**THE ANALYSIS OF EFL COLLEGE STUDENTS PERSPECTIVE ON ONLINE LANGUAGE LEARNING DURING COVID-19 PANDEMIC**

Sri Wahyuni Hasibuan

*1Department of English Language and Education, STAIN Mandailing Natal, Indonesia*

*Corresponding author’s Email:* *sriwahyunihsb@stain-madina.ac.id*

***Abstract***

*The purpose of this study is to find out students’ perspective on online language learning during the COVID-19 pandemic and to provide the reasons why their perspective in the way they. The study uses qualitative descriptive research. The subject of this research was 25 English Education Department students of STAIN Mandailing Natal. The data is taken from questionnaire that consists of 15 questions with 4-level Likert Scale, labelled by strongly disagree, disagree, agree, and strongly agree to find out students perspective on online language learning and from interview sheets.. The result of this research is EFL College students have negative perspective on online language learning during Covid-19 pandemic. The reasons why they have negative perspective were they* *have so many obstacle during online class, the understanding of material is also weak, the English improvement isn’t significantly increase and they are don’t agree that online class should be continued to be carried out.*

***Keywords:*** *Covid-19 Pandemic, Language Learning, Online Learning, Students Perspective*

**INTRODUCTION**

COVID-19 Pandemic has a massive impact on global human life. In fact, based on a report made by Suminar (2020) the Covid-19 pandemic could make the global economy shrink to one percent in 2020, and could contract further if the restriction of economic activity was extended without adequate fiscal response. World Health Organization (WHO) has established the phenomenon of the incident as a pandemic (Mahase, 2020). Pandemic occurs when an infectious disease spreads easily from humans to humans in various places throughout the world (Rusdiana et al., 2020). Pandemic of COVID-19 was felt also by the world of education. Nearly 300 million students interrupted their school activities around the world and threatened their future education rights.

 In Indonesia, the Government has confined network preparation trying to forestall the spread of the ailment and continues advancing a plan of telecommuting, concentrate from home and love at home. Due to the impact of the coronavirus (Covid-19), the government requires learning to be implemented by distance learning, teachers teach from home, face-to-face learning in schools are stopped, students are not coming to the school and teachers work from home.

All universities in Indonesia has followed government instructions with how to quickly respond to all instructions that are on give the government, including STAIN Mandailing Natal. Almost all universities in Indonesia follow the instructions to carry out online lectures in anticipation of the spread of the corona virus (Covid-19). One form of lecture that can be used as a solution during the Covid-19 pandemic is an online lecture. Online learning is learning that uses internet network with accessibility, connectivity, flexibility and capabilities to bring up different types of interactions learning. Online lectures is a learning that can bring together students and lecturers indirect to do the process or learning interactions with make use of the internet.

According to Mohammadi (2010) online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Thus, in using online learning some alternative media or applications can be used to support the learning process especially in the midst of Covid 19 pandemic which restrict face to face activities at university. Using online learning some many alternative media or applications can be used to support the learning process for EFL students in STAIN Mandailing Natal.

Utilization of internet technology and mobile has played a big role towards educational institutions, is no exception in it is the achievement of goals distance learning (Joesyiana, 2020). When applying online learning activities, some lecturers may use uses learning applications such as Zoom, WA Group, and Google Classroom. Application of learning from home (online) which has been followed by the lecturers and students are expected not to influence the process of understanding the material for students during the online lecture. Online learning offer educational prospects by enabling students to access course-related content and communicate with course instructors and their peers.

In online language learning, lecturers can explain material to students through Google Classroom or Whatsaap Group. Subjects such as grammar, listening and speaking do have problems in providing teaching materials or exercises to students. In the grammar subject, the learning method is in the form of a lecture where the dominant lecturer explains in the class. If lectures are conducted online, students cannot fully understand about the subject. In listening and speaking subjects, students practicing listening and speaking tend to do better face-to-face. But the use of online learning platform has been implemented by some lecturers as an attempt in integrating technology into teaching and learning process in the classroom. The online platforms promote both inquiry based learning and independent learning since the online platforms facilitate interactions between lecturers and students although they are not in the same room.

However, we realize that the implementation process online lecture will certainly face some obstacles and complaints from both lecturers and students. The complaints common, namely regarding the internet network an often unstable, delivery process course material that cannot be given with the maximum in each face to face, lack of supporting media facilities in the process online lectures and the difficulty to control student teaching and learning activities and lecturers without a teleconference application directly. Another obstacle is in financial terms, because it requires an internet package to support learning, signals, and difficulties in understanding the maximum expected of each assignment given. The existence of such obstacles will inevitably lead to a variety of perceptions from students, especially students in the major of English Education Department STAIN Mandailing Natal.

