INVESTIGATING STUDENTS' PERSPECTIVES IN TAKING ONLINE LISTENING SUBJECT AT THE THIRD SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN 2020/2021 ACADEMIC YEAR

A THESIS

Intended to Fulfill One of Requirements for the Award of Sarjana Degree in English Language Education Study Program of Universitas Islam Riau

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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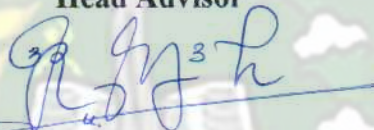
UNIVERSITAS ISLAM RIAU

2021

THESIS APPROVAL

TITLE

"INVESTIGATING STUDENTS' PERSPECTIVES IN TAKING ONLINE LISTENING SUBJECT AT THE THIRD SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN 2020/2021 ACADEMIC YEAR"

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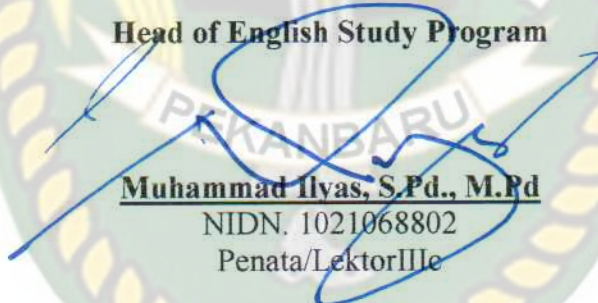Study Program   : English Study Program

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THESIS

INVESTIGATING STUDENTS' PERSPECTIVES IN TAKING ONLINE LISTENING SUBJECT AT THE THIRD SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN 2020/2021 ACADEMIC YEAR

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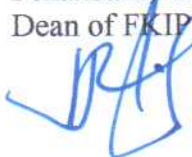NIDN. 0023045901

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LETTER OF NOTICE

The advisor hereby notices that:

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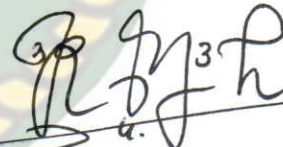Has completely written a thesis which entitled:

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It has been examined. This letter is made to be used as it is needed.

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Judul Tugas Akhir (Bahasa Inggris)	:	Investigating Students' Perspectives in Taking Online Listening Subject at the Third Semester Students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year
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2.	30th Sep 2020	Chapter 1	Revised Chapter 1	
3.	16th Nov 2020	Chapter II	Revised Chapter II	
4.	22nd Dec 2020	Chapter III	Revised Chapter III	
5.	29th Dec 2020	Approved to Join Proposal Seminar	Approved to Join Proposal Seminar	
6.	4th Feb 2021	Join the Proposal Seminar	Join the Proposal Seminar	
7.	9th Feb 2021	Revised Proposal	Revised Proposal	
8.	12nd Apr 2021	Chapter IV and V	Revised Chapter IV and V	

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Judul Tugas Akhir (Bahasa Inggris) : Investigating Students' Perspectives in Taking Online Listening Subject at the Third Semester Students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year

Lembar Ke : ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
9.	19th Apr 2021	Approved to Join Thesis Examination	Approved to Join Thesis Examination	
10.	6th May 2021	Join the Thesis Examination	Join the Thesis Examination	

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DECLARATION

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Student Number   : 176310596

Place/date of birth   : Dumai, 30 March 1999

Study Program   : English Study Program (S1)

Faculty   : Teacher Training and Education

   I hereby declare this thesis is definitely my own works, some theories which were taken from various sources had been quoted scientifically. The researcher is responsible for the data and fact provided in this thesis.

<div align="right">

Pekanbaru, 06 May 2021
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ACKNOWLEDGMENT

In the name of Allah Subhanahu wa Ta'alaa the Most Gracious and Merciful. First of all, the researcher would like to say grateful to Allah SWT for blessing, strength and health given so that the researcher could finish the thesis entitled **"Investigating Students' Perspectives in Taking Online Listening Subject at the Third Semester Students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year".** This thesis is intended to fulfil one of the requirements for the award of Sarjana Degree in English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to lightness. However, the researcher would like to express her deepest gratitude and thanks to all people for the support, guidance, advice, and encouragement that helped her in completing this thesis. It is an appropriate moment for the researcher to extend her deepest gratitude to:

1. Dr. Sri Amnah, S.Pd., M.Si as the Dean of FKIP and Dra. Hj. Tity Hastuti, M.Pd as the vice Dean of FKIP UIR and all administrative staffs of FKIP UIR Pekanbaru.

2. Muhammad Ilyas, S.Pd., M.Pd as the head of English Language Education Study Program of FKIP UIR who supported and guided the researcher to complete this thesis. Sri Wahyuni, S.Pd., M.Pd as the

secretary of English Study Program of FKIP UIR who has given guidance to complete this thesis.

3. Sitti Hadijah., S.Pd., M.Pd as the best advisor who has played an enormous role in this thesis. Her countless hours of reading, revising are meaningful to the completion of this thesis. The researcher gratitudes toward her is beyond word. Thank you for all of the encouragements, supports, patience, advices, and experiences, Miss.

4. Dra. Hj. Syofianis Ismail, M.Ed and Fauzul Etfita, S.Pd., M.Pd as the examiners who gave valuable comments, advices and suggestions in completing this thesis.

5. All of the lecturers of English Study Program of FKIP UIR who had given the researcher a lot of useful knowledge during the teaching and learning process.

6. The deepest and most sincere gratitude to researcher's beloved parents, my father, Sutrisno and my mother, Muryatun who supported her emotionally and financially. It such as a blessed for researcher to have wonderful journey in taking a bachelor program in English language education study program of Universitas Islam Riau. I decided on this milestone for them.

7. Sincere thanks to researcher's brother; Eko Suhartoni and sister; Dwi Suhartatik who have given supports to finish this study. What a proud for being your youngest sister.

8. Thank you to my big family who cannot be mentioned one by one for their prayers and supports.

9. To all members in B class of English language education study program, thank you for the happiness and togetherness during the four years. I enjoyed spending my time in university, thank you all. See you on top.

10. To researcher's childhood friends Tia, Neni, Yuli, Rafika, and Nisa, thank you for your motivation. Thank you for showing the beauty of friendship.

11. To Salsabila Nadzifa, I'm very grateful to have a close friend who always supports me to finish this thesis. You are always a good listener for every problem I faced. Finally, we could complete this study at same time, 06 May 2021.

12. My closest friends, Eli Gustina and Risda Silalahi. Thank you for being my friend. I could not imagine how my campus life would be without you.

13. Thank you to the students of class 3B who have participated in conducting this research.

Finally, this thesis is expected provided useful insights and information to the readers. The researcher is pleased to accept more suggestions, comments, and supportive feedback for the improvement of this thesis

Pekanbaru, 06 May 2021
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ABSTRACT

Tri Suhartini. 2021. *Investigating Students' Perspectives in Taking Online Listening Subject at the Third Semester Students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year.* **Thesis, Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.**

Keywords: Investigate, Perspectives, Online Learning, Listening Subject

Due to the outbreak of Covid-19 in many parts of the world. Online teaching and learning activities become one of the solutions to keep performing the teaching and learning process. However, the online system does not only brings benefits, but it also has some challenges in its implementation. Hence, this research was designed to investigate the students' perspectives in taking online learning, specifically in the online listening subject.

This study used a quantitative descriptive approach. The data were collected through a questionnaire that consist of four indicators of online learning; suitability, effectiveness, teachability and study habit. 45 students were selected as a sample of this study through purposive technique sampling. The technique of data analysis involved collecting the data, presenting the data and interpreting the data.

