STUDENTS' PERCEPTION TOWARD ONLINE LEARNING IN METHOD OF TEFL SUBJECT DURING COVID-19 PANDEMIC

THESIS

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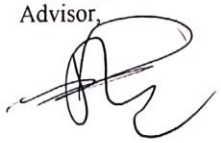

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ABSTRAK

Nurul Fadhila, NIM 1730104049. Judul skripsi **"STUDENTS' PERCEPTION TOWARD ONLINE LEARNING IN METHOD OF TEFL SUBJECT DURING COVID-19 PANDEMIC"**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah adanya berbagai macam persepsi mahasiswa terhadap pembelajaran yang dilakukan secara *online*. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap pembelajaran online dalam mata kuliah *Method of TEFL* selama pandemi COVID-19 di IAIN Batusangkar Tahun Akademik 2021/2022.

Penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ini adalah mahasiswa semester kelima jurusan Tadris Bahasa Inggris yang mengambil mata kuliah *Method of TEFL* selama pandemi COVID-19 yang berjumlah 73 orang. Dilakukan tes uji coba kepada 15 orang. Sample penelitian ini berjumlah 58 orang dan dalam penelitian ini, peneliti menggunakan teknik *simple random sampling*. Dalam pengumpulan data, instrumen yang digunakan yaitu lembaran angket yang berguna untuk mendapatkan informasi tentang persepsi mahasiswa terhadap pembelajaran yang dilakukan secara online dalam mata kuliah *Method of TEFL* selama pandemi COVID-19. Sebelum digunakan, angket di uji validitas dan reliabilitas terlebih dahulu dengan menggunakan metode uji coba (*Try Out*). Dari hasil uji coba (*Try Out*) untuk validitas didapatkan 17 butir valid, 4 butir dibuang, dan 23 butir direvisi dari 44 butir angket yang ada. Untuk hasil realiabilitas adalah 0.900 yang berada pada tingkat realibilitas yang baik.

Hasil penelitian menunjukkan bahwa secara umum, persepsi mahasiswa terhadap pembelajaran online pada mata kuliah Method of TEFL selama pandemi COVID-19 adalah baik dengan rata-rata 3.72. Jika dilihat dari masing-masing komponen yang diambil dari teori (Jambulingam, 2015), (Lord, 2000), (Alberth, 2011) and (Pitkethly, 2020), persepsi mahasiswa terhadap pembelajaran online pada mata kuliah Method of TEFL selama pandemic COVID-19 pada komponen presentasi dan penyajian materi perkuliahan, karakteristik peserta didik, teknologi, karakteristik pendidik, penyediaan dukungan, penilaian dan tugas, dan pengoptimalan pengalaman belajar online terletak pada kategori baik.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Recently, Indonesia has been shocked by the outbreak of COVID-19. Many sectors are affected by this virus. Education is one of those sectors affected. The increasing of bad effect appearance of the virus has prompted the government to stop its spreading. The government tried to make a regulation that instructed the people to carry out all activities at home and maintain a distance. In education sector, government released the strategy aimed at replacing the teaching and learning process from conventional system and face-to-face classroom to computer-based system and virtua l classroom. This kind of learning system commonly called as online learning. In order to adopt online learning, lectures and students must master the technology medium.

Online learning has several terms, such as e-learning, online classroom, and distance education. Online learning is education take place over the internet (Yulia, 2020). Online learning makes use of the internet and other important technologies to create educational resources, deliver the teaching, and manage the programs (Zaswita& Meladina, 2020). Online learning also known as e-learning. It is a type of education that makes use of information and communication technology to provide online teaching and learning opportunities. Then, E-learning is the process of acquiring and applying knowledge that is primarily facilitated and provided through electronic means (Abaidoo, 2014)

Meanwhile, online learning is a type of teaching and learning process in which students are separated from their teacher/instructor, they use technology to obtain learning materials, they utilize technology to engage with the tutor/instructor and other learners, and they receive some form of assistance (Rapanta et al., in Zaswita & Meladina, 2020). It means online learning also called as distance education. To conclude, online

learning is a course activity that is conducted by using electronic tools through the internet connection in a different place and time, which has several procedures to manage students, lecturers and also the system during teaching and learning process.

In online learning, lecturers and students conduct a virtual classroom meeting to fulfill learning activities as they should. Lectures and students can communicate each other by using the electronic tools like computer, laptop also smart phone that connect with internet. Therefore, there are some applications that support the learning process during online learning such as *WhatsApp, Youtube, Edmodo, Telegram, Zoom cloud meeting, Google meet, Google classroom* and so on. These applications provided some features for the students and lecturers to be able to access learning activities like sharing materials, doing presentation, giving a task and doing peer discussion. Then, in online learning lecturers and students give and receive the study materials in the form of text, power point, images, video and audio.

In this pandemic situation, online learning has become an important component in education. It is certainly provide several advantages in learning process. In distance education everyone could learn it from anywhere and at any time (Sadeghi, 2019). It means there is flexibility on the time and place during learning process. As we know that the online learning process does not use a face-to-face system in the classroom, so this makes students and even lecturers can do it wherever they are.

Despite the benefits that provides when used in teaching and learning, online learning also has several disadvantages which one is the internet connection. One of the most frequently mentioned disadvantages of e-learning is the technological difficulties that students confront when trying to access the Internet. It includes issues with internet connectivity, poor loading times, and incompatibility of software and hardware (Abaidoo, 2014)

In implementation online learning, basically, learning process is influenced by a variety of factors. These factors effect on students' attitude in their activities during the learning. Factors that influence the learning divided into three main points, these are: learning process, learning environment, and students learning motivation. In terms of the learning process, students' perceptions of lecturer material delivery were discussed, the ability to absorb material by students, and students learning outcomes. The location for implementing learning and the media employed were then examined as characteristics of the learning environment. The last, learning motivation studied self-confidence in technology mastery and self-confidence in independent learning, online learning and communication (Kurniawati & Azhari, 2020).

As we know that perception as one of another aspect that affect online learning especially in part of learning process, this is also related to students' attitude during the learning process itself. The attitude that will students take is influenced by their perception of the object that he is seeing (Maisarah & Yunita, 2020). It means the perception of the students is important in determining whether or not the learning process goes well during online.

Based on the explanation above, online learning is also applied to the Method of TEFL course. Method of TEFL is a subject that discusses the strategies used in teaching English as a foreign. Method is the process of designing, selecting, and assessing linguistic materials and products, as well as teaching procedures (Samad, 2016). Next, method is defined as an overall strategy for presenting language in a methodical manner using a specific approach (Richard & Renandya, 2002). From the opinions above, researcher conclude a method of teaching is a collection of theoretically classroom techniques thought in teaching to be generalizable across a wide variety of context and audiences. Therefore, in order to develop students' understanding, willingness, and knowledge in teaching, teachers should use an appropriate method.

The goal of many English lecturers today is to prepare their students to communicate and write in English. In the learning process of Method of TEFL course students are taught how to become a professional teacher who is able to speak English fluently and also to apply various skills and principles exist in teaching. The base of method and techniques theoretically and practically must be the one of the interests that must be mastered by college students because they will apply a full of teaching strategies that will be useful for their students learning process in a school later. It proves that students of English Teaching Department in a university have to learn and mastering this method of teaching. From those explanations describes how much Method of TEFL important to have and mastering by students of English Teaching Department in a university.

To date in present scholarly literature, some studies have been done related to online learning and COVID-19; there are, in fact, some studies that analyze students' perception such as research conducted by (Carillo, 2020) exploring the shifting to web lessons from a Mexican medical student point of view and (Aswasulasikin, 2020) investigating students' perception in online lectures. The study by (Carillo, 2020) aims to investigate the use of online platforms to resume the classes and the variety of online courses to enhance, while (Aswasulasikin, 2020) had a study on how students' perceive the utilization of technology devices in online learning during the COVID-19 pandemic.

Due to this online system is a new thing in learning process of mostly college students in Indonesia, this learning system will bring various thinking or perception that appeared from student even lecturer. It can be positive or negative, depends on how teachers and students operate the tools to engage the learning. As know that, each subject has its own difficulties, moreover in this online learning system. It can be more difficult or easier to mastering the subjects during learning process. It is also might happened during learning process in Method of TEFL as a subject of English Department at IAIN Batusangkar.Which they perceived

online learning with various perceptions. There are students who state that online learning is going well and they felt benefited from the online learning system. On the other hand, there are also students who express the perceptions that online learning is not going well and they faced difficulties during the learning process with this learning system.

