

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of the result of the research base on the data gathered from questionnaire and interviews, which interview useful to support the result of the data from questionnaire. In this chapter, the researcher presents the findings and discussion to answer the research questions in previous chapter about EFL students' perceptions on implementation of online learning during covid-19 pandemic.

A. Findings

In this section, the researcher presents the result data of EFL students' perceptions from English department of Islamic State of Rasyidiyah Khalidiyah Amuntai that had already obtained through questionnaire and also interview.

1. Students perception toward online leaning

No		Strongly Disagree	Disagree	Agree	Strongly Agree
1.1	Technology play an important rules for online learning as a model learning via internet	0 (0%)	2 (3, 6 %)	18 (64, 3 %)	9 (32, 1%)
2.1	The lecturer explain the materials clearly through	0 (0 %)	10 (35, 7 %)	15 (53, 6 %)	3 (10, 7%)

	online learning				
3.1	During pandemic covid-19 English materials delivered by the lecturer is in accordance with the syllabus	0 (0%)	2 (7, 1%)	24 (85, 7%)	3 (7, 1%)
4.1	The lecturer conduct questions and answer activities about the materials in online learning	0 (0 %)	2 (3, 6 %)	5 (89, 3 %)	3 (7, 1%)
5.1	Learning English through online learning was effective during the pandemic	3 (10, 7 %)	12 (42, 9%)	9 (32, 1%)	4 (14, 3%)

From the table 1 which provides the statistics of the students' perceptions toward online learning, we could see that almost all of the students aware of the existence of the technology for model learning via online. Even have diversity answer in interview, but students have same intention or understanding of online leaning itself. Some of them state mention the importance of technology and online learning as follow:

“Yes, it is important, because without the technology, which is Internet, we cannot do communication in different places”

“Online Learning means we can learn anytime, any location, without have to be face to face with others, for that reason we really need technology”.

“Technology as a tool to conduct learning activity by online”

All the students I have interviewed explains their own opinion about online learning and also the importance of the technology itself. Their answer have same understanding that the technology as a core of the online Learning, especially during this Covid-19 pandemic.

Furthermore, students responded positively toward the process of online learning, they mostly agree that lecturer delivered the materials accordance with the syllabus and with clearly explanation. The lecturer also give students question and answer session during online learning class. They only experienced difficulties at the beginning of the meeting, since not all the lecturers give detail information of instruction for assignment, or well organized when they have online class, by the time they were able to adjust. Even though, online learning has been utilized by many lecturers, still, some students found online learning not as effective as face to face learning. Among students who interviewed stated:

“online learning was ineffective, since we sometimes unprepared to attend online learning, and need time to adjust with the very erratic time, the assignments were given also too much, when compared to offline learning.

“Online learning was quite ineffective because lecturer and students have indirect interaction, little bit difficult to understand the materials.

“Online learning was quite effective in pandemic today to reduce activity in public like school or collages, online learning also made us self-directed learning, because of many assignments given. But in the other hand, it was also inefficient since the cost of buying a large quota, when compared to face to face directly or offline. And also lack of discipline.

However, this is not assumes that online learning is not effective at all, other students who interview stated:

“Online learning was effective during this pandemic, since it helps to reduce the gather activity in public area, it is also helps circumstances that force lecturer and students to complete collage online”

“Online learning was effective to implemented during condition like pandemic today, since it is flexible, easy to be access”

2. Perceptions' students on leaning environment

No		Strongly Disagree	Disagree	Agree	Strongly Agree
1.1	I did assignments given by lecturer anytime and anywhere before due date	0 (0%)	4 (14, 3 %)	19 (67, 9 %)	5 (17, 9%)
2.2	The internet connection were stable when I have online learning course during covid-19	3 (10, 7 %)	12 (42, 9 %)	11 (39, 3 %)	2 (7, 1%)
3.2	The online learning platforms (applications) were easy to be accessed during covid-19.	1 (3, 6%)	7 (25%)	16 (57, 1%)	4 (14, 3%)

Learning environment one of factor that affects the success of learning. In terms of online learning, this includes a place for implementing learning, the internet connection when access the application, and also the media (applications) used for learning.