The result revealed that the third-semester students of English Language Study Program of Universitas Islam Riau in 2020/2021 academic year have positive perspectives in taking online listening subject because of its suitability (71,11%), effectiveness (65,07%), teachability (63,67%) and study habit (72,44%). It informs that online listening subject is not only effective to be implemented during the Covid-19 but it can also be applied in other conditions because it is ideal for the student's lifestyle. Then, the students are connected and familiar with the technology. The teacher has well implemented with teaching strategy. Also, the students have good performance in participating in online listening subject. It is recommended for the next researchers to investigate the teacher's method in online listening subject.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Coronavirus 2019 (COVID-19) is an ongoing global pandemic originating in Wuhan, Hubei Province of China. Many countries are affected by this virus. The World Health Organization (WHO) found out in late January 2020 that the international development of corona cases is taking place. Since March 2020, there has been a rising number of corona cases in Indonesia. Many policies of the Covid-19 outbreak were determined by the Government. One of them is the prohibition of people gathering and doing activities outside. The government advocates staying at home "Stay at home, worship at home, work from home and learn from home". In the educational context, teaching and learning activities have to be done online. The teachers and students have to do the teaching and learning activities in a distance through the help of technology, such as the internet and other devices.

Since 17 March 2020, Indonesia's Minister of Education and Culture has ordered the replacement of learning activities in the areas affected by Covid-19 with online learning. Shortly, the Minister of Education and Culture of the Republic of Indonesia ordered the transfer of all educations units into online learning from March 24, 2020 because of the increasing Covid-19 cases in Indonesia and maintaining the health of students, teachers and all education staffs. It replaces traditional classroom learning with online learning system. It becomes a new challenge for both students and teachers.

Online learning is also known as distance learning or e-learning. Online learning is a series of learning activities related to subjects delivered through the network and shared knowledge, (Sujarwo et al., 2020). It points out the teaching and learning process involving internet technology. Currently, all students require online learning or distance from elementary school to a higher educational level.

In addition, Ministry of Education and Culture Circular Letter No.4 of 2020 regarding the Implementation of Education in the Covid-19 Emergency Period, as an effort to ensure teaching and learning process continued and students still gain their knowledge. There are three main points regarding this policy of online learning. 1). Online or distance learning is aimed to provide a meaningful experience of learning without being burdened with the demands of completing all curriculum achievements. 2). Online learning focuses on life skills training. 3). The various activities and assignments of learning are considered to the interests and conditions of each student and also considering the lack of learning facilities that students face.

However, in conducting online learning, it is highly interrelated with the internet and technology as a tool to support the online system. In this era, teachers have to master the internet and technology in teaching. Particularly in facing this Covid-19 pandemic. Since the Covid-19 outbreak, online learning has become a new thing for teachers who do not know it before. Not all teachers had applied an online system to their teaching and learning process before. Although the implementation of online learning has begun several years ago, in reality, it is tough to be implemented by the teachers.

Online learning gives students' several opportunities to learn a language anywhere and anytime. Online learning students have a chance to improve a foreign language through an online system because they can participate in virtual classes by using a laptop or mobile phone and other devices, (Altunay, 2009). Moreover, online learning promotes both inquiry-based learning and independent learning since online platform facilitates interaction between students and teacher although they are not facing to face setting, (Cakrawati, 2017).

In addition to that, through online learning teachers can distribute the assignments, set deadlines, and monitor students' progress. Moreover, online learning helps parents to keep monitor their children.. The use of various online platforms, it can allow interaction between students and teachers also increased students' motivation to learning, (Cakrawati, 2017). On the other hand, the use of online learning system is inevitable. In fact, most students spend long hours with their gadget, laptop, or tablet. By having access to the internet, they can search for various information and knowledge based on their preferences or simply exhibit their life through social media, (Windarti, 2020). This phenomenon is both a challenge and probability for teachers to develop interesting, innovative and exciting online learning activities.

However, the constrained resources such as teachers who did not longer apprehend the various online learning applications used in the teaching and learning activities and the limitations of the internet network can be the main challenges for both teachers and students, (Windarti, 2020). The challenge encountered by the

teachers is selecting materials which not only about the students' needs and development but also help them to achieve their learning objectives.

In listening for academic purpose subject, one of the subjects provided for the third-semester students, the subject also needs to be performed online by the teachers. It means that the students have their learning activities online. I could see that presenting a listening subject online can be very challenging for both the teacher and students because it is one of the challenging subjects for a large number of students. Considering that situation, creating effective online learning for listening class becomes some challenges and difficulties that should be concerned.

The first challenge is choosing the suitable technological devices or application in the class during online learning. The lecturers should choose wisely what kind of technology devices that can be accessed easily by students. The platform that used in virtual classes must be effective and efficient. The second challenge is preparing the simple and understandable instructional material. The lecturers should be aware of providing the materials which suit the students' need to study through online learning. The third challenge is applying the appropriate method and strategy during online learning. On the other hand, some difficulties that students faced during listening online learning. First, students only have limited time to listen again the material spoken. Second, students also get difficulties in understanding the learning materials because of limited technology access and not all students can buy internet quota. In some cases, students do not have technological devices to support their online learning process.

Furthermore, all lectures should have strategies in conducting online learning that become one of solutions to keep performing teaching and learning activities during Covid-19 pandemic. In view of the Covid-19 pandemic and authorities coverage to carry out online learning which causes students to study from home and give lectures from home too.

This research mainly focuses on the quality of online learning that leads students perspective toward the learning process. Perspectives mean an individual process interprets something based on his or her feeling or experience as a result of the stimulation of knowledge production, (Murwantono, 2019). Moreover, perspective study not only looks into the situation but here students learn, grow their skills and become a new forum for future planning. From the perspective of students, they can provide opportunities for them to broaden their horizons and perspectives on the world of work, based on the experience of students, (Sujarwo, 2020).

Based on the explanation above, the researcher is interested in finding the students' perspectives in taking the online listening subject. Therefore, the researcher curious and try to investigate with a research entitled **"Investigating Students' Perspectives in Taking Online Listening Subject at the Third Semester Students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year".**

1.2 Setting of the Problem

Based on the background of the problem describe above, the researcher found some phenomena in experienced both teacher and students in online listening subject, they refer to the challenges and benefits.

Commonly, the teacher get difficulties in teaching online because of selecting the suitable technological devices during online learning, applying the simple and understandable teaching materials, and applying the appropriate method and strategy during online learning.

Not only the teachers, but students also get difficulties in understanding the learning materials because of limited technology access and not all of students can buy internet quota. However, in some cases, the students do not have technological devices to support their online learning process.

In conclusion, both teachers and students experience some challenges in teaching and learning online. In this case, it is necessary to know further issues that can help them.

1.3 Limitation of the Problem

Based on setting of the problem, it is necessary for researcher to limit the study. It is intended to avoid misunderstanding and helped her to focus on the study. In the reference to the background of problem and setting of problem, this study would focus on investigating students' perspectives in taking online listening subject regarding personal suitability, effectiveness, teachability, and study habits as the indicators of this study. The researcher will involves students of the third-semester

of English language education study program of Universitas Islam Riau in 2020/2021 academic year.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the research question can be formulated as follow:

1.4.1 What are students' perspectives in taking online listening subject at the third-semester students of English language study program of Universitas Islam Riau in 2020/2021 academic year?

1.5 Objective of the Research

Based on the formulation of problem as stated, the objective of this research can be describe as in the following.

1.5.1 To know students' perspectives in taking online listening subject at the third-semester students of English language study program of Universitas Islam Riau in 2020/2021 academic year.

1.6 Significant of the Research

The significant of the study will be useful for:

1.6.1 For the lectures

The result of this study is expected to motivate the lectures to be more creative in developing learning methods and media that are interesting, innovative and fun during online listening subject.

1.6.2 For the students

The result of this study will help them to express their feeling and motivate them in taking online learning, specifically in online listening subject.

1.6.3 For researcher

The result of this study is can develop her knowledge, get some experience, and it is expected to be one of the references in online listening subject. This research also would be benefits to other researchers who are interested in taking research in online learning.

1.7 Definition of Key Terms

1.7.1 Investigating

According to Merriam Webster, investigating is try to find out the facts about something, especially those that are hidden or need to be classify in complex situation in order to determine how or why something happened.

