

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions of the research based on the data gained from the questionnaire of students and lecturer's perspectives on online learning in Covid-19 pandemic era which are finding of the research, the students' perspectives toward the implementation of online learning, the lecturer's perspectives on the implementation of online learning, the problem face by students and lecturers during online teaching, and discussions. Those elements are explained in below.

#### 4.1 Findings of the Research

The data taken from the research is analysed in this chapter. It aims to investigate the perspectives of the students and lecturers and to find out the problems encountered on the implementation of online learning in English education department major in higher education during Covid-19 pandemic era. This research was conducted in Muhammadiyah University of Surabaya by using the analysis of survey design in quantitative data. The data was taken by giving a questionnaire. The subjects of this research were students in academic year 2017 to 2019 and also lecturers of English Department major. The questionnaires were distributed through Google form which is by online platform.

The researcher used a questionnaire adapted from Akkoyunlu & Soyulu (2008) and Balci (2017) articles. Before giving the questionnaire to the subject of the research. The questionnaire was done validated by the lecturer of English department. After that, the data were counted by using SPSS version 2.0. The samples of this research that consist of 49 students in academic year 2017, 2018, and 2019 and 10 lecturers in English education department major. The data of the students and lecturers which were obtained from the questionnaires. Here, the table of data from the students and lecturers were willing to fill in the questionnaires.

**Table 4.1 Student's Gender and Student's Academic Year of the Respondents**

Gender		Student's academic year		
M	F	2017	2018	2019
9 (18.4%)	40 (81.6%)	15 (30.6%)	21 (42.9%)	13 (26.5%)

Based on the findings of the questionnaires, as can be seen in table 4.1, less than of the respondents (18.4%) were male students. Meanwhile, more than half of the respondents (81.6%) were female students. For the number of respondents there are 49 students which are (30.6%) of students in academic year 2017, (42.9%) of students in academic year 2018, and (26.5%) of students in academic year 2019 at English education department major.

**Table 4.2 Lecturer's Gender and Courses Taught of the Respondents**

Gender		Subject
M	F	Reading
3	7	Speaking for debate
(30%)	(70%)	Listening
		Writing
		Prose appreciation
		Essay writing
		Sociolinguistics
		Semantics
		Classroom action research (PTK)

About the data of the lecturers, it can be seen in table 4.2, a few of the respondents (30%) were male lecturers. Meanwhile, (70%) of respondents were female lecturers. Further, all of them do not only teach in english skills but in general subjects at English education departments major.

#### 4.1.1 The Students' Perspectives Toward the Implementation of Online Learning

The finding of the research, the researcher divide the questionnaire into four indicator (a) students views on online learning activity, (b) online platform, (c) the benefit, and (d) the problem. The researcher analyse the students' perspectives towards in each indicator of the questionnaire.

**Table 4.3 Statements 1-8 of Questionnaire of Students' Perspectives of Online Learning**

Statements	Strongly Disagree		Disagree		Strongly Agree		Agree		
	N	n	%	n	%	n	%	n	%
<b>STUDENTS VIEWS ON ONLINE LEARNING ACTIVITY</b>									
1. Online learning can make it easier for me to follow in all courses in English department major	49	8	16.3	30	61.2	3	6.1	8	16.3
2. The lecturers' instruction using online platform are understandable enough for me	49	2	4.1	28	57.1	2	4.1	17	34.7
3. Through online learning forums can helps me to mastery the lecturer materials that i have learned	49	4	8.2	30	61.2	-	-	15	30.6
4. I can more easily share my ideas and questions in the online learning forums	49	6	12.2	21	42.9	2	4.1	20	40.8
5. I can understand the feedback and questions given by the lecturer through online class forums	49	3	6.1	29	59.2	-	-	17	34.7
6. Communication and mentoring of lecturers in the online learning are good	49	2	4.1	28	57.1	1	2	18	36.7
7. Online quizzes given by lecturers during learning help me understand what i have learned	49	2	4.1	22	44.9	-	-	25	51
8. My opinion, learning through online it is a very new and different way than face-to-face class	49	-	-	13	26.5	7	14.3	29	59.2

As can be seen in table 4.3, Questionnaire item 1 up to 6 the students mostly disagreed with the statements in categorizes students views on online learning activity. Questionnaire items 1 is “Online learning can make it easier for me to follow in all courses in English department major”, more than half of the students (61.2%) disagree that the students found the difficulties on online learning.

Next, questionnaire items 2 is “The lecturers’ instruction using online platform are understandable enough for me”, more than half of the students (57.1%) said that the instructions from their lecturers through online platform does not make their fully understand.

Questionnaire items 3 is “Through online learning forums can helps me to mastery the lecturer materials that i have learned”, more than half of the students (61.2%) disagreed that through online learning can not help their to mastery of the materials from lecturers.