Perspective is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon (Martono, 2010). Perspective Study is not just looking at the situation, but here students learn, broaden their horizons, and become a new platform to prepare themselves in the future. In perspective students can provide opportunities for them to broaden their horizons and perspectives on the world of work based on the experiences of students.

Online is as media has many designations in academic literature, including cyber media, digital media, virtual media, e-media, network media, and new media (Nasrullah, 2014). Online learning is education that takes place over the net. it's usually said as “e-learning” among different terms. However, on-line learning is simply one form of distance learning. A number of the potential edges of ICT for education are: functioning as associate degree enabler for long learning; create changes within the teacher's role in teaching and therefore the role of scholars in learning; offer open access to interactive material and data through networks; eliminate time and area constraints within the learning environment; support the organization and management of learning and education; and open opportunities for collaboration between academics and between students. Moreover, they're accustomed planning project-based learning activities. Therefore, when the COVID-19 outbreak compelled all schools to close and students to learn from home, they hardly faced adjustment issue. At worst, however, learning is just not going down for several students.

The purpose of this study is to investigate and describe the learners’ perspective on online language learning in the COVID-19 pandemic. The research problem of this study is how the EFL college students’ perspective on online language learning in the COVID-19 pandemic is and why students have their perspective in the way they are.

**METHODOLOGY**

This study uses a qualitative descriptive research design, which is a study conducted to obtain an overview by collecting data, looking for facts, and then explaining and analysing the data by compiling and collecting data. The purpose of this study is to investigate and describe the EFL students’ perspective on online language learning in the COVID-19 pandemic. The subject of this research is 25 English Department students of STAIN Mandailing Natal.

The research instrument was questionnaire that was obtained by Google Form. The questionnaire was prepared by researchers with reference to existing studies. A questionnaire was utilized to collect data from sample to describe about perspective of using online learning. The kind of questionnaires which is applied was called closed questionnaire. A closed questionnaire is a questionnaire which provide questions and options. The students filled the questionnaire based on the questions and choose the options given. The questionnaire consisted of 15 questions.

In completing the questionnaires, the participants are expected to choose the option that most appropriate of 4-level Likert Scale, labelled by strongly disagree, disagree, agree, and strongly agree. Different from other questionnaires that usually comprised of five options, the neutral option was omitted in order to know the participants’ perspective.

Another instrument to collect data is interview. Researcher asked several question which developed from questionnaire. Interview sheet consists of 5 questions. Interview session is needed to describe students perspective on online language learning during Covid-19 pandemic.

The writer used descriptive analysis in analyzing the data. The questionnaire were analyzed from the students’ sheets. The writer described the questionnaire results. The writer computed the percentage of student’s responses from questionnaire.

**RESULT/FINDINGS**

The data analysis are presented as follows:

**1. Students’ Perspective on Online Language Learning During Covid-19 Pandemic**

*Table 1.1 Students Perspective on Online Language Learning*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Statement | StronglyDisagree | Disagree | Agree | Strongly Agree | Total |
| 1. | I join and use the online learning applications for learning activities during the Covid-19 pandemic.  | 00% | 312% | 728% | 1560% | 25 |
| 2. | I use a variety of online learning applications  | 832% | 1248% | 312% | 28% | 25 |
| 3. | My Internet connection supports online teaching and learning  | 832% | 728% | 520% | 520% | 25 |
| 4. | I think the applications that I use are efficient in learning activities during the Covid-19 pandemic  | 312% | 520% | 1040% | 728% | 25 |
| 5. | The applications that I use are very enjoyable in language learning  | 832% | 832% | 416% | 520% | 25 |
| 6. | I understand the material during online lectures | 1040% | 624% | 416% | 520% | 25 |
| 7. | This applications that I use support the improvement of my English language skills  | 728% | 1040% | 520% | 312% | 25 |
| 8. | The applications that I use are practical to use in online language learning activities during the Covid-19 pandemic.  | 728% | 832% | 520% | 520% | 25 |
| 9. | The applications that I use are very economical and affordable in internet consumption to use during the online learning process.  | 28% | 312% | 1040% | 1040% | 25 |
| 10. | The applications that I use are easy to use during the learning process of English during the Covid-19 pandemic.  | 38% | 212% | 1040% | 1040% | 25 |
| 11. | I could use my smartphone or gadget to operate the applications to learn English  | 832% | 728% | 520% | 520% | 25 |
| 12. | Online classes are going well everyday | 1248% | 832% | 312% | 28% | 25 |
| 13.  | The interaction between lecturers and students in online learning is going well | 1040% | 520% | 520% | 520% | 25 |
| 14.  | I do not face any difficulties and obstacles on the process of learning English during Covid-19 pandemic.  | 1040% | 624% | 416% | 520% | 25 |
| 15. | I agree that online lectures will be continued to be carried out as a new normal | 1248% | 832% | 28% | 312% | 25 |