1.7.2 Perspective

Accorning to Murwanto (2019), perspectives is an individual process interprets something based on his or her feeling or experience as a result of the stimulation of knowledge production.

1.7.3 Online learning

According to Stem (2019), teaching and learning that take place over the internet connection. It is often refers as e-learning among other terms. Online learning is one type of distance learning, as learning is carried out at a distance, not in a typical classroom.

1.7.4 Listening Subject

According to Brown (2001), listening is the key factor in language learning and teaching because students listen rather than talk in a classroom. It means that listening is the essential competency in everyday activities, because we can understand the context by the speakers by listening.

In this study, the listening activities done by the students relate to the listening for academic puposes subject. They are going to give their perceptions towards the listening subject that they are took.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Perspective

Depending on the context, the word perspective can be interpreted in a number of ways. In the field of architecture and art, perspective refers to the use of optical science to depict three-dimensional objects on a two-dimensional surface in order to provide an impression of wide, long, deep, and relative distance. Other meanings used in a more interpretative or behavioral context include a point of view or possibility, a certain way of looking at something, or an understanding of the relative value of various objects (Hughes, 2005).

According to Murwantono (2019), perspectives means an individual process interprets something based on his or her feeling or experience as a result of the stimulation of knowledge production. Furthermore, perspective research not only looks the situation, but it also allows students to learn, develop their skills, and serve as a new platform for future planning. Based on student experience, they will provide opportunities for students to expand their horizons and experiences on the world of work. (Sujarwo, 2020).

In short, this study focuses on students' perspectives about the quality of online learning based on his or her feeling or experience as a result of the stimulation of knowledge production. Here, students learn, grow their skills and become a new forum for future planning.

2.1.2 Definition of Listening

There are many definitions about the term of listening. According to Brown (2001), listening is the significant component in language learning and teaching because students more listening than speaking. It means that listening is the essential skill in daily activities. By listening we can interpret the importance by the speakers. Listening is seen as an important skill to master. How well someone hears and interpret the meaning is greatly influence the nature of their relationship. It means listening is the ability to understand the messages being express by the speakers through the sound, (Hidayat, 2013).

Nunan (2003) stated that listening is a process of translating the sounds that are heard from the phonemes to the content completely. It means listening is active and purposeful of sorting out what the listeners hear.

In conclusion, listening is the capacity to distinguish and comprehend what others are stating. It likewise a complex activity by understanding what audience hear by enacting their earlier information. Listening is that the active processes because listening not just matter of hearing but listening include many processes. Listening is deciding the importance and the message of the sound.

2.1.3 Stages of Listening

According to Tyqi (2013), has divided the listening process into five stages: hearing, understanding, remembering, evaluating and responding.

STEP 1
Receiving
(Hearing)

STEP 5
Responding
(Answering)

STEP 2
Undestanding
(Learning)

STEP 4
Evaluating
(Judguing)

STEP 3
Remembering
(Recalling)
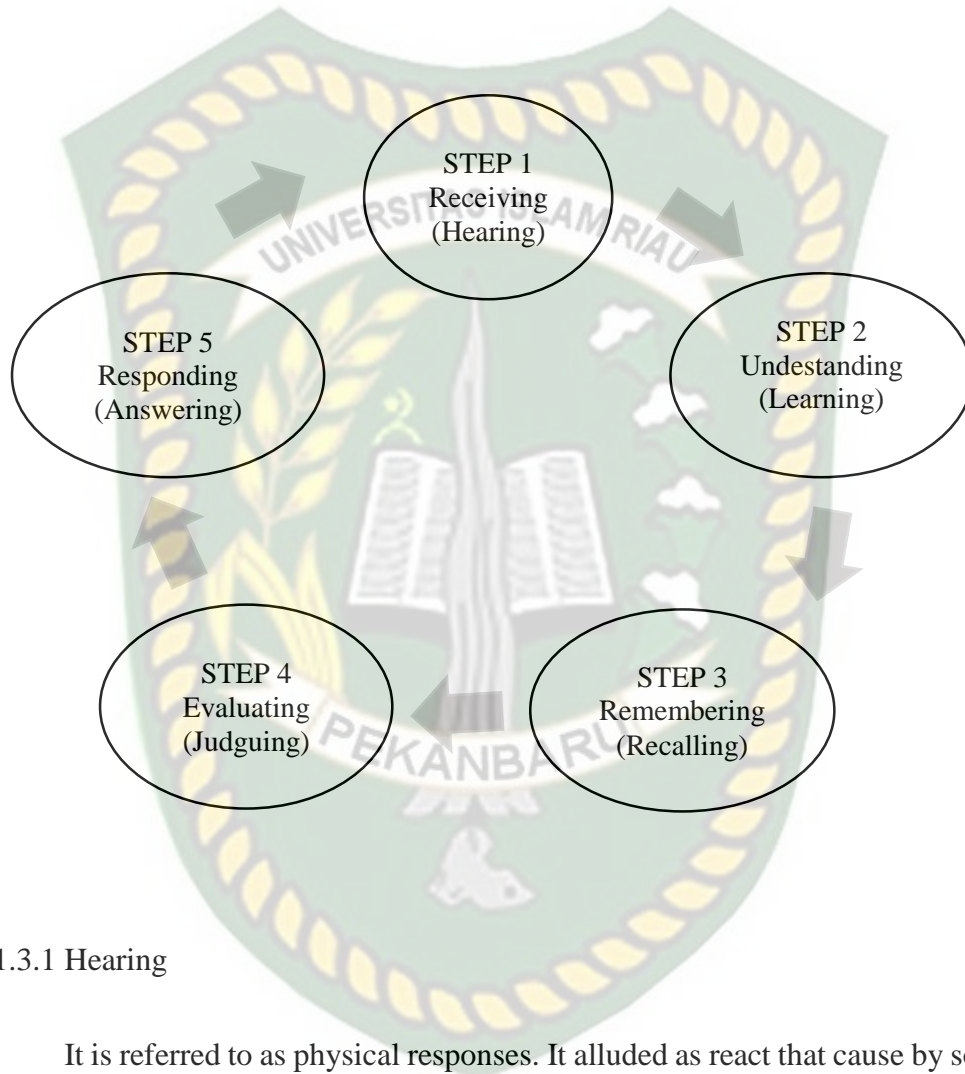
2.1.3.1 Hearing

It is referred to as physical responses. It alluded as react that cause by sound waves stimulating the sensory receptors of ears. It means hearing is a view of sound waves. It implies you must hear to listen, it infers you should hear to tune in, however you don't have to tune in to hear (perception necessary for listening depends on attention).

2.1.3.2 Understanding

This step assists to understanding the image of what we have seen and heard. We need to analyze the meaning of the stimuli that have perceived. The symbolic stimuli no longer only words but additionally sounds like applause and sight. For successful interpersonal communication, the listeners ought to understand the expected meaning and set expected by the speakers.

2.1.3.3 Remembering

Remembering is the significant stages in the listening cycle because someone has not only received and interpreted a message but has also delivered and spared in their mind-brain storage. In listening our thought and memory are explicit. Sometimes what we are recollected may be very unique in relation to what was initially observed or heard.

2.1.3.4 Evaluating

In this point active learners weigh evidence, varieties fact from feeling, and determines the presence or absence of bias or prejudice in a message because of the widely diverse sets of life experience, evaluation of similar message can broadly starting with one audience then onto the next.

2.1.3.5 Responding

It is the fifth and final stage of the listening process and sometimes to as feedback. This stage speaker has no other method to figure out whether a message has been gotten and which the sender may decide the level of achievement in communicating the message.

2.1.4 Teaching Listening

According to Harmer (2007), listening best instructed in three stages: pre-listening activities, whilst listening, post-listening. The first stage is preparing learners, the second is creates and checks perception, and the third is relate to what they heard to their own insight. These are the detailed information about pre-listening, whilst-listening and post-listening:

2.1.4.1   Pre Listening

This step is to set up the students for what they will to hear, as typically set up in real life. The purpose of this step is to train students to predict text based on their knowledge such as language, topic, or background of knowledge.