Furthernext, questionnaire items 4 is “I can more easily share my ideas and questions in the online learning forums”, more than quarter of the students (42.9%) disagreed that they are can not easily share their ideas and given the questions through online learning forums.

Questionnaire items 5 is “I can understand the feedback and questions given by the lecturer through online class forum”, more than half of the students (59.2%) disagreed that they are can not easily to understanding about feedback and question given by the the lecturers on online class forums.

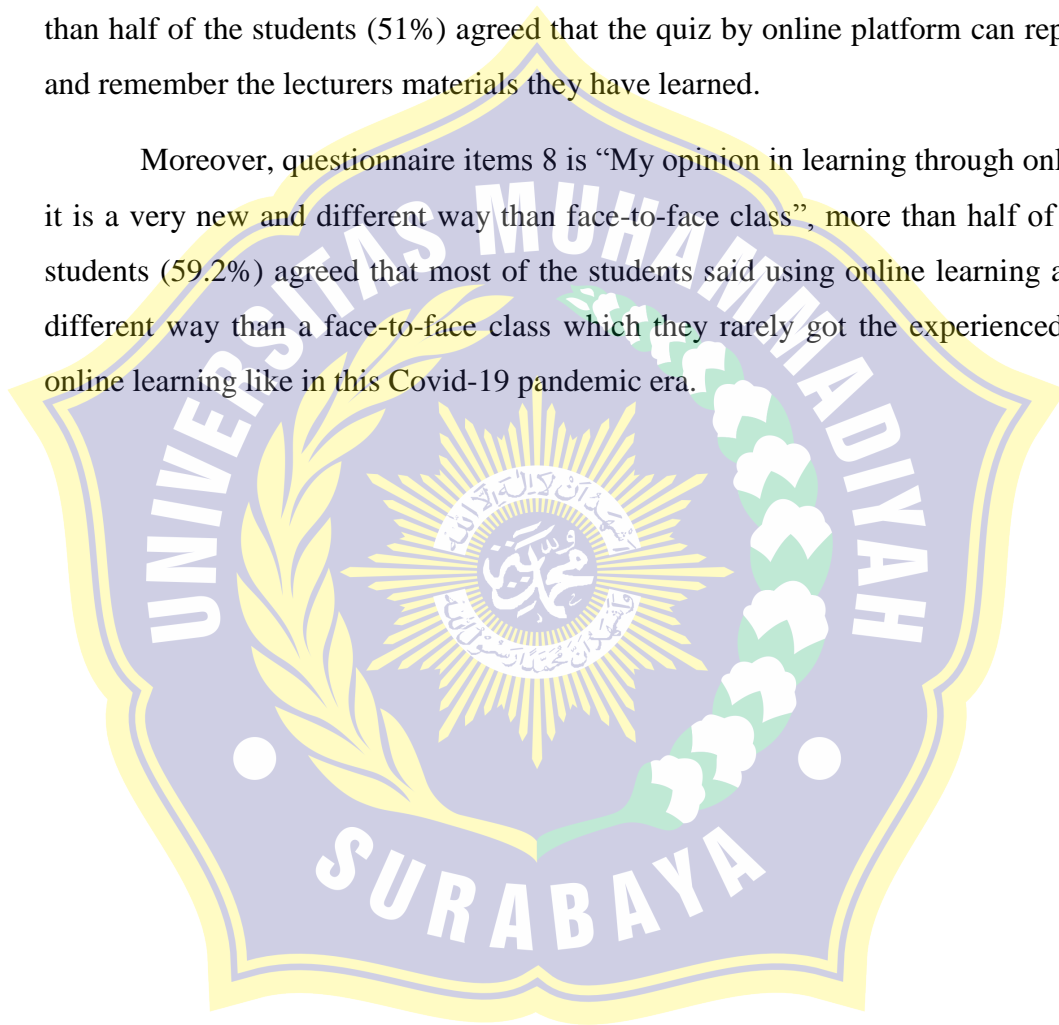
Questionnaire items 6 is “Communication and mentoring of lecturers in the online learning are good”, more than half of the students (57.1%) disagreed that communication and mentoring of the lecturers on online learning was not good to understand.

To sum up, the 6 statements above about the students learning through online class forums shows that most of students are not satisfied with the lecturers instructions and mentoring in online class. The students also have difficulty and

misconception about feedback and questions provided by the lecturers during online class.

Meanwhile, questionnaire item 7 and 8 have differently of the results questionnaire items 1 to 6 which are shows negative result. Items 7 and 8 shows positive results. Which justifies that questionnaire items 7 is “Online quizzes given by lecturers during learning help me understand what i have learned”, more than half of the students (51%) agreed that the quiz by online platform can repeat and remember the lecturers materials they have learned.

Moreover, questionnaire items 8 is “My opinion in learning through online it is a very new and different way than face-to-face class”, more than half of the students (59.2%) agreed that most of the students said using online learning as a different way than a face-to-face class which they rarely got the experienced of online learning like in this Covid-19 pandemic era.