From the explanation above the researcher know that the perception is one of another aspect that important to be assessed. Then, researcher interested to conduct a research about online learning in case of the process in implementing learning in Method of TEFL subject with the title ***'Students' Perception toward Online learning in Method of TEFL Subject during COVID-19 Pandemic'***

B. Identification of the Problem

Method of TEFL subject in English personally has several influences to the students especially in teaching practice. To pay close attention to spreading of Corona Virus Diseases (COVID-19), the government has released a strategy focused at using online platforms to replace traditional teaching and learning system, it's also applied in IAIN Batusangkar.

Based on the situation of learning Method of TEFL subject by online, this will certainly bring a lot of views from students. Therefore, each of students are different, so the perception that will appear also variety depends physical, psychological, interests and experience. Moreover, Kurniawati & Azhari (2020) point out the perception of students is aspect which is affected learning process. As perception brings effects on learning process, it is important in determining whether or not the learning process goes well during online.

C. Limitation and Formulation of the Problem

In this research she was limited the problem and focused on students' perception toward online learning in Method of TEFL subject

during COVID-19 pandemic in fifth semester of English Teaching Department at IAIN Batusangkar. The researcher formulated the general problem as follow: "What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic?

To be more specific, the formulation of the problem can be stated as follow:

1. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to presentation and delivery of course content component?
2. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to student characteristic component?
3. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to technology component?
4. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to teacher characteristic component?
5. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to provision of support component?
6. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to assessment and task component?
7. What are students' perceptions toward online learning in Method of TEFL subject during COVID-19 pandemic related to optimizing online learning experience component?

D. Purpose of the Research

Based on the research question above, the purpose of this research as follow: To find out students' perception toward online learning in Method

of TEFL subject during COVID-19 pandemic. To be more specific to find out To find out students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to presentation and delivery of course content, students characteristic, technology, teacher characteristic, provision of support, assessment and task, and optimizing online learnig experience component.

E. Definition of Key Terms

In order to avoid misunderstanding of certain key term, she needs to define important concepts used in this research:

1. Online Learning

   In this research, online learning refers to learning that is conducted by using electronic tools (computer, laptop, or hand phone) through internet connection and done in distancing by students and lecturer teacher of English Department at IAIN Batusangkar in Method of TEFL subject

2. Method of TEFL

   Method of Teaching English as a Foreign Language (Method of TEFL) is a subject in the fifth semester at English Teaching Department of IAIN Batusangkar 2021/2022 academic year. This subject prepared the students with the knowledge about approaches, methods and techniques in teaching English as a foreign language in Indonesia. It includes teaching base language skill (listening, speaking, reading and writing) and genre, also applied those knowledges in form of learning.

3. Students' Perceptions

   Students' perception is a psychological factor that affects how they reacted to the presence of numerous aspects and various signs around them toward online learning in Method of TEFL subject.

F. Significance of the Research

After conducting this research, she hopes the result of this research can give beneficial things for some people. Theoritically, this research can is expected to enhance the finding about students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic. Practically, the result of the research hopefully give contribution to several participants:

1. English Students' Department

   This research is expected to be useful for the students to get some motivation, evaluation and some worth information related to the learning process in method of TEFL subject during online.

2. Lecturers

   This research is expected can give worth information and references for the lecturers in teaching Method of TEFL subject through this online learning. Then from students perception the lecturers can know how students understanding about the materials that provided by online.

3. Researcher

   This research hopefully can expand her knowledge of Method of TEFL related to perception in learning online and for sure this research as the requirement in getting undergraduate degree (S1) at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Online Learning

a. Definition of Online Learning

Currently, the issue of the use internet tools in teaching and learning process spreading widely and it simply formed as online learning. Online learning also called as e-learning, online classroom, distance education or distance learning which allows students and lecturers to conduct teaching and learning process in specifics ways. Online learning is a synchronous or asynchronous learning experience that takes place on a variety of devices (e.g., mobile phones, computers, etc.) with internet connection (Dhawan, 2020). Online learning is the integration of internet connections with teaching and learning processes (Rojabi, 2020). Similarly, online learning is a type of learning that allows students to use the internet to access content and improve their educational opportunities (Utomo, 2021). It means, in implementing online learning teachers and learners use electronics tool that connect with network and they are allow to access learning material to support the learning process.

Online learning also called as e-learning. The use of telecommunication technology to communicate information for education and training is known as e-learning (Goyal, 2012). Similarly, e-learning is the use of electronic tools for diverse learning goals. It differs from an auxiliary function in traditional classrooms in that it totally substitutes face-to-face learning with online communication (Nguyen P. T., 2019).

Furthermore, this online learning also defined as distance education or distance learning. Online learning is a type of distance learning that includes electronic and internet-based technology (ICT) into the learning process (Efriana, 2021). Then, it has been described as "a procedure to develop and provide access to learning when the source of information and the learners are separated by time and location, or both". It can utilize a combination of technologies, such as letters, audio, video, computers, and the Internet (Roffe in (Kentnor, 2015). It means, online learning consist of the differences place, where the process of learning apply in the different place and different distance among students and teachers. Also material of learning offers in technology forms. These three terms have a relationship each other which explains about online learning starts from the tools used, access, and specifications of the place and time of implementation so that it can be said as online learning.

Based on the theories above, online learning can summarize as a learning system conducted by using technology tools like computers, smartphone, laptop, etc. and media which connect with internet network, moreover the process of learning apply in distance.

b. Principle of Online Learning

In applying online learning, there are several principles that important to support the learning process. There are 3 principles of online learning (Pelz, 2020):

1) Letting the students do (most of) the work

It means the students have times to charge their own learning. The more time students spend engaged in content, the more content they will learn.

2) The heart and soul of good asynchronous learning is interactivity.

Students may be expected to communicate with one another, the professor, the text, the Internet, the entire class, small groups or teams, one-on-one with a partner, and other individuals in online learning process

3) Striving for presence

According to recent research in the field of online learning, valuable topic replies that bring value to a discussion can be classified into one of three groups: social presence, cognitive presence, or teaching presence.

While, seven principles in online learning (Tanis, 2020), they are: Faculty–student collaboration, student–student collaboration, active learning strategies, prompt feedback, appropriate task time, high performance goals, and respect for varied learning (preferences)

In addition, eight principles in online learning, especially in teaching process (Cheung, 2017), those are:

1) Encouraging contact between students and Faculty

Generally, educators discovered that the more frequent and meaningful contacts between faculty and students by interacting with students, faculty may learn what course topic students are having difficulty with and then provide essential feedback to help them get through difficult periods. Therefore, students are more likely to remain engaged in their studies and obtain better results.

2) Encouraging collaborative learning

In a collaborative learning environment, students share their expertise and work together to achieve common learning goals. In other words, in collaborative learning processes, learners

have an active role in knowledge acquisition, and knowledge is cooperatively developed and shared among learners.

3) Encouraging active learning

Students take charge of their own learning when they use active learning. They see their professors as partners who will help them through the learning process and encourage them to pursue their goals.

4) Giving prompt feedback

The giving of timely feedback on a student's performance is seen to be critical to their learning. Prompt feedback is important to students' learning outcomes because allows them to assess their current knowledge, reflect on what they have learned and what they still need to acquire, and hear suggestions for enhancing their future work. Therefore, students can make adjustments to improve their learning performance and meet their learning goals

5) Emphasizing time on task

Educators must create clear time expectations for students in order to assist them allocate a reasonable amount of time to completing various learning tasks, which lays the groundwork for good performance

6) Setting and communicating high expectations

Setting clear grading rubrics, providing frequent feedback, and applauding positive learning behaviors and outcomes are some of the methods that high expectation teachers employ to accelerate students' learning

7) Respecting diverse talents and ways of learning

Talent in education is important now. Teachers must not only accept various skills in theory, but also use a range of teaching strategies to fit their students' needs and strengths

8) Technology application

Technology is an important part of online education since students must learn and engage with instructors and peers utilizing a variety of online tools. However, communication and information technologies cannot guarantee student achievement on their own. To put it another way, we must select the appropriate technology to enhance the learning process and experience of students.