2.1.4.2   Whilst Listening

This step is to enable the students understanding to comprehend the content. However, they are not expected to see each word. In this step, focus on how students can take part actively in the listening experience probably construct clear and accurate meaning as they interpret the speaker. In listening axtivity

students make their interpretation and judgment depend on what they know. There are a few exercises that identified with this step, for example, distinguish the specific point, take a note the information, answer the questions, complete sentences, and complete table, map, or picture.

2.1.4.3 Post Listening

This step is to assist students with associating about what they have heard with their thoughts, experience and encourage interpretative and critical listening and reflective thinking, for example, write a summary, reading related text, doing role play, analyzing grammatical structure and practicing pronunciation.

In short, teachers need to design a lesson plan dependent on three steps of teaching listening, they are pre-listening, whilst-listening and post-listening. Those activities can encourage students to accomplish the goal of learning and the learning process effective as they expected.

2.1.6 Definition of Online Learning

Online learning is defined as learning delivered through distance learning by using support technology devices such as tablets, smartphone, laptops, and computer systems which connect to internet, (Gonzales, 2018). Hence, online learning is the use of the internet and various technological tools to enhance teaching materials for education purposes, instructional delivery and education management program, (Fry, 2001).

Recently, online learning has expended globally because students and teachers feel great and see possibility in setting up and accessing opportunities to study alternatively, (White, 2008). In short, online learning is a set of learning activities in a subject delivered through network that allows for access and information sharing. It brings up that instructing and realizing which include the internet and technology to help the educating and learning measure.

In any case, an online learning environment is benefical not only for students to gain knowledge and learning materials, but also for communication and collaboration between among students and between teachers and students, (Krish, 2008). It means that online learning is the use of the internet and technology to access materials, communicate with contents, instructors, and other students, and gain knowladge, context, and progress through the learning experience.

Moreover, fully online learning must be upheld by the presence of a Learning Management System (LMS), which is incorporating all learning process, from integrative manner, curriculum, learning materials, processes, and evaluation, (Aydin & Tirkes, 2010).

It can be conclude, online learning is learning that connected through internet and technology devices for distributing, tracking, and managing course over the internet connection. It involves the implementation of advancements in technology, design and delivers learning materials, and to facilitate communication between students and teachers.

2.1.7 Types of Online Learning

Online learning has many types and models. According to Seluakumaran et al., (2011), online learning has divided into two types, there are synchronous and asynchronous forms. The synchronous means the learning process is carried out on the same schedule and allowing direct interaction between lecturers and students, students and students at the same time of learning such as Zoom, Google Meet, and Skype. Meanwhile, asynchronous means students and lecturers can interact and communication takes place indirectly. This form allows students to study at a different time and they set a time range such as Edmodo, Kahoot, Google Classroom, Youtube, Google Doc and Google Drive. However, these platforms are commonly used in the online teaching and learning process.

In addition, according to Aruan et al., (2020), prezi online software was well-accepted and very well-applied by the students. The students preferred this method to books. Moreover, it was observed that using this method improves the students' listening skill who study the second language.

2.1.8 The Benefits and Challenges of Online Learning

Online learning gives students' several occasions to learn language an anyplace and whenever. Online learning students have a chance to improve a foreign language through an online system because they can participate in virtual classes by using a laptop or mobile phone and other devices, (Altunay, 2009).

In fact, most students who spend hours with their gadget, laptop, or tablet. By gaining access to the internet, they can appear for quite a number information and knowledge based on what they need or genuinly show their existence through social media, (Windarti, 2020).

However, online learning promotes both-inquiry based learning and independent learning since online platform facilitates interaction between students and teacher although they are not face to face setting, (Cakrawati, 2017). Additionally, by online learning teachers can distribute the assignments, set the deadline, and monitor students' progress. Moreover, online learning permit parents to control their children. The use of various online platforms, it can allow interaction between students and teachers also increased students' motivation to learning, (Cakrawati, 2017). Furthermore, the limitations of the internet network can be the main challenges for both teachers and students especially in the rural area, (Windarti, 2020).

2.1.9 Factors Affecting Online Learning

For both teachers and students, online learning is more difficult in conventional or face-to-face learning. As technologically integrated learning and education rapidly develops. In online learning there are several important factors. Feel for community, teacher engagement, characteristics of life and previous experience, interactions, modes of learning and motivation are all main factors that affect online learning. A mutual relationship between these factors may be established, (Lin et al., 2007).

On the other hand, personality may affected students' perspective in online learning. Differences in personality, such as extoversion, can affect student's online learning perspective. An extroverted student may prefer to learn face to face because they wants to communicate directly with the teacher and their friend, (Smidt et al., 2014).

According to Altunay (2019), there are some factors that affecting students in online learning: 1). Personal Suitability, 2). Effectiveness, 3). Teachability, 4). Study Habits. Personal suitability means depict the students feel that it is the ideal for studying online. While, effectiveness is students capability to interact with a given technology. It involves students involvement and participation, cognitive engagement, technology self-efficacy, perceived usefulness of the technology employed, and the relative advantage or disadvantage of online delivery, (Volery & Lord, 2000). However, teachers are key performers to successfully accomplish lessons under any learning condition. The self-efficacy of teachers is a reflection of learning efficiency as well. Increasing success of the teacher, immersive teaching and trust towards the use of creativity contributes to sufficient learning, (Solangi et al., 2018). Whereas, study habits is linked to the performance of online learners. Study habits reflects the usual study act of the students as well as the cognitive processes of the learner during the learning process. Study habits include: time management, establishment of relevant objectives, the choice of an adequate study envirSonment, the use of appropriate note-taking strategies and selection of key ideas and organization, (Proctor et al., 2006).

Based on the explanation above, some factors which have been stated by Altunay (2019), will be use in this study because online learning is a new experience for students and also to investigate students' perspective in taking online listening subject. All the indicators are 1). Personal suitability, 2). Effectiveness, 3). Teachability, 4). Study habits.

2.2 Relevant Studies

In this study, the researcher reviews several research conducted by the previous researchers as composition. There are from Altunay (2019) with the title *'EFL Students' Views on Distance English Language Learning in a Public University in Turkey'* and from Sujarwo et al (2020) with the title *'An Analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic'*.

First researcher is Altunay (2019), which conducted research to investigated first year Turkish EFL students' views about learning English through distance education. The participants were students on campus at a public university in Turkey who took compulsory English courses through distance learning. A total of 62 students from different universities participated in the study. Online Likert Scale surveys were obtained with 18-point and semi-structured interviews.

As the result of questionnaire reveal that most of students do not have clear idea about suitability, effectiveness, teachability of distance education and their study habits. However, some striking results indicate that in general, students believe that face-to-face contact is required for best English education, and

communication is more instantaneous and simpler in face-to-face learning than in distance learning. Students believe they need to learn English face to face.

The outcome of the interviews is that distance learning is sufficient. Students assume that face-to-face learning is more productive than distance learning and students do not study for English language courses regularly.

The second researcher is Sujarwo (2020), who discusses the viewpoint of university students on using online learning in the midst of COVID-19. 40 students participated in the study. The research instruments were questionnaire to know their perspective in using online learning. Finally, in the midst of a COVID19 pandemic, the students have strong insight into online learning. Online learning is very beneficial, if not totally successful, in the midst of a pandemic in view of their perspectives.

However, there several obstacles in the implementation of online learning such as lack of funding resources and affordability of Internet connectivity. Furthermore, whatsapp is an affective and powerful learning site.

Previous studies are similar to this study, where the first study used the same indicators of online learning; suitability, effectiveness, teachability and study habit. The second research is concerned with the timing of the study, specifically when the covid-19 pandemic occurred.However, this research is slightly different from the above study where this research is investigating students' perspective on taking online learning, specifically in online listening subjects.

