interview was conducted with the 5th semester, class of 2019 students of the English education department at UIN Antasari Banjarmasin with 33 people respondents to obtain more detailed information about the impact of virtual learning towards students. There are 10 question that are divided into 3 components; cognitive, affective, and behavior.

a. Cognitive

1) Virtual learning changes the character and attitude of students

The researcher interviewed the students to get the result of the changes the character and attitude of students when study virtual. The student 1 answer that "Yes, because lecturers cannot reprimand directly and students can violate class rules, students can be good or bad behavior". The student 2 answer that "I think it so hard to change the character and attitude because the teacher can't pay attention to what the students are doing" and the student 3 answer that "I think virtual learning can change the character and attitude students. Especially I'm as the victim of this virtual learning, so I felt that. Virtual learning is different situation from two years ago where we

were just study in classrooms. Certainly, the characters of students will follow the situations to other friends and teachers. And also, the attitude. Because virtual learning isn't face to face studying, so everything will different. In the beginning when studying in classrooms, students will appear the character and attitude with the pure performances. Meanwhile, virtual learning which students can show the bad impact in the learning, so the character and attitude will change”.

From the interview the researcher found Most of them said that virtual learning greatly influences student attitude changes, this is because during virtual learning the teachers are not fully able to control what they are doing, sometimes they study while doing other activities and turning off the camera during zoom meetings. When they study virtual, they tend to pay less attention to learning and the explanations from the teachers are not as enthusiastic as when they study offline in the classroom. They also feel too long at home and feel bored so that they are less enthusiastic about learning.

2) Virtual learning affects student discipline

The researcher interviewed the student to get the result of Virtual learning affects student discipline. The student 1 answer that “Yes, it does because some students come late when class begin and playing the phone while learning. The student 2 answer that “Yes, many students come late when virtual learning for various reasons”

and the student 3 answer that “I think virtual learning cannot affect student discipline. Because most students often do not pay attention to teacher explanations, open social media during learning and just absent without attending class until the end and of course it really shows the bad attitude of students.

From the interview the researcher found that many students think that virtual learning is very influential on student discipline, usually students come in and are absent late for any reason. Students often forget that they had classes at that time so they are late.

b. Affective

- 1) The differences of students feel when studying before and during covid-19.

The researcher interviewed 33 students to get the result of the differences that students feel when studying before and during covid-19. The student 1 answer that “before covid-19 it was easy to interact with others because we met face to face, after covid-19 came interaction with others was difficult”. The student 2 answer that “I think the differences are, before pandemic we usually go to the campus and learning face to face with our lecturers and easily understand the materials. after pandemic we sometimes feel bored because just sit in front of pc and sometimes also difficult to understand the materials “. The student 3 answer that “Students' ability to be focused while learning could be distracted in virtual

learning since every student must have had something to do in their real life”.

From the interview the researcher found Students feel that virtual learning before and during covid-19 doesn't have much difference because teaching materials and materials can still be studied independently, but the difference is that during virtual learning before Covid-19 they didn't fully study online so when studying offline in class they could ask questions directly. There are more face-to-face and student interactions so that it can make it easier for them to understand the material being studied and then students can discuss with each other when they meet compared to when studying virtual. From their responses, many feel that they are less focused when learning virtual.

2) Students focus on paying attention to learning

The researcher interviewed the student to get the result of Students focus on paying attention to learning. The student 1 answer that “Actually, from several friends that I had noticed, there are some people who are less focused on learning. I don't know the reason why, but what I noticed was that their attention seemed to be divided or divided. They may open up or pay attention to something other than focusing on class”. The student 2 answer that “Honestly, It's hard to focus on paying full of attention to learning in virtual. Because there are many factors that make students difficult or lazy

to focus on the teacher's explanation” and the student 3 answer that “For me it's so hard to stay focused on paying attention the teachers' explanation, because it's many distractions that interfere while virtual learning”.

From the interview the researcher found that not all of them can focus on virtual learning, maybe there are only a few students who can really focus when learning begins because they are in their respective homes which of course they can do many other things and that can shift their focus to learning. They often feel bored with the virtual study room that they had been living for the past few years so that they don't pay too much attention to the material.

3) The advantages and disadvantages of virtual learning

The researcher interviewed the student to get the result of the advantages and disadvantages of virtual learning. The student 1 answer that “The advantages are students can learn to manage their times between studying and others. Students can study only from their phones without to go to the school. The disadvantages are students cannot understand well the explanation, because not face to face. Students will be easy to be lazy because just study at home. The student 2 answer that “The advantage: with virtual learning, we don't need to go to campus. And it's made save money, I think. The advantage Sometimes, in my hometown the signal very bad especially when the weather is raining” and the student 3 answer that

“Advantages: students can enjoy the learning without going to school/campus. If they study by virtual meeting like zoom and then they record whole the activities while learning, it will help students to remember again the lesson they had learned. Advantages: Sometimes virtual learning can make them cannot focus well to the lesson/material.