**Table 4.4 Statements 9-16 of Questionnaire of Students' Perspectives of Online Learning**

Statements	Strongly Disagree			Disagree		Strongly Agree		Agree	
	N	n	%	n	%	n	%	n	%
<b>ONLINE PLATFORM</b>									
9. I can easily do writing assignment and submit to the lecturers through online platforms	49	3	6.1	12	24.5	1	2	<b>33</b>	<b>67.3</b>
10. Through online platform makes easier for me to study and submit the exam given by the lecturers	49	2	4.1	11	22.4	4	8.2	<b>32</b>	<b>65.3</b>
11. Learning the contents through the online platform is much more interesting than the material used in class	49	11	22.4	<b>32</b>	<b>65.3</b>	-	-	6	12.2
12. I am more comfortable and in a quiet environment to study and do the assignment by myself through online platforms	49	2	4.1	<b>29</b>	<b>59.2</b>	6	12.2	12	24.5
13. I strongly agree with submitting assignments or exam through online platforms/ soft file (paperless)	49	-	-	7	14.3	14	28.6	<b>28</b>	<b>57.1</b>
14. I prefer when face-to-face learning in class with submitting assignment or exam using paper	49	2	4.1	<b>18</b>	<b>36.7</b>	13	26.5	16	32.7
15. Learning through online or face-to-face learning using technology and online platform to study provides an experience for me as a student	49	1	2	1	2	13	26.5	<b>34</b>	<b>69.4</b>
16. I believe that i have improved my learning experience by using online platforms	49	5	10.2	<b>24</b>	<b>49</b>	2	4.1	18	36.7

Table 4.4 it shows that questionnaire item 9 and 10 has positive results. Questionnaire items 9 is “I can easily do writing assignment and submit to the



lecturers through online platforms”, more than half of the students (67.3%) agreed that they more easily used online platform to do writing assignment and submit to the lecturers.

Next, questionnaire items 10 is “Through online platforms makes easier for me to study and submit the exam given by the lecturers”, more than half of the students (65.3%) agreed that online platform makes their easier to study.

Those statements indicates that most of students already has good accessibility on online platform. Online platforms also make easier students to study and submitting their own work in higher education.

However, for questionnaire item 11 and 12, the result shows the negatives results. Questionnaire items 11 is “Learning the contents through the online platforms is much more interesting than the materials used in class”, more than half of the students (65.3%) think that the study the content of learning through online platform does not more interesting than materials used in class.

Questionnaire items 12 is “I am more comfortable and in a quiet environment to study and do the assignment by myself through online platform”, more than half of the students (59.2%) said that they can not comfortable to do assignment by themself through online platform.

For those statements, it means that the students can not study only through online class but they interesting with more explanation by lecturer in face-to-face class, because the explanation or material used in class more clear and they can not comfortable to do assignment by themself through online platform.

Next, the result for questionnaire item 13 shown the positive results. Questionnaire items 13 is “I strongly agree with submitting assignments or exam through online platforms / soft file (paperless)”, more than half of the students (57.1%) stated that they are mostly more liked submitting assignment or exam through online platforms and paperless.

While, the result of questionnaire item 14 is “I prefer when face-to-face learning in class with submitting assignment or exam using paper” more than quarter of the students (36.7%) disagreed that they does not prefer submitting assignment or exam using paper.

For questionnaire items 15 is “Learning through online or face-to-face learning using technology and online platform to study provides an experience for me as a student”, more than half of the students (69.4%) agreed with this statement. It means the students were got experienced when they learning using the technology. Technology it must be used in education system especially in higher education.

Moreover, statement of questionnaire items 16 is “I believe that i have improved my learning experience by using online platform”, more than quarter of the students (49%) disagreed that students do not feel increase in their learning experiences through online class.

**Table 4.5 Statements 17-20 of Questionnaire of Students’ Perspectives of Online Learning**

Statements	Strongly Disagree		Disagree		Strongly Agree		Agree		
	N	n	%	n	%	n	%	n	%
<b>THE BENEFIT</b>									
17. Online learning adding to my study time after face-to-face class in terms of learning English	49	5	10.2	21	42.9	2	4.1	21	42.9
18. In my opinion , learning by discussing in online class is good	49	8	16.3	28	57.1	2	4.1	11	22.4
19. Face-to-face learning interaction is quite useful for understanding the subject much better than online class	49	1	2	3	6.1	29	59.2	16	32.7
20. Online class makes me lucky to spend more time on my learning	49	3	6.1	30	61.2	1	2	15	30.6



Table 4.5 shows statements about benefit on online learning. Questionnaire items 17 is “Online learning adding to my study time after face-to-face class in terms of learning English”, half of the students are balanced (42.9% disagreed, 42.9% agreed). It can be seen the result shows that quarter of the students feels like online learning there is an effective and ineffective way to complete their study time after got face-to-face learning in class.