To sum up, in adoption online learning consists of several principles, they are: encouraging contact (student-teacher, student-student), strategies for active learning (students asked to more active in doing their learning process), prompt feedback, appropriate tasks time (educators have to set the clear time for task), high performance expectations, using technology tools and respecting diverse talents and ways of learning.

c. Characteristic of Online Learning

There are several characteristics of online learning (Priyono Febrianto, 2020), they are: interactivity, accessibility, and enrichment as features of online learning. Even if students and professors do not meet face to face, they can engage in interactive learning by maximizing the use of technology. Learning can be accomplished through a variety of methods, including the use of video or audio, as well as message-based programs. Easy access to learning can ultimately increase students' understanding and allow the essence of education to be properly appreciated. Similarly, thefollowing features of online learning: constructivism, social interaction, inclusive community of learners, computer-based learning, digital classroom, interactivity, independence, accessibility, and enrichment (Efriana, 2021)

While, several characteristic in implementation an ideal online learning (Rusen Meylani, 2015):

1) Computer tutorials and online learning activities

   Computer tutorials and online learning activities have the ability to allow students to learn at their own pace and level which has a positive impact on the retention and the acquisition of new knowledge

2) Multimedia components, simulations, and manipulative are all used

3) Dimensions of online learning

   Students' attitudes toward online learning can be better understood using the four characteristics of online learning: affect, attitudes, intrinsic and extrinsic motivation.

Table 2.1

Characteristics of Online learning

Expert		
Rusman (2011 in Febrianto et. al, 2020)	**Dabbagh and Ritland (2005 in Efriana, 2021)**	**Meylani et al, (2015)**
1. Interactivity 2. Accessibility 3. Enrichment	1. Constructivism 2. Social interaction 3. Inclusive community of learners 4. Computer-based learning 5. Digital classroom 6. Interactivity 7. Independence 8. Accessibility 9. Enrichment	1. Computer tutorials 2. Use of multimedia elements, simulations and manipulative 3. Consist of Dimensions: affect, attitudes, intrinsic and extrinsic motivation

Based on the table theories above, it can conclude several characteristics in implementation online learning that make it different with offline learning, they are: electronics-based (computers, mobile phone, laptop, etc.), interactivity (encourage interaction between student-teacher, student-students),

independence, accessibility (supported by network to access learning material), and enrichment.

d. Factors Influencing Online Learning

In implementing e-learning there are several factors that influenced. It will influence all sides of this learning system, like the effectiveness, benefits, students' achievement, also students learning style. Several factors influencing online learning are (Saade, 2006):

1) Affect

Positive affect toward technology leads to increased experience, knowledge, and self-efficacy, but negative affect induces avoidance of technology, resulting in a lack of understanding and perceived control.

2) Perception of the learner

Because the learner is unfamiliar with the learning instrument, their perspective of the course may influence their behavior. Students typically acted with habitual intent based on an imperfect understanding or impression of the course until they completely comprehended what was required of them.

3) Perceived learning outcome

Perceived learning outcome is defined as the observed outcomes in relation to the application of learning aids. Students who have a positive perception of their learning outcome are more likely to have a positive attitude about the course and their education. Therefore, they may be more likely to use online learning resources

4) Attitude

The learning outcomes would be influenced by the students' attitudes. The ease of use and utility of a computer influence views toward its use in online learning

5) Intrinsic Motivation

Intrinsic motivation is a construct that is now being used to measure user perceptions of multimedia/technologies

6) Extrinsic Motivation

Extrinsic motivation is defined as the act of completing an activity in order to obtain a certain reward. In students' perspective, extrinsic motivation on learning might include things like gaining a better score on an exam, receiving awards, and receiving prizes, and so on. Extrinsic motivation is a significant factor in learning.

Factors that influence the learning divided into three main points (Kurniawati & Azhari, 2002), these are:

1) Learning process

In terms of learning process, the learning discussed students' perceptions of the lecturer's material delivery, students' ability to absorb material, and students' learning outcomes, which influenced to the online learning itself

2) Learning environment

The aspects of learning environment discussed were the location where learning will take place and the media that will be used

3) Learning motivation

Learning motivation studied how students self-confidence in mastery of technology, self-confidence in independent learning, online learning and communication.

Moreover, talking about perception as one of another aspect that affect online learning especially in part of learning process, this is also related to the way students behave during the learning process itself. The attitude that will students take is influenced by their perception of the object that he is seeing (Maisarah & Yunita, 2020). It means the perception of the students is important in

determining whether or not the learning process goes well during online learning. Then, one of the most important steps in developing and implementing a successful e-learning environment is students' perception of e-learning (Butorac, 2001).

Individual perception is treated as an external factor because of its importance in influencing distinctly personal responses such as perceptions of usefulness, ease of use, attitudes toward technology (i.e. ICT), and actual use of technology (i.e. E-Learning methods and strategies) (Qteishat, 2013).

Based on the theories above, it can conclude there are several factors influenced online learning, they are: affect, perception, attitude, intrinsic and extrinsic motivation, learning process, and learning environment.

e. Considerations in Online Learning

Like any other technology adoptions, the implementation process of e-learning must take into consideration various factors. Thereare three considerations in online learning (Jambulingam, 2015), they are:

1. E-learning environment and Infrastructure

   The institution offering e-learning activities must be well-equipped to support the functions of e-learning. E-learning infrastructures include all the necessary hardware and software required for the operationalization of e-learning. IT infrastructure is one of the main determining factors in achieving a successful e-learning system as it has the ability to impact user satisfaction. Learners must be convinced that the infrastructure is conducive for them to engage in e-learning.

   As we know that online learning is internet based learning, of course the implementation is not face to face, also flexible in terms of time and place. With the necessary support,

guidance and assistance in place, chances are high that the e-learning community, educators and learners alike, will perceive the environment as suitable for e-learning. From the explanation above, it can be concluded that, the location for implementing learning and the media employed were then examined as characteristics of the learning environment and infrastructure.

2. The attributes of educators

   It is important to note that course educators or facilitators in an e-learning environment are responsible for the smooth running of the course. They must demonstrate certain behaviors to keep learners engaged in an e-learning environment. These include, among others, the need for speedy and constant interaction with the learners. The facilitators have to devote sufficient time to attend to queries, concerns and any uncertainties raised by the learners.

   It means that the quick feedback is needed to maintain the momentum of curiosity that the learner has towards the course content. If such a discussion is done through an online forum platform, where the questions and feedback are made known to all learners, quick responses prompt the participation of peers towards the discussion as well, thus creating a virtual community of interaction among the participants.

3. Presentation and delivery of course content

   The mode in which the course is presented and delivered electronically has to be sufficiently interesting to draw the learners' attention. A well-delivered course has a positive impact on students' perceived usefulness towards the course. In this learning system, It is important to attract the interest and attention of students by presenting content in an interesting and flexible way so that students do not get bored easily.

Therefore, any course should then be designed in an appealing manner, which often requires the expertise of an IT or digital design specialist. Such expertise could also be tapped to enhance the flexibility of the e-learning platform. Students increasingly demand for availability and flexible options when it comes to e-learning. Learners must be enabled to access e-learning content through various devices such as laptops, tablets and even smartphones at their convenience (Saeman, 2011).

Then, several factors that must be considered in online learning (Lord, 2000), they are:

1. Technology

   The reliability, quality and medium richness are key technological aspects to be considered. In term of reliability, it is relate to the ease with which the students can access the site and the usability of the software in general and access flexibility offered by WebCT. For example, they logged in at any time during day and night. There was no frustration experienced with access and navigation. An interface is included in the aspect of quality, these all relate to the visual structure and design of the internet course. The Web page design was perceived to be appealing and well structured. Then, interaction, this factor is part of the third aspect of technology, medium richness. This relate to the interactive abilities of the WebCT course between all students and the instructor. The technology made it possible to have a truly virtual classroom, as there was no need to sit in a classroom to experience interaction with classmates and the instructor.

2. Instructor characteristics.

   Characteristics that must have by instructors in an online learning system are: the attitude towards students and teaching

style. The attitude towards students, it is relate to the instructor's personal approach and teaching manner, and their ability to motivate the students in a classroom setting. Teaching style, it is relate to instructor's enthusiasm in teaching, the way instructor capture students' interest during learning process and instructor's ability to encourage students to interact and participate in class and through the Internet.

3. Students characteristic

A study conducted by the author suggests that some students perceive the teacher's physical absence in an online environment to be detrimental to their motivation to participate in online discussion and sharing of ideas with others. By contrast, some students reported that they not only enjoyed working with computers and interacted with one another using both synchronous and asynchronous communication, but also described how they en joyed social interaction during learning process. From the explanation above, it can be inferred that students have their own characteristics in online learning process depend on their perception and inclination

Similarly, several factors that must be considered in applying an online learning (Alberth, 2011):

1. Technology

Issues related to technological reliability, interface designs play an important role in engendering students' perceptions of technology-enhanced learning. Furthermore, online learning tools should be capable of providing students with a diverse array of communication channels. They should enable the students to communicate both synchronously and asynchronously.