From the responses of students, the advantages they get from virtual learning are that they can study anytime and anywhere, they don't need to go to campus and catch up with time for fear of being late for class, they can repeat lessons that had passed and of course they can learn while doing other activities. While the drawback is that they feel less focused when studying, sometimes they had to had a lot of quotas to do assignments and they often had problems because the network is less stable.

4) Student motivation decrease/greater during virtual learning

The researcher interviewed the student to get the result of Student motivation decrease/greater during virtual learning. The student 1 answer that “In my personal opinion, yes. because we don't meet in person, it's difficult to ask more clearly about for example a material that is not understood”. The student 2 answer that “For me it can decrease students' motivation, because long distance learning exactly not make them had big enthusiasm and the student 3 answer

that “To be honest, I feel lack of motivation after doing distance learning. Probably due to lack of communication with classmates.

From the interview the researcher found that most of them feel that virtual learning really reduces their motivation to learn because they don't meet friends while studying, they can't discuss each other like in class and many assignments are often stressful. When at home students often feel bored, it makes students lazy to do assignments.

c. Behavior

1) The obstacles experienced when virtual learning

The researcher interviewed the students to get the result of the obstacles experienced when virtual learning. The student 1 answer that “Of course the first is network, and the second is the ability to understand more difficult”. The student 2 answer that “Of course connection is really essential to make the learning runs smoothly but without a lot of quotes it would not be happened” and the student 3 answer that “The unstable network, pricey internet data, and remoted location where people hardly got access to the network signal”.

In this statement, the problem that students often encounter is network problems because they are in different areas and hours and the level of internet quality often goes up and down, therefore this is one of the barriers for them to be able to focus on paying

attention to the teacher's explanation. The problem that is often encountered is when learning to use goggle meet for those who live in difficult signal areas, they often find it difficult because they enter the meeting room and log out suddenly.

2) Virtual learning effective for learning English

The researcher interviewed the students to get the result of Virtual learning effective for learning English. The student 1 answer that "Depending on the conditions, if the lecturer can provide a good approach or method, the learning will also be good and vice versa". The student 2 answer that "For me, sometimes it works, sometimes it doesn't. Why is it effective? Because in my experience, I can be a more open person and brave enough to be active in discussions and why not? Because virtual usually requires a signal or internet connection that is quite good, but there may be interference that might occur, it could be due to bad weather or rain resulting in signal interference and it can hinder virtual learning and the student 3 answer that "50:50, for some skills it is good, but not for others. For instance: we learned listening and grammar skill well in this virtual learning, but for speaking, reading and writing, I found it hard."

From the interview the researcher found that there are several things that make them doubt this statement because there are some effective virtual learning using media such as listening and speaking, there are also those who state that it is less effective

because of the lack of communication and interaction between students and teachers even they are difficult to discuss while studying. Many things affect the lack of effectiveness in learning, sometimes due to unstable networks, internet quotas, and various other things they do at home that can reduce focus in learning.

- 3) Students able to understand the learning topics explained by the teacher during virtual learning

The researcher interviewed the students to get the result of Students able to understand the learning topics explained by the teacher during virtual learning. The student 1 answer that “Sometimes they understand, sometimes they don't depend on the delivery of the lecturers themselves”. The student 2 answer that “It depends on the teacher. Does the teacher explain the material well and interestingly? And also, it depends on the students. Do the students enjoy the class or not” and the 3-student answer that “No, are not we had to read it again and again to understand with the explanation”.

From the interview the researcher found that sometimes they can understand and sometimes they don't, depending on the explanation and material given by the lecturer. They often repeat or reread all the material that had been studied previously and the teacher must explain in detail the material on the learning topic.

- 4) Use of additional applications fully help the virtual learning process

The researcher interviewed the student to get the result of Use of additional applications fully help the virtual learning process. The student 1 answer that “The applications really help students for studying at home. The student 2 answer that “I think so. Using various applications could help teacher to gain students' attention” and the student 3 answer that “Yes because in virtual learning we really need application to help student and lecturer in learning process maybe we need chose which one is better or more than one but application that effective.

From the students' opinion, the application is very helpful in the learning process because it is the only intermediary media that can connect students and teachers when they are far apart.

B. Discussion

Based on the results of the above study, researchers will discuss briefly about the important points obtained from the results of questionnaires and interviews above about the changes that occur during virtual learning during covid-19.

