



**THE STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION
OF ONLINE LEARNING IN ENGLISH EDUCATION DEPARTMENT OF
UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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BY

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ABSTRACT

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Key Terms: *Perception; Online Learning.*

Online learning has widely applied in the field of education. It is claimed that online learning is effective. However, the students' perception toward its implementation is not measured yet. On the implementation of teaching mode, the students also needs to be considered since student is one of the important components in the learning process. This study aimed to identify the students' perception toward the implementation of online learning in learning English as well its advantage and challenge. The result will give an important consideration for the educational field to develop the implementation of online learning.

The study employed descriptive qualitative design. The participants involved in this study were the students' of English education department University of Islam Malang. There were five classes of this intake with a total number of 168 students. Those classes were 2018A, 2018B, 2018C, 2018D and 2018E. However, the researcher took 6 students of each class as the subject of the study. Two instruments were used in this study which included: questionnaire and interview. The parameter was adopted from Kalpana (2010) by considering on three aspects which include: student's usage of internet and knowledge of online learning, student's perception on benefits of online learning, and the challenge of online learning. The process of data analysis included data condensation, data display, and conclusion drawing and verification. The data gathered were then verified by an expert validator.

The result of this study indicated that the students have low perception about online learning. It is because online learning gave the students some obstacles in the learning process. Those obstacles were such as: facilities, internet access, and the online learning itself. There was no clear guidance provided in



online learning. These findings suggest that the implementation of online learning at English education department University of Islam Malang needed to be considered and developed.



CHAPTER I

INTRODUCTION

This chapter represents the background of the study, the problem of the study, the objective of the study, the significance of the study, scope of the study, and definition of key terms.

1.1 Research Background

The integration of technology provides an innovative approach of teaching and learning. Therefore, it is believed that the deficiency of learning resources can be overcome by implementing online learning. A lot of information also can be easily accessed through this kind of learning (Gjorling, 2009). Online technologies also simplify and improve the campus-based learning, which is usually described as traditional teaching (Bennett & Lockyer, 2010). Integration of online learning can enhance learning styles and provide numerous chances to improve reasoning, communication, critical thinking, creativity, and problem-solving abilities (Yusuf & Afolabi, 2010).

Online learning describes as the implementation of technology supporting learning in the field of education (Bennett & Lockyer, 2011). It usually covers various systems such as: online access and online course. The programs are delivered through online and can be in the form of different types. Online learning, on the other hand, necessitates the use of the Internet or an online network. (Lorrain et al, 2007). Online learning encompasses not only education but also teaching and learning that is tailored to the person. To aid the learning

process, a variety of terminology have been implemented. (Lorrain *et al.*, 2007). The early use of technology was reconciled to assist classroom instructional methods. Gradually, as a lot of tools in technology become available, the concept and practice of online learning are examined by a lot of experts.

Despite all these, other challenges faced some universities in online learning the facilities for online learning. There are number of challenges faced by some universities as well as the students. The location of most colleges, bandwidth constraints, and, most importantly, the challenge of internet connection are among these challenges. Although most educational institutions, both private and public, have begun to provide Internet connection, other aspects of online learning are still being overlooked (Ajadi *et al.*, 2012).

Daniel (2014) identifies four barriers that can stymie the introduction of online learning in underdeveloped nations like Indonesia: 1). Connectivity is identified as the first obstacle. Lack of connectivity impedes access to online learning, 2). The second is equipment. Equipment is important to facilitate learning. However, in some universities have limited the equipment such as computer, 3). The third obstacle is software since it eases educators to create learning content, 4). The next obstacle is training. Everything will mean nothing if the students are not well-trained to use the equipment provided.

Moreover, although online learning has been commonly implemented since its emergence, it is believed to begin losing its credibility due to many reasons. Those reasons are: (1) online learning tends to make the students getting isolated. It then makes the students boring; (2) using computer all the time can decrease students' motivation; (3) if the students cannot actualize to use the tools, the

communication will be dropouts; (4) Teachers as caretaking online will be busy to control the development of individual students; (5) There is no chance for students to have real experiences; and (6) Each student usually has different condition; this can produce unfairness (Harashima, 2012).

Beside the challenges, online learning provides a lot of advantages for institutions, teachers and learners. These benefits include: efficient use of technology; delivery of educational resources to anybody, anywhere, at any time; cost savings; access to knowledge at any time; tailored safe learning; improved collaboration and engagement; and the convenience of online learning (Driscoll, 2009).