2. Teacher characteristic

A teacher's teaching styles also plays a crucial role in an online environment. In particular, teaching styles that promote social interaction among the students and between the students and the teachers are strongly recommended. Simply providing technology alone does not necessarily result in students' engagement. Social interaction is critical not only because it can reduce a sense of alienation and isolation due to the absence of face-to-face communication among the classroom community members, but also because, as far as modern learning theories are concerned, students would learn best if they interact with one another. A particularly important aspect in this regard is teachers' facilitating skills, as these have a significant impact on students' motivation, participation, and engagement in online activities.

3. Provision of support

Apart from the teacher, online students also require ongoing technical support. In a study conducted by the author, as mentioned earlier, some students reported that they could not log on to the chat room due to software issues, and it took some time before this issue was resolved. While some students were willing to wait a bit longer until the problem was fixed, others were frustrated by this problem. Thus, providing prompt and reliable technical support constitutes one of the most important ingredients of successful online delivery. Additionally, it is also important that online students be provided with access to a diverse array of learning resources such as course materials and other relevant readings accessible through the courseware delivery system.

In addition, several considerations when applying an E-learning (Pitkethly, 2020):

1. Encouraging student interaction

Content alone is not the key driver for an effective online experience. Interpersonal interaction and quality communication are keys to a successful online learning experience. Communication between students and their peers, and between students and teachers play important in online learning.

2. Fostering student motivation

   Regardless of the quality of the learning materials, students who are not motivated are unlikely to learn effectively. Online students face an additional hurdle to motivation given the absence of interpersonally-driven motivation provided by face-to-face teaching. Accordingly, online unit development should take into account the importance of fostering student motivation. Capture students' attention at the beginning of each lesson by including an activity facilitating group contact, and by informing students of the significance and benefit of the unit material, ideally situating it within a practical context, in order to encourage motivation.

3. Integrating assessment tasks and delivering feedback

   Online learning platform offers the opportunity for various types of quizzing, such as multiple-choice or true/false. Some techniques of E-learning assessment (Sokhira.L.V, 2021), are: (a) Blogs; a Google application where students can post writings, essays, pictures, videos, links, and activities that teachers can easily grade and give feedback, (b) Papers; students' writing that can be published on blogs, journals and can be commented by others (c) Group Assignment; asking students to work in a small or big group to do certain task like solving real case study.

4. Optimizing the online learning experience

In online learning, students engage with the materials and activities at a deep level, interact meaningfully with their lecturer and with a diverse range of students, and critically reflect on their 4 learning experience. Online students learn a great deal more than unit content alone. They develop a diverse skill set, including technological competency, self-motivation, time management and autonomy. The online platform has the capacity to shape what is learned, given the particularities of how learning takes place.

From the explanation above, it can be conclude that there are several factors that must be considered when implementing an online/e-learning, they are: presentation and delivery of course content, students characteristics, technology, instructor characteristic, provision of support, integrating assessment and task, optimizing online learning experience

f. Problems in Online Learning

According to public data, this online system causes a number of difficulties and problems. There are some problems in this learning system. Those problems are: lack of continuous Internet access, lack of technical equipment (computers, mobile tools, cameras, etc.), technical issues, students' or teachers' lack of technological skills, computer anxiety, students' or teachers' negative beliefs about distance education, particularly distance language learning and teaching, transferring some habits from traditional to online settings, lack of orientation or training, a lack of continuous technical or administrative support for teachers or students, students' reliance on the teacher rather than being self-directed learners. Furthermore, issues with pedagogical support and human-computer interaction features of the software impede

learning in a distance education setting (Prebianca, et al, in Altunay, 2019).

While, the problem into two parts, they are: infrastructure problems and cultural problems. Infrastructure issues include bandwidth and limitation of connective, lack of technological knowledge. Then there are cultural issues, such as the student's unwillingness to change the learning environment and his or her lack of awareness (Kusumo, 2012)

Another problem in the implementation of online learning stated by (Efriana, 2021):

1. Lack of supporting facilities

   Students' parents and students do not own a computer or an Android device. This condition makes it difficult for them to face reality. On the one hand, there is a demand for the provision of educational services to students, as mandated by the constitution.

2. Less of Internet quota

   The provision of internet quotas comes at a high cost.

   Students and parents from middle- to lower-income families are experiencing this difficulty. They do not have a sufficient budget to provide an internet network.

3. Geographical location’s problem

   Because of where they live, students continue to have difficulty connecting to the internet network. Some students who live in remote rural areas do not have access to the internet, and as a result, their cellular network is occasionally unstable.

4. Teachers unpreparedness

   A number of teachers do not have ICT skills so they are unable to adapt the change, namely technology and

information-based learning. Even though, it is inevitable for teachers to use technology to support their teaching.

In conclusion, online learning became the new of education system in whole universe now, it is certainly brought several problems during adopt the learning process. Those problems are: lack of supporting facilities (computers, smartphone, laptop, etc.), lack of technological knowledge, lack of internet quota, lack of internet access because of geographical location's problem,

g. Advantages and Disadvantages of Online Learning

1. Advantages of online learning

Some benefits and advantages derived from adoption of online learning technologies have been provided by studies and authors. It gives advantages as ability to concentrate on the needs of individual students. Advantages of e-learning implementation in education obtained from review of literature includes the following (Abaidoo, 2014):

a) Flexible

Students have the freedom to choose the place and time that suits him/her. Institutions benefit from e-learning and their students or learners have a lot of freedom in terms of when and where they get their learning information

b) Develops the effectiveness of knowledge and qualifications as a result of easy access to a vast amount of information.

c) Provides possibilities for interaction between students to get relations by the use of discussion forums

d) Effective cost

Students or learners don't need to travel. It is also cost effective if learning opportunities are provided to the greatest number of students while avoiding the need for numerous buildings

Then, (Ghoshal, 2020) states several advantages of online education, they are:

a) Flexibility

Students have the freedom to manage their careers and education because they are not bound by a set schedule. In a traditional classroom setting, class meeting times are fixed, and students have no control over them, forcing them to plan their lives around these dates. Most people who choose online learning have other commitments and prefer this mode of learning because it gives them control over how they allocate their time to their various projects.

b) Reduce cost

In case of cost, in online education students can minimize their money due to a variety of factors. Commuting, for example, is free of charge. Transportation-related costs such as fuel, parking, car maintenance, and public transportation

c) Networking opportunities

Online education also allows students to network with peers from different countries or continents. This frequently leads to additional opportunities for collaboration with other individuals in the project's implementation. At the same time, their exposure to other cultures makes them culturally sensitive and able to easily fit into other environments.

d) Documentation

All of the information you require will be securely stored in an online database. This includes documents used in live discussions, training materials, and emails. This means that if anything needs to be clarified, the student will be able to quickly access these documents, saving

valuable time. This is especially useful for people who need to conduct research for a project and then present their findings to a panel.

e) Increased instructor - student time

Students in traditional classrooms may not receive the personalized attention required to clarify concepts. Although CCA has small class sizes, most schools and colleges have classes with hundreds of students. This is not an issue for this type of education because online guided discussions and one-on-one time with teachers are features of online classes. This improves student's chance to performing well due to the time their instructors give them. This also improves their problem-solving and communication skills, as well as their ability to defend their arguments to superiors if necessary.

f) Access to expertise

An online college education may provide students with access to specialized degree courses that are not available at a nearby or easily accessible institution of learning. Online classes enable the sharing of expertise, allowing more people to gain access to education that is not readily available in some geographic areas. Students and teachers face their own challenges when it comes to gaining access to these online platforms.