Next, questionnaire items 18 is “In my opinion, learning by discussing in online class is good”, more than half of the students (57.1%) disagreed that the students prefer to discussing in classroom, they are more understanding to receive material delivered by the lecturers and also discussion forums groups between students in the classroom they are more cooperatively.

Further, statement items 19 is “Face-to-face learning interaction is quite useful for understanding the subject much better than online class”, more than half of the students (59.2%) choose strongly agreed with that statement which is face-to-face interaction in classroom makes their more understanding to receive the subject or material delivered by the lecturer. As can be seen in previous statement 18 that the students prefer to discussing by face-to-face in classroom.

While, questionnaire items 20 is “Online class makes me lucky to spend more time on my learning”, more than half of the students (61.2%) disagreed that most of the students did not feel lucky to have online learning.

**Table 4.6 Statements 21-25 of Questionnaire of Students' Perspectives of Online Learning**

Statements	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
<b>THE PROBLEMS</b>									
21. Online learning is not as effective as face-to-face learning	49	1	2	3	6.1	<b>32</b>	<b>65.3</b>	13	26.5
22. I find obstacle an difficulties in online learning rather than in face-to-face learning	49	1	2	1	2	<b>24</b>	<b>49</b>	23	46.9
23. In my opinion, online class forums are more boring than face-to-face class	49	1	2	8	16.3	<b>21</b>	<b>42.9</b>	19	38.8
24. My motivation is very low while i am studying through online class	49	-	-	6	12.2	<b>23</b>	<b>46.9</b>	20	40.8
25. I am very frustrated to do tasks or exam through online platform that given by the lecturers	49	1	2	10	20.4	<b>22</b>	<b>44.9</b>	16	32.7

As can be seen in the table 4.6 shows the categories of the problem on online learning. Questionnaire items 21 the statement is “Online learning is not as effective as face-to-face learning”, more than half of the students (65.3%) strongly agreed that just online learning is not effective for the learner in higher education for learning.

Next, Questionnaire items 22 is “I find obstacle an difficulties in online learning rather than in face-to-face learning” more than quarter of the students (49%) strongly disagreed that they mostly finding the difficulties on online learning than in face-to-face learning.

Questionnaire items 23 is “In my opinion, online class forums are more boring than face-to-face class”, more than quarter of the students (42.9%) strongly agreed that through online classes makes their feel bored.

Next, questionnaire items 24 is “My motivation is very low while i am studying through online class”, more than quarter of the students (46.9%) strongly agreed that they have lack of the motivation on online class.

Moreover, questionnaire items 25 is “I am very frustrated to do tasks or exam through online platform that given by the lecturers”, the quarter of the students (44.9%) strongly agreed that they are frustrated to do assignments or exam through online platform.

Those statements shows that the students mostly completely very agreed. They were feel bored, difficulties, frustated, and lack of motivation when they were in online learning.