Base on table 2, in general students responded positively toward the statement about the learning environment, they mostly agree that assignment given by lecturer can do anywhere, anytime, as long as the areas still have connection with internet. However, not all students have good experiences to this issues. Sometimes, they found internet lagging, not stable connection, until no connection at all and they had to spend more on internet quota. Students believe that good connections or stable signal only happened in the city area which is Amuntai and it is surrounding, while mostly students of Islamic state of Rasyidiyah Khalidiyah, not live in the city of Amuntai, most of them stay in small town, and it is far from the campus, or their area have no good connection to the internet. Base on the interview, students said they have bad Internet connection or unstable signal for this online learning during pandemic because of they live on the village and it is far from the city and sometimes because of weather influence.

“I am from Puruk Cahu, since campus apply online learning, I decide to go back, yet I face the difficulties for leaning via online because of that unstable signal”

“I live in a village which not too far from Amuntai, but sometimes if it is heavy rain, made me hard to connect to the internet”

“In my home area, it is depend on what hand phone card I used, not all the provider have good connection, moreover if it is rain, no connection at all.

“I do not have trouble with the internet connection during online learning since I live in Amuntai near from the campus”

Fortunately, this experiences happened only at the beginning of the online learning. Now they became more familiar with the condition, and they know what they have to do when the internet connection are not stable. On the other side, varies media used by lecturer and students for online learning generally are social media and video conference. They can interact each other through the use of applications such as google classroom, WhatsApp group, Zoom meeting. Which those application are easy to access. Currently, the most popular online learning media are WhatsApp and Google classroom. Like students said in interview:

“Lecturers were often use WhatsApp, sometimes google classroom, Ed link, and also zoom, those application were familiar for students.

“The application used by teacher were easy to access, except for zoom, if the connection was bad the video cannot be showed, we only heard the voice.

3. Students' perception toward leaning motivation.

		Strongly Disagree	Disagree	Agree	Strongly Agree
3.1	I am motivate and passionate about Learning English through online learning during this covid -19 pandemic	0 (0%)	10 (35, 7 %)	15 (53, 6 %)	3 (10, 7%)
3.2	I am diligently working on the English assignments giving by the lecturer through online learning during the pandemic	0 (0 %)	4 (14, 3 %)	21 (75 %)	3 (10, 7%)
3.3	I usually have discussion with other students for the assignments during	0 (0%)	5 (17, 9%)	15 (53, 6%)	8 (28,6%)

	online learning				
3.4	You ask the lecturer when you have the difficulties about the materials through online learning	0 (0 %)	1 (3, 6%)	25 (85, 7 %)	3 (10, 7%)

From the table above, we could see that almost all of the students give positive responses, they claimed that they were relatively motivated,

"Using Online learning motivates to be more interested in following the teaching and learning process because online learning is a center of activity where students can add abilities, read the material, search for information, and interact in groups where students interact with each other to discuss the materials"

On the other side, they also became diligent for doing assignments, besides it is their responsibility as a student, they also liked to do it with their smartphone or laptop.

"We are diligent on working the assignment, because we don't have any choices to did not do the assignment, if we pile up these, we will be hard to do these assignment later."

“I think as students assignment is our responsibility, so we have to it” “Yes, I am diligent in doing the assignments given, because usually we only need to read the material given by the lecturer, then explain again in our own language, and with the implementation of this online learning, it is easier for us to do assignments anytime, anywhere, with our smartphone, so we have more efficient time”

Furthermore, even learning activity done via online, students still always have discussion with others, we could see on the table 3 this is one of the positive side of learning by online. For the difficulties they have found when learning online whether when they do assignment or they do not understand about the materials they will asked lecturer, students I have interview said

“We usually have discussion with friends while do the assignment, if we found trouble, we ask the lecturers for more explanation or do research by ourselves. We realized our English skill, like reading and also listening are improved since we frequently do assignments then searching for the answer”

“The lecturers often give us link to access articles, I read the articles then my reading skill automatic improved”

“I realized my reading and listening skill improved since Read many articles and watch videos on Youtube”

“I usually read articles for doing assignment gave by lecturers, or sometimes watched video, so I think my English skill are improved except speaking skill, because I hardly ever speak by English since online learning”