In addition to advantages and opportunities of online learning, there are some shortages. Educational institutions which plan to implement online learning programs must consider some facts. Main shortages of online learning refer to lack of teachers and students interaction (Milovanovic, 2010). The interaction is seen to be an essential factor of every successful teaching and learning. In some condition, traditional classroom cannot be replaced since certain contents of conventional classroom are not appropriate for online delivery (Harashima, 2012).

Some critical educational contents imply in classical learning including soft skills (Nature, moral value and relative value). On the other hand, some acquisition skills are well suited for online training (Milovanović, 2010). Another example is the formulation of teaching strategy where face-to-face communication is very required. Other learning materials that are not suitable to virtual learning are learning materials requiring practical application such as: peer review and collaboration. The examples are such as: courses which are mainly used to

improve writing, communication, or presentation skills. Moreover, body language, facial expressions, classroom dialogue, and sharing of experiences are important for successful learning.

From March 2020, the Indonesian government will formally enforce study, worship, and work from home laws. To combat the spread of the COVID-19 virus, meetings with physical contact should be kept to a minimum. These circumstances have ramifications for the effectiveness of higher education's learning process. Students, on the other hand, continue their education by learning online and communicating with their teachers via video chats. Because keeping campus open creates a safety risk to students, the model is now the best option.

Based on the results of observations and interviews, the existence of the Covid-19 epidemic makes the institutions have to present an alternative educational process for students. The University of Islam Malang is "forced" to ask students to study at home or apply online learning. However, not all students are used to studying online. Moreover, some of the lecturers have not mastered online learning techniques. In addition, the University does not yet have a place for students and educators to be able to exchange teaching materials when the teacher cannot attend class, and there is no direct feedback on the assignments given by the teacher to students online.

For students, there are at least three obstacles in online learning. First, students have difficulty accessing the internet. Internet coverage owned by the students is arguably limited. This makes the students difficult to do online learning. In addition, students also complained about internet quota especially the students who come from poor family backgrounds. Finally, the effectiveness of

online learning itself. Many students find online learning very ineffective and burdensome. The number of assignments given by the teacher is not in accordance with the explanation given.

A number of study related to online learning, indeed, have conducted by several researchers. Most of the students believed that e-learning is an effective method to be implemented in education (Mamattah, 2016). However, the students' attitude toward online learning is mostly influenced by online modules taken. The elective course and required course are also affected how the students' perception toward online learning (Smart and Cappel, 2015). Moreover, the technical problem found during the implementation of online learning can be overcome by certain strategies.

Based on the background of the study, the researcher aims to explore a research entitled "The Students' Perception toward the Implementation of Online Learning in English Education Department of University of Islam Malang". The researcher intends to investigate more information about the students' perception on the integration of online learning in learning English as well as its challenge and advantages. It is interesting since the implementation of online learning is relatively new for the students especially the students of Islamic University of Malang. Therefore, the students' perception about this method needs to be explored.

1.2 Research Problem

Considering the explanation above, the problem of this study can be formulated as follows :

1. How are the students' perceptions toward the implementation of online learning in English Education Department Department of UNISMA?
2. What are the challenge and advantage toward the implementation of online learning?

1.3 Objective of the Study

Based on the statement of problem, the objective of this study can be formulated as follow:

1. To know the students' perceptions toward the implementation of online learning in English Education Department of UNISMA.
2. To find out the challenge and advantage toward the implementation of e-learning in English Education Department of UNISMA.

1.4 Scope Limitation This Study

1. Locative scope: this study is conducted at English Education Department of University of Islam Malang.
2. Human Scope: the subjects of this study are the students of English Education Department of University of Islam Malang 2018. There are several classes of this. However, the researcher only takes the students of five classes as the subject of 2018. The reason of choosing those six students of each class the subject study classes since the students of those classes are believed to be able to represent the whole class condition in online learning.
3. Limitation of the study: since this study is conducted during the pandemic, this study is conducted through online including: distributing the

questionnaire and interview and conducting consultation with the advisors. The researcher uses some applications such as; Whatsapp and Google form.

1.5 Significance of the Study

1. Theoretically

The findings will add new insights and knowledge of theoretical understanding related to the students' perceptions toward the implementation of online learning in learning English as well as its challenge and advantage.

2. Practically

The research is identifying the students' perceptions toward the implementation of online learning in learning English. The research also gives benefit or contribution for English teacher and students. For the teacher, by knowing the students' perception toward the the implementation of online learning in learning English as well as its challenge and advantage, the teacher will be able to understand how to develop their teaching strategy using online learning. For the students, the result of study is hoped to be able to overcome their current constraints in learning English language especially using online learning.