**Table 4.7 Statements 26-27 of Questionnaire of Students’ Perspectives of Online Learning**

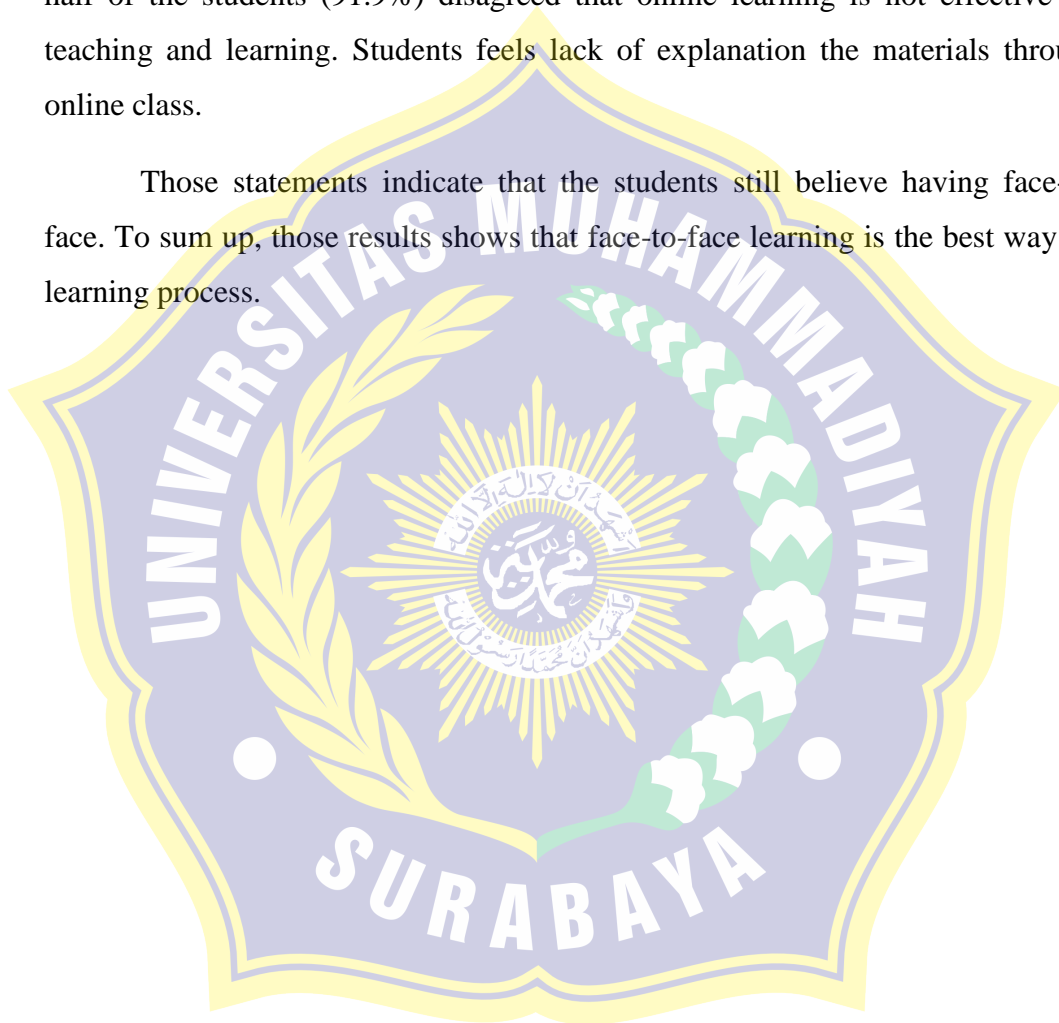
Statements	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
26. Overall, i believe that face-to-face learning rather than online learning is the best way for teaching and learning in higher education	49	2	4.1	5	10.2	20	40.8	22	44.9
27. Overall, i believe that only online learning is the best way for teaching and learning in higher education	49	19	38.8	26	53.1	1	2	3	6.1

Furthermore, reviewing the last of table 4.7, it can be seen those statements shows that the overall the points of all items in this questionnaires. So, questionnaire items 26 is “Overall, i believe that face-to-face learning rather than online learning is the best way for teaching and learning in higher education”,

more than half of the students (85.7%) agreed that they believe that face-to-face learning in the class is the best way for teaching and learning.

Meanwhile , questionnaire item 27 is “Overall, i believe that only online learning is the best way for teaching and learning in higher education”, almost half of the students (91.9%) disagreed that online learning is not effective for teaching and learning. Students feels lack of explanation the materials through online class.

Those statements indicate that the students still believe having face-to-face. To sum up, those results shows that face-to-face learning is the best way for learning process.



### 1.1.2 The Lecturer's Perspectives Toward the Implementation of Online Learning

Just like finding of the research from questionnaires of students' perspectives, the lecturers were also involved in this research as the respondents. One of the research questions in this research addresses the lecturers' perspectives related to implementation of online learning in Covid-19 pandemic era now.

**Table 4.8 Statements 1-22 of Questionnaire of Lecturers' Perspectives of Online Learning**

Statements	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
1. Online learning has positive impact to students	10	-	-	1	10	1	10	8	80
2. In my opinion, learning through online class motivates students	10	-	-	4	40	-	-	6	60
3. I believe that through online class can be done effectively to provide assessments to students	10	-	-	3	30	1	10	6	60
4. I think teaching through online class activities is more efficient to adding students learning time after face-to-face class	10	-	-	1	10	2	20	7	70
5. I believe that students can learn languages effectively by integrating material through online platform	10	-	-	4	40	2	20	4	40
6. The students be able more study autonomous through online platform rather than face-to-face class	10	-	-	4	40	1	10	5	50
7. I believe that students can learn more broadly through online material or online book	10	-	-	1	10	2	20	7	70

8.	Online learning helps students to develop all English subjects both receptive and productive skills	10	-	-	<b>5</b>	<b>50</b>	2	20	3	30
9.	I can interact with students well and cooperatively in online class forums	10	-	-	4	40	-	-	<b>6</b>	<b>60</b>
10.	I think that online class forums makes students uncooperative in teaching and learning process	10	-	-	<b>5</b>	<b>50</b>	-	-	<b>5</b>	<b>50</b>
11.	Organizing online class activities is very difficult	10	1	10	<b>6</b>	<b>60</b>	-	-	3	30
12.	Learning through online class can help me prepare more material for teaching	10	-	-	2	20	2	20	<b>6</b>	<b>60</b>
13.	I believe that online class can enhance my teaching skills	10	-	-	2	20	2	20	<b>6</b>	<b>60</b>
14.	I agree to give assignment or exams through online platform is more efficient	10	-	-	<b>4</b>	<b>40</b>	2	20	<b>4</b>	<b>40</b>
15.	I prefer students to submit exams or assignments by using online platform and soft file (paperless)	10	-	-	3	30	3	30	<b>4</b>	<b>40</b>
16.	It is very difficult for me to use technology for teaching	10	3	30	<b>6</b>	<b>60</b>	-	-	1	10
17.	I am familiar with the use of online learning platform for teaching purposes	10	-	-	-	-	2	20	<b>8</b>	<b>80</b>
18.	my teaching style or method is suitable for online learning	10	-	-	2	20	1	10	<b>7</b>	<b>70</b>
19.	I believe that i could improve the ability of students by using online class	10	-	-	1	10	1	10	<b>8</b>	<b>80</b>
20.	Teaching through face-to-face in classroom helps me explain the subject clearly rather than online class	10	-	-	-	-	<b>5</b>	<b>50</b>	<b>5</b>	<b>50</b>