Based on the table above, the researcher found out the data as follow:

From the results of the 25 questionnaires taken from 25 English Department students, it can be seen that the use of online applications as a medium for learning during the Covid-19 pandemic were 0% respondent who answered strongly disagree, 12% respondents answered disagree, 28% of respondents agree and 60% respondents were strongly agree. Therefore, as much as 12% of respondents were disagree and as much as 88% of respondents were agree. It means that 88% or 22 students join and use the online learning applications for learning activities during the Covid-19 pandemic.

From second questionnaire, it can be seen the use of various online learning applications for learning were 32% respondents were strongly disagree, 48% of respondents were disagree, 12% of respondents were agree and 8% of respondents were strongly agree. Therefore, as much as 80% of respondents didn’t use various online learning applications and as much as 20% of respondents used various online learning application. It means that most of lecturers used the same online learning applications.

From the third questionnaire that is internet connection supports online teaching and learning, 32% of respondents were strongly disagree, 28% of respondents were disagree, 20% of respondents were agree and 20% of respondents were strongly agree. Therefore, as much as 60% of respondents think that their internet connection didn’t support online teaching and learning and as much as 40% of respondents thought that their internet connection support online teaching and learning. It means that not all locations in Mandailing Natal has a good internet signal which cause online learning isn’t going well.

From the results of the questionnaire above, it can be seen that the applications used efficiently in the learning process during the Covid-19 pandemic were 12% of respondents were strongly disagree, 20% of respondents were disagree, 40% of respondents were agree while 28% of respondents were strongly agree. Therefore, 32% of respondents were disagree while 60% of respondents were agree. It means that applications used are efficient in learning process during Covid-19 pandemic.

From the results of the questionnaire above, it can be seen that the application used is enjoyable in language learning as much 32% of respondents were strongly disagree, 32% of respondents were disagree, 16% of respondents were agree while 20% of respondents were strongly agree. Therefore, 64% of respondents were disagree while 36% of respondents were agree. It means that they enjoy using certain application used by lecturer in language learning.

From the result of the questionnaire above, the understanding of material during online learning 32% of respondents were strongly disagree, 32% of respondents were disagree, 16% of respondents were agree while 20% of respondents were strongly agree. Therefore, 64% of respondents were disagree and 36% of respondents were agree. It means that mostly students didn’t understand the material given by lecturer in online learning.

From the results of the questionnaire above, it can be seen that the application used supports the improvement of my English language skills as many as 28% of respondents were strongly disagree, 40% of respondents were disagree, 20% of respondents were agree and 12% of respondents were strongly agree. Therefore, 68% of respondents were disagree and 60% of respondents were agree. This means that the number of respondents who agree and disagree is not much different, only 8% difference. The number of students who understand the material and those who do not understand the material is almost the same. It shows that the applications used in online learning can improve students' language learning.

From the results of the questionnaire above, it can be seen that the applications used are practically used in online learning during the Covid-19 pandemic as many as 28% of respondents were strongly disagree, 32% of respondents were disagree, 20% were agree and 20% strongly agree. Therefore, 60% of respondents were disagree while 40% of respondents were agree. It means that the applications used by students are practically used in online learning.

From the results of the questionnaire above, it can be seen that the application used is very economical and affordable to use in online learning as many as 8% of respondents were strongly disagree, 12% of respondents were disagree, 40% of respondents were agree and 40% respondents were strongly agree. Therefore, the number of students disagree were 20% and 80% of students were agree. It shows that applications that they use are very economical and affordable in internet consumption to use during the online learning process.

The applications that used are easy to use during the learning process of English during the Covid-19 pandemic as many as 8% of respondents were strongly disagree, 12% of respondents were disagree, 40% of respondents were agree and 40% respondents were strongly agree. Therefore, the number of students disagree were 20% and 80% of students were agree. It means that the applications used by students are easy to use during the learning process of English.

From the results of the questionnaire above, it can be seen that they use smartphones or gadgets in operating applications for learning English as many as 32% of respondents were strongly disagree, 28% of respondents were disagree, 20% of respondents were agree and 20% of respondents were strongly agree. Therefore, 60% of respondents were disagree while 40% of respondents were agree. It shows that most students used smartphone or gadgets in learning English.