Similarly, several advantages of this online learning (Sakshi, 2017), these are the following items:

a) Accessibility

Because of the accessibility provided by online learning, a student can learn from anywhere in the world. This is especially important for students who want to study in a different country. No matter where a student lives or

what he wants to study, he can always find a suitable course or even a Degree Program that can be completed from home.

b) Personalized learning

A student can use an online learning system to determine and process his or her learning style, content, goal, current knowledge, and individual skills. As a result, person-specific education could be provided by developing individual learning styles. Individuals can plan and direct their own learning with the help of e-learning. It has the potential to inspire, build confidence, and boost self-esteem, overcomes many barriers that learners face, personalizes the learning experience, broadens access, and improves the learning experience, all while assisting people in developing their ICT skills.

c) Develops cognitive abilities

According to one study, e-learning may be effective in developing the cognitive abilities of student teachers (Singh & Mishra, 2009). It was found that students of e-learning program had higher achievement levels than their counterparts. A student can find an infinite amount of information that he/she can access with the click of a button. Many online programs are offered by some of the most prestigious universities from all around the world. The student can take such a course online, which will help them develop his cognitive abilities

d) Cost-Effectiveness

Online learning is less expensive because less money is spent on travel, books, and other college context. This type of learning is less expensive than learning at a traditional institute because it can be done anywhere and

there are no travel expenses. Students who wish to study in this method have to access to the necessary computer hardware as well as pay hefty fees to an internet service provider

e) Promotes research

When students produce extremely high-quality work, they are eager to publish it. They post their work on the internet as examples for current and future students, with the permission of their teachers. Publishing student work contributes to the establishment of a classroom legacy and archive of successful products

f) Basic computer skills

Student who study online, both on and off campus, have the opportunity to gain technical skills in the use of information and communication technology (ICT). These abilities are likely to be beneficial to them in their professional lives as well as in all future activities

g) Equal opportunity

All student are equal, they are not treated differently because of their caste, creed, race, gender, religion, or disability. Rather, online learning is a boon for learners who are disabled and have difficulty commuting, as well as for those sections of society who live in remote areas where schools/colleges are inaccessible

h) Self-Pacing

Due to individual differences, all learners are unable to complete the work/assignments on time due to difficulties. Online learning enables students to work and learn at their own pace, without regard for time constraints. The learners is free to complete the course work at his or

her own pace and can take as much time as they needs without being labeled as slow by his or her peers.

i) Globalization

New technologies are reducing geographical barriers to education. The world has become a small village, and we now have access to information about other countries. Because the Internet connects people all over the world, it is critical to experiment with electronic learning situations in which students share ideas and resources, access current events and historical archives, interact with experts, and use online databases.

In conclusion, the advantages that offered by online learning are: First, flexibility (time and place). Second, reduce cost, it means in implementing online learning students should not pay for transportation to the college, and buy some books. Third, documentation, it means all live discussion documents, training materials, and emails are examples of files safely stored in an online database. Fourth, technology skill, it means students got skill of using technology also can access their material easily through the internet. Fifth, self-pacing is students allows to work and learn at their own pace. Last, globalization, implementation of online learning allows students to collaborate and share resources, gain access to current events and historical archives, interact with experts, and use online databases

2. Disadvantages of online learning

Despite offers advantages, in adoption online learning certainly have several disadvantages or limitations. Several disadvantages in online learning (Sadegi, 2019), those are:

a) High chances of distraction

Distance education is not a good choice if you are prone to procrastination and struggle to meet deadlines. Furthermore, if you have any doubts, you must clear them yourself without seeking assistance from your teacher or friends, as you are not permitted to speak with friends or other colleagues as you would in a regular college course

b) Complicated technology

Because instruction is delivered via the internet, there is no physical contact between students and instructors. This over-reliance on technology is a significant disadvantage of distance learning. In the event of a software or hardware failure, the class session will come to a halt, potentially disrupting the learning process. Furthermore, due to the complexity of the technology used in distance learning, online education is only available to students who are computer and tech savvy.

c) No social interaction

Learners will frequently be studying alone, which may cause them to feel isolated and miss out on the social and physical interaction that comes with attending a traditional classroom. Furthermore, they do not have the opportunity to practice the lessons verbally. A lack of physical interaction in the educational process can lead to a variety of issues, including a high level of flaming and isolation.

d) Difficulty keeping in touch with instructors

If students have problems with assignments or have questions about a lecture while in a traditional class, they can usually talk to the instructor before or after class, or schedule meetings online at a different time. Distance learners, on the other hand, will have a more difficult time communicating with their instructor. They can send an

email, but it will not get them the immediate response they would get if they were able to meet with their instructor

e) Online degrees are not accepted by job markets

Relying solely on distance education for a degree could be quite risky. You may obtain a degree, but it will not be recognized by private companies in the job market, and the same is true for government jobs. Employers still prefer a degree from a traditional college to one obtained through online or distance education. They believe that distance education is still a secondary form of education.

In addition, point out several disadvantages of online learning (Thanjiand & Vasantha, 2018), they are: lack of

immediate feedback from instructors, increased preparation time for the instructor, inconvenient for a subset of stakeholders, increases frustration, anxiety, and confusion. Then there is a sense of remoteness, isolation when learners are not active, a lack of direct interaction with instructors, and a lack of required skills, which has an impact on learning and may lead to piracy and plagiarism has become disadvantages of online learning.

Moreover, others points of disadvantages of online learning (Ghoshal, 2020):

a) Lack of interaction

Because online degrees are completed on a computer, there may be little or no face-to-face interaction with professors and classmates. In most cases, you will only communicate via email. Some students may find it difficult to study in such circumstances.

b) Problems with technology

The most important requirement for obtaining an online degree is knowledge of technology. If both the

teacher and the learner lack the necessary technological knowledge, the completion of the online teaching and learning process may be hampered. Problems with technology can make online learning frustrating, especially if materials and notes are unavailable due to a poor Internet connection.

c) Can be frustrating

For some students, online communication can be frustrating because they prefer in-person communication with all of their verbal and nonverbal expressions. Online learning is a completely new and stressful task for those who struggle to communicate in writing.

d) Less motivated

Video conferencing is useful, but it does not replace in-person bonding. Many students are hesitant to speak with someone they haven't met in person.

e) Health-related concerns

It is related to the health of individuals, where e-learning requires the use of a computer and other such devices; this means that eyestrain, bad posture, and other physical problems may affect the learner.

In conclusion, beside the advantages, online learning also offered disadvantages in education, they are: high chances of distraction like procrastination, no social physical interaction, lack of instant feedback from instructors, disturbing healthy.

2. Perception

a. Definition of Perception

There are many experts which define about perception. Perception is the cognitive impression formed by 'reality.' It has an impact on an individual's actions and behavior toward an object

(Sudewi, 2021). Perception is an external factor that focuses on one's point of view, comprehension, trust, and reaction to an innovation. In part of education, students' perceptions include how students understand certain experiences, particularly past experiences related to their study process (Indrian, 2020). Then, perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process (Démuth, 2013). It means perception is the result of the interaction between stimulus and the observer's internal inferences, desires, and experience.

Then, perception is the process how someone selects, organize and interprets the input of information and experiences that exist and then interpret them to create a meaningful overall picture (Kartono,1996). In short, human perception is an important psychological aspect in responding to the presence of various aspects and signs around them.

b. Kind of Perception

There are two types of perception (Amalia, 2018:9), which are as follows:

1) Positive perception

Positive perception described all knowledge (know it or not) and the response that is forwarded with its use. It will be continued with activeness or accepting and supporting the object perceive.

2) Negative perception

Negative perception described all knowledge (know it or not) and the response that are not aligned with the perceived object. It will be continued with the passivity or rejecting and opposing the object perceive.

There are two kinds of perceptions of learners in education (Wesel in Fajriani, 2018:8), they are:

1) Perceptions of person

   This kind of perception is frequently defined as students' un derstanding and interpretation of themselves and their own learning

2) Perceptions of the learning situation

   This type of perception included how students experienced and comprehended various aspects of the classroom, such as that in learning media activities and the behavior of the teacher and students

In addition, claims the process of understanding the stimulation or stimulus obtained by the senses caused perception (Rahayu, 2015), divided into several types:

1) Visual perception

   Visual perception is obtained from vision. Vision is the ability to recognize light and interpret it, one of the senses. The body tool used to see is the eye

2) Auditory perception

   Auditory perception is obtained through the ear's sense of hearing. Hearing is the woman's ability to recognize the sound

3) Perceptions of civilization

   The perception of civilization is derived from the tactile sense of skin. The skin is divided into 3 parts, namely the epidermis, the dermis. The skin functions as an inner protective device

To sum up, there are several types of perception. First, positive perception refers to someone judgment of certain object positively. Second, negative perception is someone judgment of certain object negatively. Third, person perception is how someone makes sense of themselves. Fourth, situation perception is how

someone makes sense situation around them (things or another people). Fifth, visual perception refers to how someone opinion about an object through their visual (eye). Sixth, auditory perception is how someone judges something through their hearing (ear). Last, perception of civilization is how someone makes sense an object through their tactile sense of skin.

c. Component of Perception

Perception consist of three components (Subagyo, 2015), they are:

1) Cognitive or perceptual component

Components related to knowledge, opinion, and belief that are positive aspects of a person's perception of an object

2) Affective or emotional component

Component related to like or dislike toward an object (positive or negative thing). This component indicates direction of attitude, positive and negative

3) Conative or action component

Component related to an object's action tendency toward attitude, indicating intensity (large or small action tendency of someone toward attitude's object)

Similarly, there are two components of perception, they are: cognitive and affective component. Cognitive component is how individual’s view and opinion toward component of something. Affective component related to individual’s feeling and emotion (Pramitasari, 2011:95).