21. Overall, i believe that teaching and learning through face-to-face class more motivates me rather than online class	10	-	-	2	20	1	10	7	70
22. Overall, i believe that teaching and learning through online class more motivates me rather than face-to-face class	10	1	10	8	80	-	-	1	10

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First of all, questionnaire items 1 is “Online learning has positive impact to students”, more than half of the lecturers (80%) agreed that online learning as a usefull and has positive impact to motivates students.

Statement items 2 is “In my opinion, learning through online class motivates students”, more than half of the lecturers (60%) agreed that learning on online class should be motivates their students achievement.

Next, statement items 3 is “I believe that through online class can be done effectively to provide assessments to students”, more than half of the lecturers (60%) agreed that their perceived online learning could effectively and efficient to give assesments to the students.

Statement items 4 is “I think teaching through online class activities is more efficient to adding students learning time after face-to-face class”, more than half of the lecturers (70%) agreed that online learning increase study time of students besides face-to-face learning.

Statement items 5 is “I believe that students can learn languages effectively by integrating materials through online platforms”, the results half of the lecturers are balanced (40% disagreed, 40% agreed) that some lecturers believe that students used online platform can effectively to learn language by integrating the materials. While, the others of the lecturers consider that online learning not effective for students to learn languages.

Statement items 6 is “The students be able more study autonomous through online platforms rather than face-to-face class”, more than half of the lecturers (50%) agreed that the students can learn autonomous by integrating the subject through online platform.

For the next, statement 7 is “I believe that students can learn more broadly through online material or online book”, more than half of the lecturers (70%) agreed that online book and online material do help more the students on their study.

Statement items 8 is “Online learning helps students to develop all English subjects both receptive and productive skills”, half of the lecturers are balanced (50% disagreed, 50% agreed) it shows that half of the lecturers said that through online learning the students can develop students’ skills in English subjects both receptive and productive skills. On the other hand, other lecturers think that through online learning can not develop students’ skills in English.

Statements items 9 is “I can interact with students well and cooperatively in online class forums”, more than half of the lecturers (60%) agreed that they able interact well and cooperative with students through online class forums.

Next, statement items 10 is “I think that online class forums makes students uncooperative in teaching and learning process”, half of the lecturers are balanced (50% disagreed, 50% agreed). The results shows that they may still have views when through face-to-face learning, students are more cooperative in class forums. Moreover, the other lecturers disagreed it means they see that online class still makes students cooperative in teaching and learning process.

Next, statement items 11 is “Organizing online class activities is very difficult”, more than half of the lecturers (70%) disagreed that they does not find the difficulty in organizing online class forums.

Statement items 12 is “Learning through online class can help me prepare more material for teaching”, more than half of the lecturers (60%) agreed that

through online learning they are more be able to prepare a lot of materials for teaching.

Statement items 13 is “I believe that online class can enhance my teaching skills”, more than half of the students (60%) agreed that their teaching abilities improved using online classes.

Statement items 14 is “I agree to give assignment or exams through online platform is more efficient”, quarter of the lecturers are balanced (40% disagreed, 40% agreed). It shows that half of the lecturers stated that giving the students assignment or exam does not efficient through online platform. And the other of the lecturers said that giving the students assignment or exam more efficient using online platforms.

Statement items 15 is “I prefer students to submit exams or assignments by using online platform and soft file (paperless)”, quarter of the lecturers (40%) agreed that the lecturers prefer online platform and soft file for giving and task collection as well as for exam.

Statement items 16 is “It is very difficult for me to use technology for teaching”, more than half of the lecturers (60%) disagreed that thebelieved lecturers can easily use technology to teach.

Moreover, statements items 17 is “I am familiar with the use of online learning platform for teaching purposes” (80%) agreed that the lecturers are very familiar with online platform for teaching and its uses.

Statement 18 is “My teaching style or method is suitable for online learning”, more than half of the lecturers (70%) agreed that they are sure that their teaching methods or style to used during online class it is appropriate for students needs.

Statement items 19 is “I believe that i could improve the ability of students by using online class”, more than half of rest the lecturers (80%) agreed that they are could improved the students’ learning abilities through online classes.