2.3 Conceptual Framework

The framework is about students' perspectives in taking online listening subject regarding personal suitability, effectiveness, teachability, and study habits. It need to perceive how agreeable the students in learning listening skill with online learning. This process will show below.
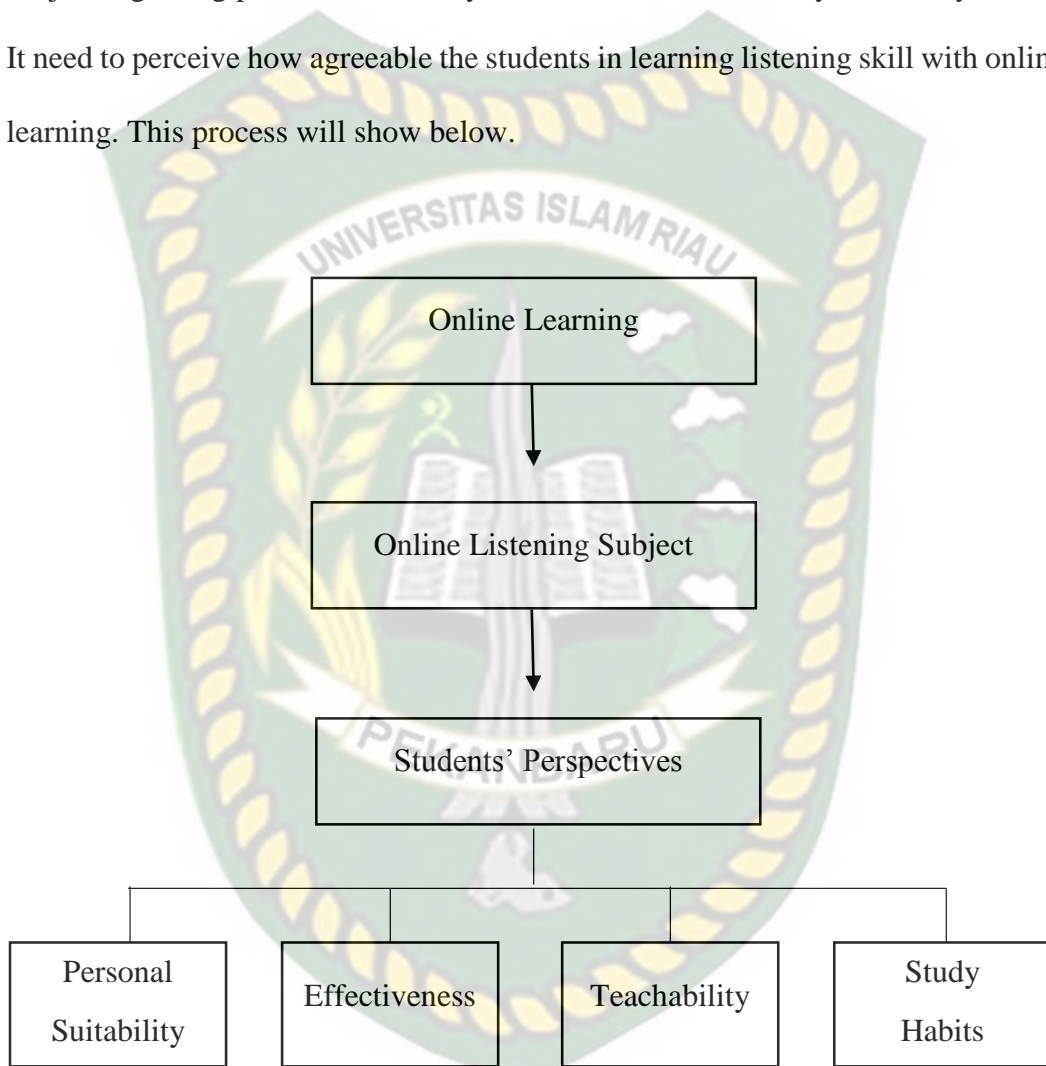
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was descriptive quantitative research. According to Arikunto (2013), descriptive research is research that expected to investigate the circumstance, conditions, or other issues that have been mentioned. The result presented in the form of a research report. According to Creswell (2012), survey design is the produce in quantitative research to define the views, perceptions or character of the population by surveying the sample or the whole individual.

In this case, the researcher surveys the third-semester students by asked their perspectives in taking online listening subject regarding the indicators of online learning; personal suitability, effectiveness, teachability, and study habits at English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year. Descriptive quantitative was used in this study because the data obtained by the researcher based on quantitative data, then the researcher explained the result of the data in descriptive form.

3.2 Location and Time of the Research

This study was conducted online because of Covid-19 pandemic did not allow the researcher to go directly to the field and the subjects of this study were third-semester students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year. It has done one semester.

3.3 Population and Sample of the Research

3.3.1 The Population

According to Hanlon & Larget (2011), the population is all individuals or units that have the same interest. It means that populations consist of all the subject which want to be studied. The population in this study involved the third-semester students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 academic year. The most important thing, the students who participate in this study were taught online listening subject.

Table 3.1 Population of the Research

No	Classes	Number of the Students
1	3 A	49
2	3 B	45
	Total	94

3.3.2 The Sample

Further, According to Hanlon and Larget (2011), explained that the sample is a subset of individuals in a population determined to be used in the process of data collection in research. In this case, the researcher involved 3B class as a sample through purposive technique sampling.

Purposive sampling also called judgment sampling due to the qualities participant possess. Purposive sampling involves the identification and selection of individuals or groups with particular characteristics who are able to assist with the phenomenon interest, (Etikan, 2016).

3.4 Instrument of the Research

This study used an electronic survey by using an online questionnaire through Google from and distribute through students' Whatsapp groups. The questionnaire was consists of four indicators of online learning; personal suitability, effectiveness, teachability, and study habits. In this research, the researcher only used a questionnaire to draw the data.

Table 3.2 The Blue Print of Questionnaire

Indicators	Items	Total number of questionnaire
Personal Suitability	1,2,3,4,5,6	6
Effectiveness	7,8,9,10,11	5
Teachability	12,13,14,15	4
Study Habits	16,17,18,	3
Total		18

Adopted from Karaman (2014)

Table 3.3 Questionnaire Items

No	Statements	1	2	3	4	5	Note
1	It is convenient for me to learn English especially listening skill through online learning.						
2	Online listening subject is suitable for my lifestyle.						
3	Online listening subject is suitable alternative to obtain the English education that I need.						Personal Suitability
4	Online listening subject allows me to improve my skill without losing time.						
5	I need the flexibility of participating the lesson without time and place constraints.						
6	It is easy for me to follow online listening subject.						
7	Online learning makes student more active in term of learning listening skill.						
8	Online listening subject offers the opportunity to do various activities that relate to the lesson.						Effectiveness

9	Online listening subject allows students to learn at their own pace.						
10	Those learned in online listening classes are internalized thanks to online education.						
11	Online listening subject is more effective than offline learning.						
12	Face-to-face interaction is necessary for best learning.						
13	Communication in online learning more instant and clear.						
14	Listening subject is offered better through online learning compared to offline learning.						Teachability
15	I need face-to-face communication to learn listening subject.						
16	I have the habit of postponing to accomplish the given assignments or exercises.						
17	Most of time, I finish the homework or exercises given.						Study Habits

18	I wait until the last moment to do my homework or study for exams.						

<div align="right">Adapted by Karaman (2014)</div>

3.5 Data Collection Technique

The researcher used an online questionnaire in the form of a Google Form, then distributed a link of Google Form through students' Whatsapp groups at third-semester students of English Language Education Study Program of Universitas Islam Riau. The item was consists of personal suitability, effectiveness, teachability, study habits which represent the students' experience in taking online listening subject. The type of questionnaire is a closed questionnaire, students only choose the answers available without having to provide additional answers.