In addition, claims there are three component of perception Desmita (2009:120) they are: cognitive, affective, and conative. First, cognitive component is a filter process by sensory toward stimulus. Second, affective is a process of reduction organization complex information into intended pattern. Third, conative is a

process of translating information or stimulus into behavior form as respond.

Based on theories above, it can summarize that perception has three components. They are cognitive component, affective component, and conative component.

d. Factor Influencing Perception

Every person has different perception toward something. These differences might be influenced by several factors. There are several point of factors that influenced perception (Hartono, 2015), they are:

1) Attention does not usually capture all of the stimuli that surround us at once, but rather focuses on one or two objects only. Differences in focus of attention between individuals will result in differences in perception
2) A person's mental readiness for stimuli that will arise
3) Needs, Individuals may have a temporary or permanent need that affects their perception. Different needs will result in different perceptions for each individual
4) The value system, the value system is an society has an impact on it as well as perception
5) Personality type, which is whereas different personality patterns produce different perceptions, the perception between one person and another, or between one group and another, is also different.

While, several of the main factors that influence the formation of a person's social perception (Hunarawan, 2010: 37-40), they are: receiver, situation and target. In addition, Walgito point out two factors that influenced perception (Yusi, 2016:162), they are:

1) Internal Factor

Internal perception someone will influence by psychological someone, thought, feeling, motivation and notice

2) External Factor

In this case perception someone not only influencing by internal factors but also external factors. The external factors come from outside such as, stimulus, environment, and culture and believe

In short, there are some factors that influence perception. These factors divided into two parts: internal and external factor. In internal factors consist of attention, needs, and personality type. Then, external factors consist of receiver, situation and target.

3. Online learning of Method of TEFL

a. Definition of Method of TEFL

Method is the process of designing, selecting, and assessing linguistic materials and products, as well as teaching procedures (Samad, 2016). Meanwhile, method is defined as an overall strategy for presenting language in a methodical manner using a specific approach (Richard & Renandya, 2002). From the opinions above, researcher conclude a method of teaching is a collection of theoretically classroom techniques thought in teaching to be generalizable across a wide variety of context and audiences. Then, Method of TEFL is a course that studies the methods and strategies used by a teacher in teaching English. Therefore, in order to develop students' understanding, willingness, and knowledge in teaching, teachers should use an appropriate method.

b. Learning process

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences

(Anuradha, 2019). The learning process generally implemented in an institution of education formal or non-formal. Due to the several situations, learning process can be done through some platform that connected to the internet. Because of the spreading of Covid-19, nowadays teaching and learning process turn into online. Online learning is a type of learning that allows students to use the internet to access content and improve their educational opportunities (Utomo, 2021). Online learning is a type of distance learning that includes electronic and internet-based technology (ICT) into the learning process (Efriana, 2021), it means, the learners and instructors are separated by time and location.

According to a lecturer of Method of TEFL subject at Islamic Institute in Batusangkar, Indonesia, the Method of TEFL class held by that online system, where teaching and learning process done via application *Zoom/Google meet*. Several media such as audio, video and Power Point have been used to deliver and receive materials. For the first meeting lecturer give some explanations about the nature of this course, distribute syllabus, and tell the implementation of the task and assessment. During learning, lecturer asked students to interact through group discussion via online platform. Then for the implementation of tasks and assessments, lecturers give assignments in groups, students are asked to submit assignments via *WhatsApp* accompanied by evidence of their discussions. That is how the implementation of online learning in Method of TEFL subject.

B. Review of Relevant Studies

Several researches had been carried out dealing with this study. First, a study conducted by Maskun et.al (2020), entitled "*Student Perceptions of Online Learning"* reveals that although there were some students who were less satisfied with online learning, the majority of

students already knew that online learning had a good perception of the application of such learning.

Second, a study conducted by Putu Wahyu Sudewi (2021) entitled *"Students Perception of E-Learning: A Case Study on the English Students at Sulawesi Barat University"* reveals that students' perceptions of e-learning were gets positive perception because it is flexible and effective. Meanwhile, its flexibility made some students motivated but some were being lazy in doing it and choose to suspend the assignments.

Third, a study conducted by Elwin Piarawan Zebua (2020) entitled *"The Analysis of the Students' Perception toward Online learning in Listening subjects during Pandemic time of Covid 19"* reveals that the students' perception toward the online learning system in listening subjects were positive, cooperative and motivated toward their learning process, even though several items were still need further improvement.

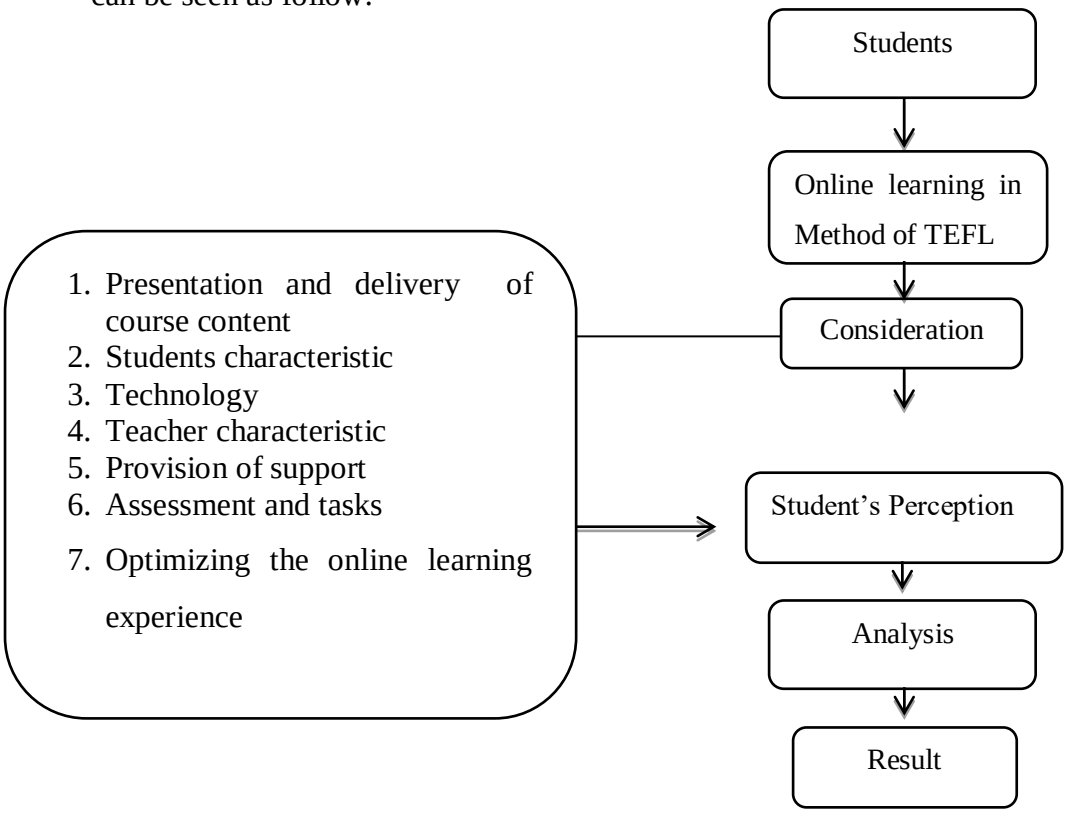
The similarity among Maskun et.al, Putu Wahyu Sudewi, Elwin Piarawan Zebua's and my research is about students' perception in online learning.

The difference between Maskun et.al and my research is in research focusing, this study focus on application use in learning, while my research focused on students' perception related to online learning process, the data that describe students' perceptions of online learning will take from considerations in online learning process. The difference between between Putu Wahyu Sudewi's research and this research is the study focus on several points: lecturer role in explaining material, material provided based on semester learning plan, lecturer role delivering material, effectiveness of using E-Learning, improvement students ability, lecturer role in the question and answer activity. Meanwhile, this research focused on online learning process in Method of TEFL subject. The difference between Elwin Piarawan Zebua's research with this research is the study focused on the use of platform during learning. The study

conducted in Listening subject. Meanwhile, this research focused on online learning process in Method of TEFL subject.