1.6 Definition of Key Term

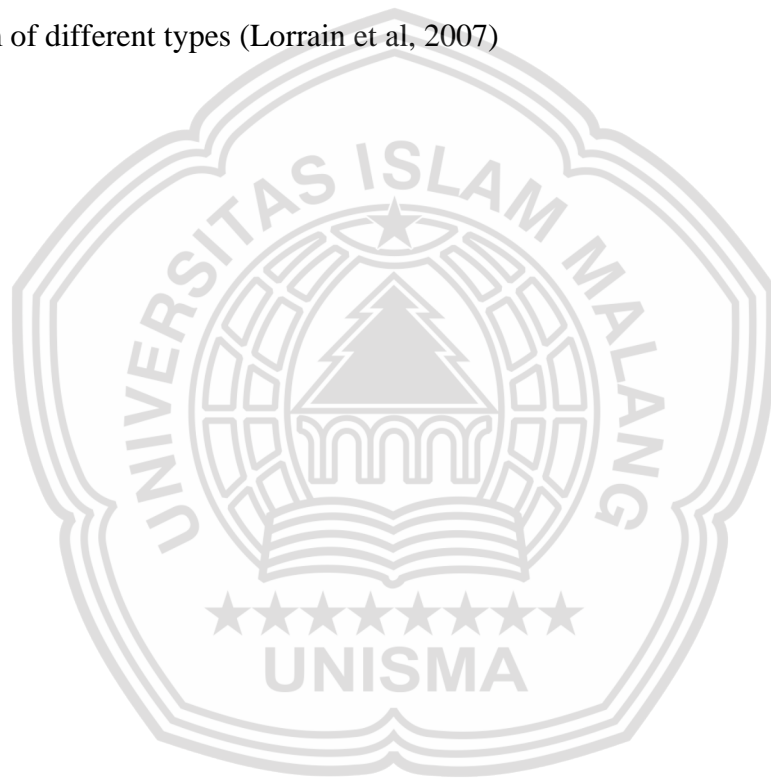
The researcher gives the definition of key terms in order to help the readers to understand the study. Some key terms are defined as follow:

1. Perception

Perception is the source of human thinking which produces a certain beliefs that influence human attitude (Ahen, 2010). In other words, perception is the way the students think or feel

2. Online learning

Online learning describes as the implementation of technology supporting learning in the field of education. It usually covers various systems such as: online access and online course. The programmes are delivered through online and can be in the form of different types (Lorrain et al, 2007)



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestions. In conclusion, the researcher gives brief conclusion related to the findings and discussion from the previous chapter. Further, the researcher gives suggestions related to this study for the future researchers.

5.1 Conclusion

Based on the findings in the previous chapter, all of the students understand about online learning. However, the students seemed to have low perception about online learning. The majority of the students believed that online learning was not beneficial. It showed that online learning could not ease the students in learning English. Online learning also gave them some obstacles in the learning process. In contrast, only few students who believed that online learning is beneficial and gave the students better understanding.

There were at least three challenges in online learning. First, students have limited facilities. Internet coverage owned by the students is also arguably limited. This makes the students difficult to do online learning. In addition, students also complained about internet quota especially the students who come from poor family backgrounds. Finally is the effectiveness of online learning itself. Many students find online learning very ineffective and burdensome. The guidance used in online learning and lecturer explanation was not clear. The number of assignments given by the teacher is not in accordance with the explanation given.

5.2 Suggestion

As the findings found in the discussion, the report would be complete if there are some recommendations offer. Here are the recommendations arise from the findings of this recent study:

5.2.1 University Stakeholders

In implementing online learning, the university stakeholders should consider the facilities provided to the students as this study identified that facilities become main challenge for the students to online learning. Adequate facilities lead to the effectiveness of implementing online learning.

5.2.2 Lecturer

In implementing online learning, it is important for the lecturer to provide a better guidance and instruction in online learning. This study identified that the students seemed to find problem in following the guidance and understanding the lecturer instruction.

5.2.3 Future Researcher

As the limitation of the current study which is restricted on the students' perception the implementation of online learning and minimum number of participants, therefore, it is recommended to the future research to investigate the related issues in a broader context with sufficient number of participants in order to gain the valid generalization data about the implementation of online learning.

5.2.4 Students

- a. Prepare maximum and effective strategies in online learning. so that what you get from the results of online class learning can be useful and can be understood as much as possible for learning English.

- b. Understand more about applications used for online learning and often ask lecturers when learning takes place. It is hoped that it can deepen knowledge about the selection of online learning media; the use of online learning can be used with media that is not boring.



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