3.6 Data Analysis Technique

In scoring the questionnaire, the researcher used Likert scale. Linker scale used to measure the students' perspectives in taking online listening subject. The questionnaire were divided into five options, namely 5). Strongly agree, 4). Agree, 3). Undecided, 2). Disagree, 1). Strongly diagree.

The researcher used descriptive analysis in analyzing the data. The researcher analyzed the questionnaire from the students' responses. Then, she describe the questionnaire results. The researcher calculated the percentage of students' responses from a questionnaire and computed the average score based on each

indicator in this study. To determine the students' perspectives in taking online listening subject, the following formula is used.

$$S = T \times Pn$$

The Formula to Measure Likert Scale

S   : Scale

T   : Total amount of respondents choosing

Pn   : Score number choice of likert

After calculates the number of respondents choosing linkert scale, than the researcher takes percentage of questionnaire as following formula:

$$P = \frac{X}{Y} \times 100\%$$

The Percentage Formula

P   : Percentage

X   : The number of students that choose same scale in each statement

Y   : Total students

After getting the percentage, to find out the degree of respondents's answer the questionnaire used the following formula:

$$DRA = \frac{Total\ Score}{Y \times n} \times 100$$

DRA : Degree of Respondents' Answer

Y   : Highest score of likert

n   : Total Respondents

After getting the degree of respondents's answer the questionnaire for each item, the next step is find out the students' score of perspective were categories in two classification as follow:

Table 3.4

The Categorization of Students' Score Perspectives

No	Categories	Classification
1	0%-50%	Negative
2	51%-100%	Positive

According to Miller (1982) in Inkayani (2016) state if the percentage of between 51%-100% it could be said "Positive" and if the percentage of between 0%-50% said "Negative" score.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

The following information presents the students' perspectives in taking online listening subject. To find out the perspectives, students previously were invited to give responses through a questionnaire. In order to know their perspectives about the online listening subject that they have followed. The finding are presented based on the four indicators of online learning; suitability, effectiveness, teachability and study habit, adopted form Karaman (2014).

4.1.1 Personal Suitability

In terms of personal suitability, there are 6 items that were addressed to the students. The presentation of the students' responses for each item is presented in the following:

Table 4.1. Personal Suitability *(It is convenient for me to learn English especially listening skill through online learning)*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	2	10	4,44%
2	Agree	4	16	64	35,56%
3	Undecided	3	20	60	44,44%
4	Disagree	2	6	12	13,33%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	147	100,00%
	MEAN			3,27	65,33%

Table 4.1 shows that the perceptions of the students toward the convenience of learning listening skill through online learning is 65,33%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. It is worth to notice, a significant number of the students state **"undecided"** to the questioned item, accounted for 44,44%. However, the percentages of the students who stated **"strongly agree"** and **"agree"** were 4,44% and 35,56% respectively. Moreover, around 16% of the students stated **"disagree"** and **"strongly disagree"** toward the convenience of learning listening skill through online learning.

In terms of the suitability of online learning towards the students' lifestyle, the students' responses can be seen in the following table:

Table 4.2. Personal Suitability *(Online listening subject is suitable for my lifestyle)*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	0	0	0,00%
2	Agree	4	20	80	44,44%
3	Undecided	3	17	51	37,78%
4	Disagree	2	7	14	15,56%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	146	100,00%
	MEAN			3,23	64,89%

Table 4.2 shows that the perceptions of the students toward the lifestyle in online listening subject is 64,89%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it shows that they have a positive perception with the item asked. Overall, the majority of the students, 44, 44%, **"agree"** that online listening subject is suitable for their lifestyle. However, almost 38% of the students stated **"undecided"** about the suitability of online learning towards their lifestyle. On the other hand, the students stated **"disagree"** and **"strongly disagree"** is around 16% and 3%, respectively. Unfortunately, nobody showed strong agreement about the suitability of the online learning towards their learning style.

For the third question of the suitability toward the suitable alternative of online learning to support their learning outcome, the students' responses are presented in the table below:

Table 4.3. Personal Suitability *(Online listening subject is suitable alternative to obtain the English education that I need)*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	4	20	8,89%
2	Agree	4	23	92	51,11%
3	Undecided	3	15	45	33,33%
4	Disagree	2	2	4	4,44%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	162	100,00%
	MEAN			3,6	72,00%

Table 4.3 shows that the perceptions of the students toward online listening subject is a suitable alternative way to obtain the English education that they need (72%). According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. It is worthed to know that approximately 52% of the students **"agree"** that online listening subject is a suitable alternative way to obtain the English education that they need. Then, almost 9% of the students who stated **"strongly agree"** to the suitable alternative of online learning to support their learning outcome. On the other hand, 34% of the students stated **"undecided"** to the question given. Furthermore, the proportion for the students stated **"disagree"** and **"strongly disagree"** is at 4,44% and 2,22% respectively.

Then, the students' perceptions towards the suitability of online learning improve their listening skill are depicted in the following information:

Table 4.4. Personal Suitability *(Online listening subject allows me to improve my skill without losing time)*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	2	10	4,44%
2	Agree	4	29	116	64,44%
3	Undecided	3	10	30	22,22%
4	Disagree	2	3	6	6,67%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	163	100,00%
	MEAN			3,62	72,44%

Table 4.4 shows that the perceptions of the students toward online learning improve their listening skill is 72,44%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. In general, around 69% of the students **"strongly agree"** and **"agree"** that online learning allows them to improve their listening skill. However, around 23% of the students stated **"undecided"** to the questioned item. On the other hand, almost 7% of the students stated **"disagree"** toward online learning to improve their listening skill. Then, only a small minority, 2,2% left for **"strongly disagree"**.

For the fifth question of the suitability of online learning toward the flexibility of participating listening subject, the students' responses are following:

Table 4.5. Personal Suitability *(I need the flexibility of participating the lesson without time and place constraints).*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	6	30	13,33%
2	Agree	4	32	128	71,11%
3	Undecided	3	7	21	15,56%
4	Disagree	2	0	0	0,00%
5	Strongly Disagree	1	0	0	0,00%
	TOTAL		45	179	100,00%
	MEAN			3,98	79,56%

Table 4.5 shows that the perceptions of the students toward the flexibility of participating the lesson is 79,56%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. Overall, the majority of the students, 71,11% "**agree**" that they need flexibility in practicing the lesson without time and place constraints. Then, around 14% of the students stated **"strongly agree"** and almost 16% of the students stated **"undecided"** toward the question given. Similarly, nobody showed for disagreement options to the suitability of online learning toward flexibility in practicing listening subject.

Then, the students' perceptions towards the suitability of online learning in following listening subject are depicted in the following information:

Table 4.6. Personal Suitability *(It is easy for me to follow online listening subject).*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	2	20	4,44%
2	Agree	4	22	88	48,89%
3	Undecided	3	14	42	31,11%
4	Disagree	2	6	12	13,33%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	163	100,00%
	MEAN			3,62	72,44%

Table 4.6 shows that the perceptions of the students toward the suitability in following online listening subject is 72,44%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. In general, around 54% of the students **"strongly agree"** and **"agree"** that following online listening subject is easier. However, almost 32% of the students stated **"undecided"** to the question given. On the other hand, the percentages of the students who stated **"disagree"** and **"strongly disagree"** were 13,33% and 2,22% respectively toward the suitability in following online listening subject.

Regarding to effectiveness indicator of online learning toward students' active in listening subject, the students responses can be seen in the in the following table:

4.1.2 Effectiveness

In relation to effectiveness indicator, there are 5 items that were addressed to the students. The presentation of the students' responses for each item is presented in the following:

Table 4.7. Effectiveness (*Online learning makes student more active in term of learning listening skill*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	5	25	11,11%
2	Agree	4	17	68	37,78%
3	Undecided	3	13	39	28,89%
4	Disagree	2	5	10	11,11%
5	Strongly Disagree	1	5	5	11,11%
	TOTAL		45	147	100,00%
	MEAN			3,27	65,33%

Tabel 4.7 provides information about the perceptions of the students toward online learning enhances their listening skill is 65,33%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. As can be seen in the table, around 49% of the students **"strongly agree"** and **"agree"** that online learning enhances their listening skill. However, almost 19% of the students stated **"undecided"** to the questioned item. Similarly, the percentages of the students who stated **"disagree"** and **"strongly disagree"** were 11,11% respectively.