1. Students' attitude towards virtual learning under covid-19

Students experience many changes in attitude both ethically and emotionally. Students who are usually directly controlled by teachers in the classroom are now in different places and times therefore teachers cannot fully pay attention to each student's movements, often they learn while doing other activities so there are some students who do not pay attention to lessons and

explanations from the teacher. Also, the previous studies found that social media causes individuals to lose concentration and focus, this affects the decline in learning performance (Argaheni, 2020, p. 106).

During virtual learning, students often feel bored in learning situations using online sites without being able to meet offline with teachers and other students. They sometimes also feel lazy because the learning that is done is less interesting, different from the learning that is done face-to-face.

The result showed that, for the first aspect regarding cognitive, figure number 4.1 the highest score is 22 students agree and the lowest score is 1 student strongly disagree. From the questioner above the researcher found virtual learning affect the character of students. Figure number 4.2 the highest score is 12 students agree the same as 13 students chosen undecided, and the lowest score is no one chooses strongly disagree. It's found that virtual learning had a negative impact on students. Figure number 4.3 the highest score is 17 students agree and the lowest score is 1 student strongly disagree. It's found that the students feel online application can help make it easier for them to learn

In figure number 4.4 the highest score is 20 students agree and the lowest score is no one student who answer strongly agree. It's found that the majority of the students were agree of the statement that Virtual Teaching is helpful only in particular circumstances. Figure number 4.5 the highest score is 15 students disagree and the lowest score is no one students choose strongly disagree. It's found that the instructions of the teacher are not easily understandable for the students in virtual learning. Figure number 4.6 the highest score is 12 student's

undecideds, the second high score is 9 students disagree and the lowest score is no one students chose strongly agree. It's found that every student had no equal cognition capacity/ability to get virtual teaching.

Figure number 4.7 the highest score is 19 student's undecided and the lowest score is no one students choose strongly agree and same as no one students choose strongly disagree. It's found that students were still not sure to make their choice on this statement. Figure number 4.8 the highest score is 21 students agree and the lowest score is no one choose disagree and strongly disagree. It's found that the majority of the students agree that virtual learning brings an emotional and behavioral change in students. The last is figure number 4.9 the highest score is 16 students' undecideds. The second high score is 11 agree and the lowest score is 1 student strongly agree and strongly disagree. It's found that some of them are still not sure to make their choice on this statement and some more are agree that ethical rules are observed in the virtual learning.

The second aspect is affective, the result show that in figure number 4.10 the highest score is 17 students disagree and the lowest score is no one choose strongly agree. It's found that most of them disagree that students fully pay attention during virtual learning. Figure number 4.11 the highest score is 26 student's undecided and the lowest score is no one choose strongly agree and strongly disagree. It's found that most students still doubt in this statement. Figure number 4.12 the highest score is 13 students undecides and the lowest score is no one choose strongly agree. It's found that the majority of students still doubt in this statement.

In figure number 4.13 the highest score is 21 students undecided and the lowest score is no one choose disagree and strongly disagree with the statement. It means that many students still doubt this statement. Figure number 4.14 the highest score is 15 students disagree and the lowest score is 2 students agree. It's shows that the students prefer to learn face to face teaching is better than virtual or online teaching. Figure number 4.15 the highest score is 14 students agree and the lowest score is no one choose strongly agree and disagree. It's found that face to face teaching is better than virtual teaching. The last is figure number 4.16, the highest score is 13 student's undecided and the lowest score is no one choose strongly agree. It means they are not sure about this statement and from this it can be seen that they are not fully ready in virtual learning.

The last is behavior aspect, the result show that in figure number 4.17 the highest score is 14 students agree and the lowest score is no one choose strongly agree. It's found that virtual learning can increase students' self-confidence. Figure number 4.18 the highest score is 22 students agree and the lowest score is no one choose disagree. It's mean that students' often finds it difficult to learn virtual. Figure number 4.19 the highest score is 19 student's undecided and the lowest score is 1 student agree. It's found that virtual learning discussions are not as active as in class. Figure number 4.20 the highest score is 15 students agree and the lowest score is 1 student strongly disagree. It's found that virtual learning greatly reduces the interaction between students and teachers.

Figure number 4.21 the highest score is 19 student's undecided and the lowest score is no one choose strongly agree. It's found that the majority of

students still doubt in this statement. Figure number 4.22 the highest score is 19 students agree and the lowest score is no one choose strongly agree. It's found that students' audio-video quality is satisfactory for virtual learning. Figure number 4.23 the highest score is 15 student's undecided and the lowest score is no one choose strongly agree. It's found that the majority of students still doubt in this statement.