Furthermore, statement items 20 is “Teaching through face-to-face in classroom helps me explain the subject clearly rather than online class” (50% strongly agreed, 50% agreed). the result shows that the lecturers prefer teaching through face-to-face in the classroom so as it is easier to explain the material to students.

Next, statements items 21 “Overall, i believe that teaching and learning through face-to-face class more motivates me rather than online class”, more than half of the lecturers (70%) agreed that they are still have high motivates to teach through face-to-face class.

Last items of questionnaire of lecturers’ perspective on online learning. Statements items 22 is “Overall, i believe that teaching and learning through online class more motivates me rather than face-to-face class”, more than half of rest (80%) disagreed. The lecturers said that online class makes their lack of motivates to teach.

To sum up, that majority of the lecturers are not motivated to teach through online class during in pandemic covid-19 now. However, the lecturers mostly still liked face-to-face way while teaching and learning process.

### **1.1.3 The Problem Faced by Students and Lecturers During Online Teaching**

In this research , the researcher finding the main problems faced by the lecturers and the students through open ended questionnaire and interviews. First of all, the problems faced by lecturers point of views are mostly all the lecturers mentioned about the internet connection, the students commitment during join the online class, and authenticity or originally score of the students while doing their assignments. The lecturers said that the internet connection just like bad signal, sometimes, can interfere the process of the online class using online meeting application. Furthermore, the lecturers did not know the activity of the students during meeting online class such as students involvement is less active and the lecturers cannot see whether the students really pay attention to the materials being explained or not and the lecturers could not be able to control the students

whether they do by themselves or not. In addition, the lecturers think that they have limited lecture time.

Furthermore, as the students answered in the questionnaires, the researcher strengthened the statements by interviewing several students about problems faced during online teaching. The results of the interview shows that the main problems faced by the students is lack of understanding of lecture materials, that they find the difficulties to follow in all courses in English department major through online learning during the current Covid-19 pandemic. The students stated that some lecturers only give assignments and present the materials through e-learning platforms of campus. They feel the difficulties, because of the lack of understanding and explanation of the materials provided by the lecturers. The students cannot ask questions like they in face-to-face learning in the classroom, they raise their hands and ask questions. Differently on online learning, they must ask first through course coordinator and after that he or she conveyed to the lecturers. Sometimes, the students join within one chatting application groups with the lecturers but the lecturers do not respond immediately and sometimes the response given by the lecturers takes very long. So, the students feel to do the assignments with self-regulated as they searching on the internet with themselves and also as they understand it.

Moreover, the most common problem faced by students during online learning is an internet connection. According to the students, there are some lecturers who use online meeting platforms for online class, sometimes the internet connections from the students are good, whereas the internet connections of the lecturers not good and otherwise. As besides that, during the pandemic students needs for internet quota for online learning could increase to 3 up to 4 times. It is very different like before the pandemic. The students feel it can also be a cost burden for buying internet quota from the lower class, middle class and upper class. Last, eye health is also worried by them. Especially online learning that was done during the pandemic, they looked more at the digital screen. Starting from accepting assignments, doing assignments, until online meetings and discussion using platform meeting videos.



## 4.2 Discussions

The result obtained from 49 students and 10 lecturers as respondents and were analyzed using an SPSS version 2.0. Each respondents were filled the questionnaire through Google form due to Covid-19 pandemic which require all the activity done by online. The data were analyzed using survey design analysis. The results of the research has shown that the perspectives of the students and lecturers towards online learning ongoing Covid-19 pandemic era is not effective for them. In addition, online learning in this situation still have pros and cons in education field. The students questionnaire was discuss about the students views on online learning, online platform, the benefit, and the problems. Moreover, the lecturers questionnaire was discuss about their perspectives on online teaching during Covid-19 pandemic.

First, the data analysis can be interpreted based on the students perspectives from the questionnaire. Reviewing the results of table 4.3 of students views on online learning activity is having 8 statements. All the 6 statements, the respondents filled disagreed which is the statements talk about the understanding of the lecture materials such as the lecturers instruction and mentoring through online platform was not good to understand, they can not easier understanding of feedback and question that given by lecturer. Meanwhile, the last two statements shows that the students agreed with the statements which talk about online learning is a new and different way than face-to-face class.

The second, reviewing table 4.4 the indicator of online platform of questionnaire is having 8 statements which is the statements talk about the use of online platform. The results shows that the students easier to study and submitting their own work using online platform and they prefer submitting assignments or exam used online platform which is paperless. The students got the experiences learning using the technology in higher education. Besides that, the students felt their learning experiences through online learning does not increased because the lack of explanation through online learning which unlike face-to-face learning.