Then, the students' perceptions about the effectiveness of online learning toward the listening subject provide various activities, the students' responses can be seen in the following table:

Table 4.8. Effectiveness (*Online listening subject offers the opportunity to do various activities that relate to the lesson*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	3	15	6,67%
2	Agree	4	30	120	66,67%
3	Undecided	3	8	24	17,78%
4	Disagree	2	3	6	6,67%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	166	100,00%
	MEAN			3,69	73.78%

Table 4.8 provides information about the perceptions of the students toward the online listening subject provide various activities is 73,78%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. Overall, the majority of the students, 66,67% **"agree"** that online listening subject facilitate various activities. Then, almost 7% of the students stated **"strongly agree"** toward online learning facilitate various activities in listening subject. However, around 18% of the students stated **"undecided"** to the question given. Moreover, the proportion of the students stated **"disagree"** and **"strongly disagree"** is around 7 % and 3% respectively.

For the ninth item of the effectiveness of online learning toward the students' learning phase, the students' responses are presented in the table below:

Table 4.9. Effectiveness (*Online listening subject allows students to learn at their own pace*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	6	30	13.33%
2	Agree	4	24	96	53,33%
3	Undecided	3	12	36	26,67%
4	Disagree	2	0	0	0,00%
5	Strongly Disagree	1	3	3	6,67%
	TOTAL		45	165	100,00%
	MEAN			3,67	73,33%

Table 4.9 provides information about the perceptions of the students toward the online listening subject allows them to learn at their own pace is 73,33%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. In general, the percentages of the students who stated **"strongly agree"** and **"agree"** were 13,33% and 53,33% respectively. However, almost 27% of the students stated **"undecided"** to the effectiveness of online learning toward students' learning phase. Furthermore, around 7% of the students stated **"strongly disagree"** with the question given. Unfortunately, nobody showed **"disagree"** about effectiveness of the online learning toward the students' learning phase.

For the tenth question of the effectiveness of online learning toward the learning system help them in learning process, the students' responses are following:

Table 4.10. Effectiveness *(Those learned in online listening classes are internalized thanks to online education).*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	2	10	4,44%
2	Agree	4	20	80	44,44%
3	Undecided	3	14	42	31,11%
4	Disagree	2	7	14	15,56%
5	Strongly Disagree	1	2	2	4,44%
	TOTAL		45	148	100,00%
	MEAN			3,31	65,78%

Table 4.10 provides information about the perceptions of the students toward the learning system help them in learning process is 62,22%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. Overall, the majority of the students, 44,44% **"agree"** that online system help is them in learning process. Then, around 5% of the students stated **"strongly agree"** and almost 32% of the students stated **"undecided"** to the item given. Moreover, the percentages of the students who stated **"disagree"** and **"strongly disagree"** is around 16 % and 5% respectively.

Then, for the eleventh item toward online listening subject is more effective than offline learning, can be seen in the table below:

Table 4.11. Effectiveness *(Online listening subject is more effective than offline learning).*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	2	10	4,44%
2	Agree	4	5	20	11,11%
3	Undecided	3	9	27	20,00%
4	Disagree	2	20	40	44,44%
5	Strongly Disagree	1	9	9	20,00%
	TOTAL		45	106	100,00%
	MEAN			2,36	47,11%

Tabel 4.11 provides information about the perceptions of the students toward the effectiveness in online listening subject is 47,11%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a negative perception with the item asked. It is worth to notice, a significant number of the students **"disagree"** toward online listening subject more effective than offline learning, accounted for 44,44 %. Then, the percentages of the students who stated **"strongly disagree"** and **"undecided"** is 20,00% respectively. Furthermore, the proportion for the students stated **"strongly agree"** and **"agree"** is around 16% toward online listening subject more effective than offline learning.

In terms of the teachability indicator of online learning toward the learning system, the students responses can be seen in the in the following table:

4.1.3 Teachability

In terms of teachability, there are 4 items that were addressed to the students. The presentation of the students' responses for each item is presented in the following:

Table 4.12. Teachability (*Face-to-face interaction is necessary for best learning*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	18	90	40,00%
2	Agree	4	20	80	44,44%
3	Undecided	3	2	6	4,44%
4	Disagree	2	4	8	8,89%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	185	100,00%
	MEAN			4,11	82,22%

Table 4.12 shows that the perceptions of students toward the learning system is 82,22%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. The proportion of the students who stated **"strongly agree"** and **"agree"** were, 40,00% and 44,44% respectively. However, almost 5% of the students **"undecided"** to the questioned item. Moreover, around 12% of the students stated **"disagree"** and **"strongly disagree"** toward face-to-face interaction is necessary for the best learning.

Then, the students' perceptions toward teachability of online learning toward the communication context are depicted in the following information:

Table 4.13. Teachability *(Communication in online learning more instant and clear)*.

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	2	10	4,44%
2	Agree	4	4	16	8,89%
3	Undecided	3	13	39	28,89%
4	Disagree	2	19	38	42,22%
5	Strongly Disagree	1	7	7	15,56%
	TOTAL		45	110	100,00%
	MEAN			2,38	48,89%

Table 4.13 shows that the perceptions of the students toward students' communication in online learning is 48,89%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a negative perception with the item asked. It is worth to notice, a significant number of the students **"disagree"** toward communication in online learning more instant and clear, accounted for 42,22%. Then, the percentages of the students stated **"undecided"** and **"strongly disagree"** is around 43% and 16% respectively. Furthermore, the proportion for the students stated **"strongly agree"** and **"agree"** is around 14% toward the communication in online learning.

For the fourteenth item of the teachability of online learning toward learning system in listening subject, the students' responses are presented in the table below:

Table 4.14. Teachability *(Listening subject is offered better through online learning compared to offline learning).*

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	1	5	2,22%
2	Agree	4	5	20	11,11%
3	Undecided	3	9	27	20,00%
4	Disagree	2	19	38	42,22%
5	Strongly Disagree	1	11	11	24,44%
	TOTAL		45	101	100,00%
	MEAN			2,24	44,89%

Table 4.14 shows that the perceptions of the students toward learning system in listening subject is 48,89%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a negative perception with the item asked. In general, the majority of the students, 42,44%, **"disagree"** that online listening subject better through online learning compared to offline learning. Moreover, the percentages of the students who stated **"undecided"** and **"strongly disagree"** is around 20% and 25% respectively. Furthermore, the proportion for the students stated **"strongly agree"** and **"agree"** is around 14% toward the learning system in listening subject.

Then, the students' perceptions of online learning toward the communication in listening subject, the students' responses are presented in the table below:

Table 4.15. Teachability (*I need face-to-face communication to learn listening subject*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	12	60	26,67%
2	Agree	4	22	88	48,89%
3	Undecided	3	8	24	17,78%
4	Disagree	2	2	4	4,44%
5	Strongly Disagree	1	1	1	2,22%
	TOTAL		45	177	100,00%
	MEAN			3,93	78,67%

Table 4.15 shows that the perceptions of the students toward face-to-face communication to learn listening subject is 78,67%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. As can be seen in the table, around 76% of the students **"strongly agree"** and **"agree"** that they need physical communication to learn listening subject. However, almost 18% of the students stated **"undecided"** to the question given. Then, the proportion for the students **"disagree"** and **"strongly disagree"** is 4,44% and 2,22% respectively toward the communication in listening subject.