From the results of the questionnaire above, it can be seen that online classes are going well everyday as many as 48% of respondents were strongly disagree, 32% of respondents were disagree, 12% of respondents were agree and 8% of respondents were strongly agree. Therefore, 80% of respondents were disagree while 20% of respondents were agree. It means that mostly students thought that online classes weren’t going well every day.

From the results of the questionnaire above, it can be seen that the interaction between lecturers and students in online learning is going well as many as 40% of respondents were strongly disagree, 20% of respondents were disagree, 20% of respondents were agree and 20% of respondents were strongly disagree. Therefore, 60% of respondents were disagree while 40% of respondents were agree. It means that most students agree that the interaction between lecturers and students in online learning weren’t going very well.

From the results of the questionnaire above, it can be seen that they do not face any difficulties and obstacles on the process of learning English during Covid-19 pandemic as many as 40% of respondents were strongly disagree, 24% of respondents were disagree, 16% of respondents were agree and 20% of respondents were strongly agree. Therefore, 64% of respondents were disagree while 36% of respondents were agree. It shows that mostly students had difficulties and obstacle on the process of learning English during Covid-19 pandemic.

From the results of the questionnaire above, it can be seen that they agree that online lectures will be continued to be carried out as a new normal as many as 48% of respondents were strongly disagree, 32% of respondents were disagree, 8% of respondents were agree and 12% of respondents were strongly agree. Therefore, 80% of respondents were disagree while 20% of respondents were agree. It means that most of students didn’t agree that online class is continued.

**2. Student Reasons Why They Have Theirs Perspective in the Way They Are**

To answer the second problem of the study, researcher did some interviews to students. The analysis as follows:

1. Are there any obstacles during the online lecture process? How are the problems?

The obstacle faced by students in online lectures is that the material provided by the lecturer is very limited because there is no face-to-face lecture. The material given by the lecturer was not maximally absorbed, resulting in a lack of response from students to ask questions.

The second obstacle is the number of assignments given by the lecturer. Almost all lecturers gave homework at each meeting. The results were students felt bored and stressed because besides having to face online lectures, they also have to do more assignments than face-to-face lectures.

The third obstacle is the weak internet signal. Online lectures make students return to their respective villages. Most villages in Mandaling Natal did not yet have adequate internet access. Most of the villages where students live have internet signals that are weak or even without signal. This is a very difficult obstacle for students in learning.

2. How is the understanding of the material provided by the lecturer during online lectures?

Based on the survey results, students said that they did not understand the material during online lectures. This is because lecturers only provided power point slides or papers that students have to read themselves. Courses like grammar were also difficult to understand in online lectures.

3. How is your English skills improvement after learning using the application that you are currently used on the online learning process?

English skills improvement did not improve much. Students assumed that online lectures only make a one-way lecture process. This means that students couldn’t interact, respond, respond and ask questions to the lecturer.

4. Do you agree if the online lectures continue to be carried out?

Students didn’t agree if online lectures continue. This is because online lectures are not effectively applied to Tadris English students at STAIN Mandailing Natal, especially in learning English.

**DISCUSSION**

 From the 15 questions of questionnaire, there are 4 numbers (1,4,9,10) which indicate that students have positive perspective on online language learning. As many as 11 numbers (2,3,5,6,7,8,11,12,13,14,15) which indicate that students have negative perspective on online language learning.

 From the interview session it can be concluded that their perspective of online language learning is negative perspective because they have so many obstacle during online class, the understanding of material is also weak, the English improvement isn’t significantly increase and they are don’t agree that online class should be continued to be carried out.

 Kiki (2020) on the journal the effectiveness of online classes during the Covid-19 pandemic shows that the effective lecturing system during the Covid-19 pandemic should be both online and offline that are carried out alternately while still paying attention to health protocols in order to prevent Covid-19 from spreading.

Arsyada and Lilia (2021) on the journal EFL students’ perspective on whatsapp as media of online teaching and learning in the covid-19 pandemic shows that the use of WhatsApp as an online media for solving learning during this Pandemic in the EFL class is strongly recommended even though there are still challenges that must be addressed properly.

Sujarwo et all on the journal an analysis of University students’ perspective on online learning in the midst of Covid-19 pandemic shows that the students’ perspective on online learning had a positive impact in the midst of the covid-19 pandemic.

**CONCLUSION**

The spread of the Covid 19 virus which has become a global phenomenon has greatly affected the education system. Many countries have decided to do online learning at the primary, secondary, and tertiary levels, including in Indonesia. Besides, in the industrial era 4.0, social media has become a part of social life today. So, educators take advantage of the use of social media for online EFL learning, Based on the results of the research and discussion described in the previous section, it can be concluded that EFL college students have negative perspective on online language learning during Covid-19 pandemic.

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