Reviewing table 4.5 indicator of the benefits are having 4 statements which is the statements discuss about the benefit of online learning. It shows that the respondents were felt they did not lucky to have online learning and more than half of the students said that the online learning is an effective to complete their study time. While, the other half of the students said that the online learning is not effective to complete their study time. Also, discussing through online class forums the students was felt did not understanding to receive the lecture subject that delivered by the lecturers.

Further, reviewing table 4.6 discussing about the indicator questionnaire of the problems online learning. All 5 statements the majority of the respondent strongly agreed with them. It shows that as the students said that online learning is not effective for teaching and learning. Therefore, the students finding the difficulties on online learning, they were felt bored and their learning motivation on online class forums are low. Moreover, the students were frustrated to do assignments or exam using online platform which is given by the lecturers.

Reviewing table 4.7 the last of the statements shows the overall the points of all statements in questionnaires. The results shows that more than 91.9% of the respondents disagreed with online learning . The students not believed that online learning is effective for teaching and learning in this situation ongoing Covid-19 pandemic. On the other hand, more than half 85.7% of the respondents agreed with face-to-face learning. Therefore, They were still believed having face-to-face learning in the classroom is the best way for learning process.

Moreover, the next discussion is about the lecturers perspectives from questionnaires. The main questionnaires result that the lecturers agreed that online learning has positive impact and usefull to motivates students. Online learning is innovative method for students to be more autonomous or self-regulated by integrating lecture subject through online platform. Most of them familiar and easier to integrating use the technology for teaching online. Moreover, the lecturers believed that they could improve learning abilities the students used their

method or teaching style on online class. However, as for the views of lecturers of online learning during Covid-19 pandemic does not motivates them to teach. Therefore, the lecturers still believed that face-to-face class more motivates them to teach because they more esier to explained the materials to students.

Strengthening the discussion from the students questionnaire, the researcher was also doing an interview to know more about the problem faced by the students. On the other hand, to answer the problem faced by the lecturers during online teaching, the researcher has given an open-ended questionnaire which asked about the main problems during online teaching in Covid-19 pandemic.

To strengthened the analysis of the students questionnaire, the results of the interview showed that some students who said that the main of problems faced on online learning during Covid-19 pandemic is lack of understanding of lecture materials. Lack of explanation because some lecturers only give assignments and just present the materials through e-learning platforms also lack of space to ask. Therefore, the students do assignments with self-regulated as they searching on the internet with themselves if they do not understand of the materials.

The common problem faced by the students on online learning ongoing Covid-19 pandemic is the internet connection. Sometimes the bad connection from the students and also from lecturers. The needs for internet data during online learning in this pandemic also has increased. They felt that the needs for money has also increased due to the increasing needs to buy internet data. It can be seen the impact of the Covid-19 pandemic has caused the economy or everyone's income decreases. Moreover, eye health is also worried by them.

Similarly, the lecturers were also involved in this online learning experience. The common problem faced by lecturers is internet connection. the bad connection can interfere the online teaching through meeting application. The most answered of the lecturers is the authenticity of the answers or scores from the students. They did not know whether the students really pay attention to the materials and the students whether do the assignment by themself or cheated.

Furthermore, some lecturers think that they have limited lecture time which is not like face-to-face learning

The results of this research is shown that the perspectives of the students and lecturers towards the implemetation online learning during Covid-19 pandemic is not effective, therefore they has pros and cons towards online learning. The students and lecturers still believed that face-to-face is the best way for teaching and learning process. Reffering to the previous studies that were written in the chapter 2, the researcher connects them with the finding of the research. First, the finding of the research by Aljaraideh & Al Bataineh (2019) that the online learning infrastructure was a greater barrier to the utilization of online learning in Jerash University. In his journal he stated that academic institutions should be enhance and make great efforts to train teachers and provide support for improving online learning process. Online learning has many promises, but it takes commitment and resources, and it should be done right (Rosset, 2002). In the researcher's research, the lecturers prefer just present the materials through e-learning because they thought of the students' internet data if they use online meeting such as zoom application. However, the impact on students is lack of explanation and less understanding of the materials. According to the journal of Sun (2014) the use of online learning has the difficulties on the students such as they looking for classmates and finding the right time to work together, following a schedule, pairing in working collaboratively, ensuring involvement with online class and keeping motivated and being self-directed on online learning. The previous studies do strengthen this result on the students and lecturers perspectives on implementation on online learing during Covid-19 pandemic era in higher education.

Further, on the other hand in this research compares with another articles related to the teachers' perspectives on integration ICT in English language teaching in Indonesian context (Hafifah, 2020), as the researcher written in chapter one showed that the positive perspectives. The research finding showed that most of teachers have positive attitude and perspective on ICT use which in terms of beliefs, understanding, problems and challenges, teaching strategies,

facilities from institution and teachers' practice using ICT such as online platforms, E-learning, social media and the other digital media learning. In her research also says that the teachers should get to training of integration ICT, because had been proven to effective in teachers' ability to applying ICT and generate a positive attitude toward using ICT in language teaching.