B. Discussion

This part presents the discussion of the research findings. The main objective of this research proposed one research question, which is about EFL students’ perceptions of implementation on online learning during Covid-19 Pandemic. Those who have experiences on implantation of Online learning during pandemic asked to give their perceptions about it through online questionnaire has given and interview that has done by the researcher. Perception is an experience of objects, events or relationships, which is obtained by deducing information and interpreting messages obtained through human senses. From the research finding, it can be seen that only a few students who gave negative perceptions toward the implementation of online learning during pandemic while the rest gave the opposite perceptions. (Robbin, 2002) stated that negative perception is about someone's dissatisfaction with the source (object) of their perceptions. While a positive perception is about someone's assessment of an object or information with a positive view or in accordance with what is expected from the object that is perceived. There are some reasons why the EFL students gave their negative perceptions toward some statements on the implementation of online learning during pandemic, such as sometimes online learning could make students less motivation to learn, too often students did not clearly understand the materials

when learn via online, sometimes have bad connection to the internet. Even students argue that online learning was not effective and so on. These negative perceptions come up because of the students' dissatisfaction with implementation of online during pandemic. However, apart from the negative perceptions given, almost all of the EFL students gave their positive perceptions toward implementation of online learning during covid-19 pandemic, due to some reasons that will be mentioned below.

According to Robbin, S.P., & Judge, T.A, (2013), there are three factors influence perception, there are perceiver (the object), the target, and the situation. In this research, the researcher focused more about the perceiver (the object). As mentioned in chapter three, the perceiver of this research is the students from English Education Department of Islamic state of Rasyidiyah Khalidiyah from 2018 generation who implementation of online learning during pandemic.

Based on the data of the findings, there were several indicators to determine perceptions including understanding, recognizing, motivation, social interaction, and experiences.

1. Understanding

The theory from Millikan (2004) perception is a way of understanding natural signs or, better than translating natural signs into intentional signs. Based on the results of students' perception toward online learning, it can be seen that students have understood what is meant by

online learning. That was evidenced through the results of interviews that have been obtained by researcher. From the responses of students have links with the theory of (Collins, 2002) which states that Online Learning is distance learning that connects teachers and students in the learning process using audio, video, computer, and network technology. It relevant with the result of the research.

“Technology as a tool to conduct distance learning activity by online”

2. Recognize

According to Barry (1998) in his study reveals that perception is the set of processes by which we recognize, organize, respond and make stimuli in our environment. In online learning has a series of processes that must be recognized and then understood. Particularly the use of several applications used in the online learning process such as WhatsApp, Google Classroom, and soon. These applications is a must for EFL students to recognize and then know how to operate it. Several applications in online learning has benefits not only for lecturers but also for students. With these applications facilitate students in the learning process, sending assignments and so forth. In online learning, Educators can conduct learning at anytime and anywhere, can update material immediately, and can easily direct students to the material to be explained.

“Lecturers were often use WhatsApp, sometimes google classroom, Ed link, and also zoom, those application were familiar for students.

“The application used by teacher were easy to access, except for zoom, if the connection was bad the video cannot be showed, we only heard the voice.

3. Motivation

The theory of Choy, Chee and Phaik Kin Cheah. (2009) has stated that the perception of stimuli that can be influenced by an individual's mental awareness, motivation, past experience and social interactions. Technology and media used in online learning, helped students to build motivation in participating in the learning process, besides the situation forced them to always be motivated.

"Using Online learning motivates to be more interested in following the teaching and learning process because online learning is a center of activity where students can add abilities, read the material, search for information, and interact in groups where students interact with each other to discuss the materials

4. Social interaction

From the data results above shows that by applying several applications in online learning, teachers and students has tool to build

interactions in the online learning process. Interaction between students and teachers in online learning can be done in various formats, both direct and indirect communication. Teachers are able to directly interact with the students to use the facilities of the applications that have been applied in distance online learning, also indirectly where enough teachers providing material are structured so that learners can download the material.

“We usually have discussion with friends while do the assignment, if we found trouble, we ask the lecturers for more explanation or do research by ourselves. We realized our English skill, like reading and also listening are improved since we frequently do assignments then searching for the answer”

5. Experience

Through the students' experience on implementation of online learning, they found out that learning via online were another model learning except learning face-to-face in classroom, that also effective to complete of students' learning need and also effective used in this current covid-19 situation. Even they have varied experiences toward this, most of them were satisfied with the feedback on implementation of online learning.