In figure number 4.24 the highest score is 11 students agree and undecided, the lowest score is no one choose strongly agree. It's found that some of them feel the availability of the Internet is ensured at any time for all the students and some more can't make their choice. Figure number 4.25 the highest score is 16 students disagree and the lowest score us no one choose strongly agree. It's found that not all the students actively participate equally in the virtual learning. Figure number 4.26 the highest score is 19 students agree and the lowest score is no one choose disagree. It's found that students' does not pay attention properly in the virtual learning. Figure number 4.27 highest score is 11 students disagree and undecided, the lowest score is 1 student strongly agree and strongly disagree. It's found that some of them feel question answering activity is performed easily in the virtual learning and some more can't make their choice.

Figure number 4.28 the highest score is 16 students agree and the lowest score is 1 student strongly agree. It's mean that Virtual Teaching is performed daily. Figure number 4.29 the highest score is 15 students agree and the lowest score is 1 student agree and strongly agree. It's found that Virtual Teaching modifies the attitudes of the students. The last is figure number 4.30 the highest

score is 20 undecided and no one choose strongly disagree. It's found that the majority of students still doubt in this statement.

2. The effect of virtual learning on English students' attitude under Covid-19

Lack of interaction between students and lecturers during virtual learning. When learning offline they are often active in question-and-answer sessions to discuss learning material, while during virtual learning they are less enthusiastic in discussing the material. Often, they lack focus and pay less attention when learning takes place. According to Basar (2021, p. 212) in the results of his research explained that students were less able to understand the content of the material presented through online media by the teacher. It is same with this finding here the students are less focused in paying attention to the material.

From the research results that had been collected, there are many negative impacts on virtual learning under Covid-19. These negative impacts had a major impact on changes in the learning cycle. Students experience some difficulties in learning, such as constraints on an unstable internet network that hinders the learning process. Unstable Internet network in each region becomes one of the barriers to the smoothness of online learning (Hasanah, Adi, & Suwiwa, 2021, p. 190).

On the cognitive aspect, it is divided into two parts. The first one is virtual learning changes the character and attitude of students. Virtual learning has a significant impact on student attitudes because teachers do not always have complete control over what they do. Some students prefer to study online rather than in class, which can result in less focused learning and less enthusiastic

teacher explanations. They spend too much time at home and become bored, which reduces their enthusiasm for learning.

The second is virtual learning affects student discipline. Many students believe that virtual learning has a significant impact on student discipline; typically, students arrive late and leave early for a variety of reasons. Students frequently forget that they have classes at that time and are thus late.

And then, on the affective aspect, it is divided into four parts. The first one is the differences of students feel when studying before and during covid-19. Students do not notice a significant difference in learning using virtual tools prior to and during Covid-19 because they can still study materials independently. The difference is that they did not study entirely online in pre-Covid-19 virtual learning, so they could ask questions directly after class while studying. There is more face-to-face interaction with students, which can help them understand the material they are learning, and then students can meet in person.

The second is students focus on paying attention to learning. Not all of them can focus on virtual learning; perhaps only a few students can really focus when the training begins because they are in their respective homes, where they can do many other things that divert their attention away from learning. They are bored with the virtual study room they have been living in for the past few years, so they don't pay much attention to the material.

Next, the advantages and disadvantages of virtual learning. The advantages are they can study anywhere and at any time, they don't have to go to campus

and catch up on time for fear of being late for class, they can repeat lessons that have already passed, and, of course, they can do other things. You can learn while having fun. The disadvantage is that it is less powerful when studying, but it also requires a lot of allocations to complete a task, and we were frequently experiencing problems due to poor network stability. The last is student motivation decrease/greater during virtual learning. Virtual learning really reduces their motivation to learn because most of them can't meet their friends while studying, can't talk to each other like in class, and many assignments are often stressful. I feel Students often feel bored at home, which makes them less likely to do their assignments.

On the affective behavior, it is divided into four parts. First, the obstacles experienced when virtual learning. Students frequently experience difficulty connecting to the internet due to differences in location and hours. This can make it difficult to focus on the teacher's explanation. People frequently have difficulty using goggles in poor signal areas because they can abruptly log out of the meeting room when they enter it.

Second, some people are skeptical of virtual learning for a variety of reasons. Some argue that it is less effective because students and teachers do not communicate and interact. In addition, unstable networks can make learning difficult. And the next is students able to understand the learning topics explained by the teacher during virtual learning. Depending on the lecturer's explanation and material, they sometimes understand and sometimes don't.

They frequently repeat or reread all of the previously studied material, and the teacher must explain the material on the learning topic in detail.

The last is use of additional applications fully help the virtual learning process. According to the students, the application is extremely beneficial to the learning process because it is the only intermediary medium that can connect students and teachers who are geographically separated.