C. Conceptual Framework

Based on the discussion above, this study was carried out to find about students' perceptions toward online learning in Method of TEFL subject during COVID-19 Pandemic. Online learning offers several considerations. Consequently, each student is believed to have their own views toward online learning, considering that, the conceptual framework can be seen as follow:



CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used descriptive quantitative research design with survey type. Survey research includes gathering numerical data to test hypotheses or answer questions about the current state of the subject of study (Gay & Mills, 2012). Dealing with the design, this study was conducted to answer the questions about the perception of the fifth semester students toward online learning in Method of TEFL subject at IAIN Batusangkar.

B. Population and Sample

1. Population

The population is the group of people who are of interested to the researcher, the group to whom the study's findings should be applied (Airisian, 2000). The population of this study was the fifth semester students of English Teaching Department at IAIN Batusangkar registered in 2021/2022 academic year. Total population of this research was 73 students.

Table 3.1

Population of the Research

No	Class	Population
1.	TBI A	23
2.	TBI B	25
3.	TBI C	25
Total		74

2. Sample

Sample is a collection of people, things, or events that represent the characteristics of the larger group from which it is drawn (Gay & Mills, 2012). This research used simple random sampling. Simple random sampling was the process of selecting a sample in such a way that all individual in the define population have on equal and independent chance of being selected for the sample. The sample of research was 80% and the rest of them as try out sample (Airisian, 2000). Considering the theory above, there were 58 students assigned as samples of the research while the rest of population (15 respondents) were assigned as tried out samples. The table can be seen as follow:

Table 3.2

Sample Try Out and Research

Sample	73 students
Try out	20% X 73 = 14,6/ = 15 students
Research	80% X 73 = 58,4/ = 58 students

After analyzing the data for try out, the questionnaire that has been collected from all of samples that are 58 students was analyzed. This research was conducted on January 24th until 28th, 2022 on Google Form. There were 40 statements of the questionnaire have been distributed to the fifth semester students of English Teaching Department who take Method of TEFL subject in 2021/2022 academic year. To collect the data, the respondents were contacted via *WhatsApp*, then, they were asked to answer the questionnaire. But, before they answer the questionnaires, they gave explainations how to answer it first.

C. Technique of Data Collection

1. Research Instrument

In this research, instrument used to collect the particular data was questionnaire. Instrument is a tool that choosed and employed in order to collect data in a methodical manner Arikunto (2010). Questionnaire is a collection of question and information (Arikunto, 2005). The purpose of the questionnaire is to get relevant information that consist of several question's items.

A close-ended questionnaire used in order to know about students' perception toward online learning in Method of TEFL subject. A closed-ended question is one that only accepts one possible response, which can be answered by "yes" or "no" with factual information (Chengiz and Cakir, 2016). The questionnaire items are based on theories of considerations in online learning. Using a closed-ended questionnaire allowed respondents to react fast while also allowing the researcher to undertake data analysis. The questionnaire has written in *Bahasa Indonesia* to make respondents completely comprehend all of the questions and to avoid any misunderstandings.

There are some steps that used to make the questionnaire Arikunto (2010) : First formulating the purpose to be reached from the questionnaire, second, identifying variable to be target from questionnaire, third, formulating each variable into more specific sub variable, and last, determining type of the data to be collected and identifying technique analysis of the data. Likert scale used for measuring the questionnaire. Likert Scale is aimed to ask individual to respond to a series of statement. The scale is divided into five categories (Gay & Mills, 2012). They are Strongly Agrees for *sangat setuju (SS),* Agrees for *setuju (S),* Undecided for *ragu-ragu (RR),* Disagrees for *tidak setuju (TS)* and Strongly Disagrees for *sangat tidak setuju (STS).* The questionnaire distributed by using Google form.

Questionnaire consists of positive and negative statements. If the item are positive, the score will average as follow; SS=5, S=4, RR=3, TS=2 and STS=1. Meanwhile, if the items are negative, the score will average as follow: SS=1, S=2, RR=3, TS=4 and STS=5. The score can be explained in the table below:

Table 3.3

Table Score for Categories Statement

Categories	Statement	
	Positive	**Negative**
Sangat Setuju (Strongly Agree)	5	1
Setuju (Agree)	4	2
Ragu-Ragu (Undicided)	3	3
Tidak Setuju (Disagree)	2	4
Sangat Tidak Setuju (Strongly Disagree)	1	5

Before giving a questionnaire to the sample, good questionnaire should be prepare and create, then measure the validity of that questionnaire. For more explanation, it will discuss bellow:

a) Validity

Validity is the most important characteristic of a test in order to get the appropriate of data collection. The degree to which a test measures what it is supposed to measure and, as a result, allows for appropriate score interpretation is referred to as validity (Gay & Mills, 2012). The most fundamental consideration is validity. In this case, questionnaire used to collect the data. The arranging of questionnaire must measure what the purpose is to measure. Therefore, it measures students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic.

The validity of the instruments' contents has been tested in a variety of methods. According to Hendryady (2017: 171) the content validity of a measurement guarantees that it contains a sufficient number of elements and accurately represents concepts. Based on this, the first step that researchers will take is to create a comparison table of expert perspectives on the benefits of online learning, then drawn a conclusion. After drawing conclusions, a table specification of instrument which translated into research instrument will be made.

Technically the content validity testing can be helped by using table specification (Sugiyono, 2010: 129). After the research instrument is complete, the researcher has done try out test by distributed the questionnaire with number 44 items to the 15 students. Validity of questionnaire was analyzed by using Ms Excel.

The result of validity of instrument using try out test can be seen as follow:

Total item	Valid	Discarded	Revise
44	17	4	23

From the table above, it can be concluded that there are 44 items of instrument, where 17 items valid, 4 items discarded and 23 items revise. After got the result, the researcher consulted it with advisor and did the revise.

b) Reliability

Besides the validity, a good questionnaire should have reliability. The degree to which a test consistently assesses whatever it is measuring is known as reliability (Gay & Mills, 2012). The term "reliable" refers to the ability to determine the relationship between scores obtained by administering the same test to the same group on multiple occasions.

Reliability of the questionnaire was analyzed by using SPSS 22 version or by conducting Croanbach's Alpha formula. The formula can be seen as follow:

$$ri = (\frac{n}{n-1})(1 - \frac{\sum si2}{\sum st2})$$

Where:

ri = the reliability of instrument

n = number of case

s_i^2 = varian of item of statement

s_t^2 = varian of total of statement

The result of reliability of instrument using try out test can be seen as follow:

Cronbach's Alpha	N of Items
0,900	44

From the table of reliability above, it can be concluded that the instrument was reliable with number 0,900.

2. Research Procedures

This research was conducted in several steps as follows:

a. Defining the problem

The problem was found defined then writed and discussed with the lecturer.

b. Literature review

Some journals and another source were read to create research Thesis. The source were complete the information about students perception toward online learning in Method of TEFL subject.

c. Preparing and writing research proposal and instrument

A research proposal started to write after review some related theories. The research proposal included the design, kind of instrument will to the research. The design on this research is descriptive quantitative and it belongs to quantitative research. The questionnaire used to know students' perception toward online learning.

d. Consulting and revising

After conducted, the proposal consulted with the advisor, then, the proposal was revised. Then, the questionnaire was prepared and made by doing table cooperation of the theories and consulting it with validator.

e. Distributing the questionnaire

After constructing the instruments, Google form were used as a tool to collect the data. The questionnaire distributed to the sample or students by using Google form. It was more easy and saving time when the data were collected from the respondents

f. Analyzing the data

After the researcher submitting the questionnaire from the students, the data was analyzes. The data was describe and analyzes by using statistic descriptive analysis

g. Interpreting the data and Drawing conclusion

After getting the data and analyzing it, the result was reported.

D. Techniques of Data Analysis

The data was analyzed by using descriptive statistic. In this technique will be doing several steps:

1. Collecting the questionnaire from the respondents
2. Tabulating the data, the data was analyzed by using excel
3. Determining table of frequency, start from the lowest to the highest score
4. Interpreting the result

The categories of Sugiyono (2013:134) were used to interpret the results of the questionnaire. Which as follow:

NJI (Nilai Jenjang Interval) = Nilai tertinggi-Nilai terendah

Jumlah Kriteria Skala

= 5-1/5

= 0.8

a. Indeks Minimum : 1
b. Indeks Maksimum : 5
c. Interval : 5-1 = 4
d. Jarak Interval : (5-1) : 5 = 0.8

Skala	**Kategori**
1.00-1.80	Sangat Tidak Baik
1.81-2.60	Tidak Baik
2.61-3.41	Kurang Baik
3.41-4.20	Baik
4.21-5.00	Sangat Baik

5. Drawing a conclusion based on the mean result

The conclusion was drawned and made based on the results of the questionnaire.

CHAPTER IV
RESEARCH FINDING AND DISSCUSION

A. Research Findings

1. Data Description

This chapter discusses about the description, data analysis and discussion about the students' perception toward online learning in Method of TEFL subject during COVID-19 Pandemic of English Teaching Department at IAIN Batusangkar, registered in 2021/2022 academic year.

Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic from 58 students are 8587, where the highest score is 173 for number of respondent '5' and the lowest score is 97 for number of respondent '29'. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic are 'Baik' with average (3.72). The tables can be seen on the table in appendix 11 &12, page 120 & 121.

2. Data Analysis

There are seven components of students' perception toward online learning in Method of TEFL subject during COVID-19 Pandemic, which is taken from the 'consideration in online learning' theory (Jambulingam, 2015; Lord, 2000;Albert, 2011 and Pitkethly, 2020). Those components, 1) presentation and delivery of course content, 2) students characteristic, 3) technology, 4) teacher characteristic, 5) provision of support, 6) assessment and tasks, and 7) optimizing the online learning experience. There were 6 items for presentation and delivery of course content, 3 items for student characteristic, 11 items for technology, 12 items for teacher characteristic, 2 item for provision

of support, 4 items for assessment and tasks, and 2 item for optimizing the online learning experience. The data can be seen as follows:

a. Students' perception related to presentation and delivery of course content

Presentation of course content is about the importance for educators to present material that attracts students' interest and attention, the devices used, and the media used in delivery learning materials during online learning. Total item fot this component are 6. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic pandemic related to presentation and delivery of course content from 58 students are 661. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to presentation and delivery of course content are good (*baik*) with average (3.58). The tables can be seen on the table in appendix 13 & 14, page 123 & 124.

b. Students' perception related to students characteristic

Students characteristic is about the attitude of students in responding to the presence or absence of educators physically for their self-motivation, feeling happy or not a student in online learning use devices such as computer, laptop and others. Total item fot this component are 3. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic pandemic related to students characteristic from 58 students are 223. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to students characteristic are good (*baik*)with average (3.63). The tables can be seen on the table in appendix 15 & 16, page 124 & 125.

c. Students' perception related to technology

Technology, it is about the ease and speed of students in accessing learning sites, and Web speed in response the accessing learning materials. Total item for this item are 11. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to technology from 58 students are 1105. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to technology are good (*baik*) with average (3.74). The tables can be seen on the table in appendix 17 & 18, page 125 & 126.

d. Students' perception related to teacher characteristic

Teachers characteristic, it is about how to teach and the ability of educators to motivates students, teaching style related to enthusiasm of educators, the ability to encourage students interaction and participation in class, and stable interactions. Total item for this item are 12. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to teachers characteristic from 58 students are 1113. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to teachers characteristic are good (*baik*) with average (3.83). The tables can be seen on the table in appendix 19 & 20, page 127 & 128.

e. Students' perception related to provision of support

Provision of support is about providing technical support to the students. Total item for this item are 2. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to provision of support from

58 students are 202. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to provision of support are good (*baik*) with average (3.59). The tables can be seen on the table in appendix 21 & 22, page 128 & 129.

f. Students' perception related to assessment and tasks

Assessment and tasks is about the types of assessments applied by educators during online learning and platform used in providing assessment. Total item for this item are 4. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to assessment and task from 58 students are 496. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related assessment and task are good (*baik*) with average (3.62). The tables can be seen on the table in appendix 23 & 24, page 129 & 130.

g. Students' perception related to optimizing the online learning experience

Optimizing the online learning experience is about how online learning can optimize the learning experience, building technology skills, self-motivation and time management of students. Total item for this item are 2. Total score of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to optimizing the online learning experience from 58 students are 223. Then, the categorizing of students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related optimizing the online learning experience are good (*baik*) with average (3.84). The tables can be seen on the table in appendix 25 & 26, page 130 & 131.

B. Discussion

Based on the data analysis about Students' Perception toward Online learning in Method of TEFL subject during COVID-19 Pandemic, it had showed some interpretation could be taken about Students' Perception toward Online learning in Method of TEFL subject during COVID-19 Pandemic. There is a Likert Scale to describe it, namely Strongly Agrees, Undecided, Disagrees and Strongly Disagrees. Related to the explanation of expert above, after analyzing the data about Students' Perception toward Online learning in Method of TEFL subject during COVID-19 Pandemic, it was found that the average 3.72 with interpretation 'good' (*baik*). It means the students perceive or accept an online learning in Method of TEFL subject during COVID-19 pandemic it was good for them.

In having perception on students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic, there are seven components which is taken from the 'consideration in online learning' theory that support by (Jambulingam, 2015), (Lord, 2000), (Alberth, 2011) and (Pitkethly, 2020). They are presentation and delivery of course content, students characteristic, technology, teacher characteristic, provision of support, assessment and tasks, and optimizing the online learning experience.

First, presentation and delivery of course content component. After analyze students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to presentation and delivery of course content. It was found that the average is 3.58 with interpretation 'good' (*baik*). It means that the students have a good perception related to this component.

Second, students characteristic component. After analyze students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to students characteristic. It was found that

the average is 3.63 with interpretation ‘good’ (*baik*). It means that the students perceive this component well.

Third, technology component. After analyze students’ perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to students characteristic. It was found that the average is 3.74 with interpretation ‘good’ (*baik*). It means students have a good perception related to this component.

Fourth, teacher characteristic component. After analyze students’ perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to teacher characteristic. It was found that the average is 3.83 with interpretation ‘good’ (*baik*). It means that the students agree with this component.

Fifth, provision of support component. After analyze students’ perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to provision of support. It was found that the average is 3.59 with interpretation ‘good’ (*baik*). It means that the students perceive this component with good perception.

Sixth, task and assessment component. After analyze students’ perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to task and assessment. It was found that the average is 3.62 with interpretation ‘good’ (*baik*). It means that students that’s this component accept well and agreed by the students.

Seventh, optimizing online learning experience component. After analyze students’ perception toward online learning in Method of TEFL subject during COVID-19 pandemic related to optimizing online learning component. It was found that the average is 3.82 with interpretation ‘good’ (*baik*). It means that students that students perceive this component with good perception.

Based on explanation above, students’ perception toward online learning in Method of TEFL subject during COVID-19 pandemic in presentation and delivery of course content, students characteristic,

technology, teacher characteristic, provision of support, assessment and tasks, and optimizing the online learning experience component had ‘good’ (*baik*). It means that, online learning in Method of TEFL subject during COVID-19 pandemic carried out well.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concluded that students' perception toward online learning in Method of TEFL subject during COVID-19 pandemic are 'good' (*baik*) with average (3.72). This research also answered the specific research question as follows:

1. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to presentation and delivery of course content are 'good' (*baik*) with average 3.58.
2. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to students characteristic are *Baik* with average 3.63.
3. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to technology component are 'good' (*baik*) with average 3.74.
4. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to teacher characteristic are 'good' (*baik*) with average 3.83.
5. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to provision of support component are 'good' (*baik*) with average 3.59.
6. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to task and assessment are 'good' (*baik*) with average 3.62.
7. The perception of students toward Online learning in Method of TEFL subject during COVID-19 pandemic related to optimizing online learning experience are 'good' (*baik*) with average 3.84.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions as follow:

1. Lecturers

The researcher suggest that the lecturers to realize that they are obliged to improve competence, especially to facilitate the implementation of online learning. The researcher also hopes that the lecturers have more enthusiastic in learning activity during online.

2. Students

The research Aher would like to suggest to the students to be more active and ask to the lecturers if faced difficulties during online learning process, also researcher hope to the students to manage the time of learning during online by well.

3. Other researchers

This research focus on students' perception toward Online learning in Method of TEFL subject during COVID19 pandemic. The researcher suggests conduct the study about correlation between students' perception and students' motivation in Online learning.

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