In term of study habit of online learning toward delaying to accomplish the given assignment or exercises are depicted in the following information:

4.1.4 Study Habit

Regarding to study habit, there are 3 items that were addressed to the students. The presentation of the students' responses for each item is presented in the following:

Table 4.16. Study Habit (*I have the habit of postponing to accomplish the given assignments or exercises*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	4	20	8,89%
2	Agree	4	22	88	48,89%
3	Undecided	3	11	33	24,44%
4	Disagree	2	6	12	13,33%
5	Strongly Disagree	1	2	2	4,44%
	TOTAL		45	155	100,00%
	MEAN			2,44	68,89%

Table 4.16 provides information about the perceptions of the students toward study habit in postponing to accompolish assignments or exercises given is 68,89%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. As can be seen in the table, the percentages of the students who stated **"strongly agree"** and **"agree"** were, 8,89% and 48,89% respectively. However, almost 25% of the students **"undecided"** to the questioned item. Moreover, around 18% of the students stated **"disagree"** and **"strongly disagree"** toward study habit in postponing to accomplish the assignments or exercises given.

For the seventeenth question of the study habit of online learning toward finishing the homework or exercises given, the students' responses are following:

Table 4.17. Study Habit (*Most of time, I finish the homework or exercises given*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	10	50	22,22%
2	Agree	4	28	112	62,22%
3	Undecided	3	7	21	15,56%
4	Disagree	2	0	0	0,00%
5	Strongly Disagree	1	0	0	0,00%
	TOTAL		45	183	100,00%
	MEAN			4,07	81,33%

Table 4.17 provides information about the perceptions of the students toward the study habit in finishing the homework or exercises given is 81,33%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. As can be seen in the table, the majority of the students, 62,22% **"agree"** that they would complete the task assigned. Then, almost 23% of the students stated **"strongly agree"** toward the habit of study in completing the homework or exercises given. However, around 16% of the students stated **"undecided"** to the item given. Unfortunately, nobody showed disagreement options about the study habit in finishing the homework or exercises given.

For the last item of the study habit of online learning toward delaying their homework or study for the exam, the students' responses are following:

Table 4.18. Study Habit (*I wait until the last moment to do my homework or study for exams*).

No	Categories	Scale	Frequency	Score	Percentage
1	Strongly Agree	5	6	30	13,33%
2	Agree	4	21	84	46,67%
3	Undecided	3	4	12	8,89%
4	Disagree	2	11	22	24,44%
5	Strongly Disagree	1	3	3	6,67%
	TOTAL		45	151	100,00%
	MEAN			3,36	67,11%

Tabel 4.18 shows that the perceptions of the students toward study habit in delaying their homework or study for the exam is 67,11%. According to Miller (1982) in Inkayani (2016) about the category of students' perspectives score, it informs that they have a positive perception with the item asked. In general, the percentages of the students who stated **"strongly agree"** and **"agree"** were, 13,33% and 46,67% respectively. However, almost 9% of the students stated **"undecided"** to the item given. Moreover, around 32% of the students **"disagree"** and **"strongly disagree"** toward delaying the homework or study for exam.

In short, the average score of each indicator depict that the third-semester students of English Language Study Program of Universitas Islam Riau in 2020/2021 academic year have positive perspectives in taking online listening subject because of its suitability (71,11%), effectiveness (65,07%), teachability (63,67%) and study habit (72,44%).

4.2 Data Interpretation

The purpose of this study was to know students' perspectives in taking online listening subject at the third-semester students of English language study program of Universitas Islam Riau in 2020/2021 academic year. The students' perspectives in taking online listening subject based on their own experiences have been examined. Based on the findings of this study, the data is interpreted as follow.

4.2.1 Personal Suitability

In terms of personal suitability, online learning is a convenience for them to learn the listening skill. The students also felt that online listening subject an enjoyable and suitable to their lifestyle. It means that listening subject is the ideal for studying online to their lifestyle, (Volery & Loard, 2000). Another statement is about online listening subject allows them to improve their skill without losing time because online learning promotes self-regulated and self-managed. The students study all material and comprehend many lessons on their own. This relates to cognitive abilities in term of listening subject matter and internet or computer skills, (Kuama & Intharaksa, 2016). Furthermore, the online listening activities give them the flexibility of practicing the lesson without time and place constraints. It points out that online learning gives the students full control of their learning. They are able to move faster through areas of the subject they feel comfortable with, and they can slower through those that they need a little more time. Then, the students easily to following online listening subject, (Gilbert et al., 2015). All of the statements are in line with Kocur & Kosc (2009), online learning is useful because it provides

some conveniences and flexibility for studying. The students can study at their own pace with online learning. This flexibility also enables students to pursue their lesson of study whenever and wherever they choose. This means that students from all parts of the world can study without having to actually move to the campus to get an education (McDonald, 1999-2000).

4.2.2 Effectiveness

Concerning to effectiveness indicator, this study found positive and negative perspectives. The students state positive responses to online learning makes them more active to learn the listening skill. It means the students have the basic knowledge of IT that require to easily participate in online learning without much problem, (Obasa et. al., 2013). In addition, the learning system can engage the students to do various activities, choose their learning phase and help them in learning process. It informs that online learning can enhance their learning experience, such as the ability to add files, to chat, download documents and be able to publish messages. It must be noted that technologies such as instant messaging and chats are provided for the students to help them communicate easily, (Coman et al., 2020). Furthermore, e-books, streaming videos and streaming audios are available for the students to use in order to facilitate their studies, (Obasa et. al., 2013).

However, the students did not agree that online listening subject is more effective than offline learning because the students could easily get distracted and lost the lack teachers' strategies engage the students in learning process. In addition,

the students' poor experience with the online learning system also become the barrier in following the lesson. Moreover, the environmental factor may affect online learning, such as noise from family members or neighbors, (Coman et al., 2020).

4.2.3 Teachability

In terms of teach ability, this study found positive and negative perspectives. The students state positive responses for face-to-face interaction is necessary for the best learning and they need physical communication to learn listening subject. It means that the students prefer physical classroom setting rather than online learning because face-to-face learning provided immediate feedback, easier to communication with the other students and teachers, was better suited to the resolution of the study program and gave better motivation to study, (Miliszewska, 2007). Additionally, this this statement is in line with Coman et al., (2020), they found that online learning is less value than the traditional process. The students believe the process of learning and assimilating knowledge is poor, which may present the poor learning outcomes. They study shows that online learning can have an impact on students' performance because respondents reported poor knowledge assimilation, particularly when taking more difficult courses with teachers who did not have well-adapted teaching methods.

However, the students showed disagreement about communication in online learning and learning system in listening subject. It is mean that the students prefer offline listening subject than online learning because internet network

limitations can be major issues for both teachers and students, especially in rural areas (Windarti, 2020). In addition, according to Yang & Cornelius (2004), delay communication is one of the weaknesses of online learning. The communication between students, teachers and peers was a major problem. The lack of face-to-face interaction between student and teachers led to many students' negative perceptions. When the instructor's feedback was delayed, students felt unconfident in their learning process. Furthermore, in Howland and Moore's study (2002), they found that many students was difficult to get clarification on assignments, etc. because the student and the instructor had no interaction with each other.

4.2.4 Study Habit

Regarding to study habit, this study found positive perspectives. Postponing or delaying responsibilities or doing homework at the last minute is called "academic procrastination", (Mahasneh et al., 2016). According to Bekleyen's (2017), the level of procrastination of English learners may differ depending on the English skills. It is not surprising because listening is one of the challenging subjects for the students. In other words, time constraints are needed to motivate students to complete the assignment (Ferrari, 2001). According to Smart and Cappel (2006), techanical problems and students' technological incompetence may influence their perception toward online learning and lead to academic procrastination.

According to Mahasneh (2016), academic procrastination can be caused by a variety of factors, including environmental, individual, and parenting style factors. Furthermore, in Balkis and Daru's study (2017), they found that procrastination has a direct effect on students' academic performance since they are more likely to postpone completing assignments and preparing for exams until the last minute. On the other hand, when completing homework or exercises, the students can easily access course materials, which are given in the form of e-books and website links. These give students the convenience of not having to go to a physical library to find research materials and course books, (Mamattah, 2016)
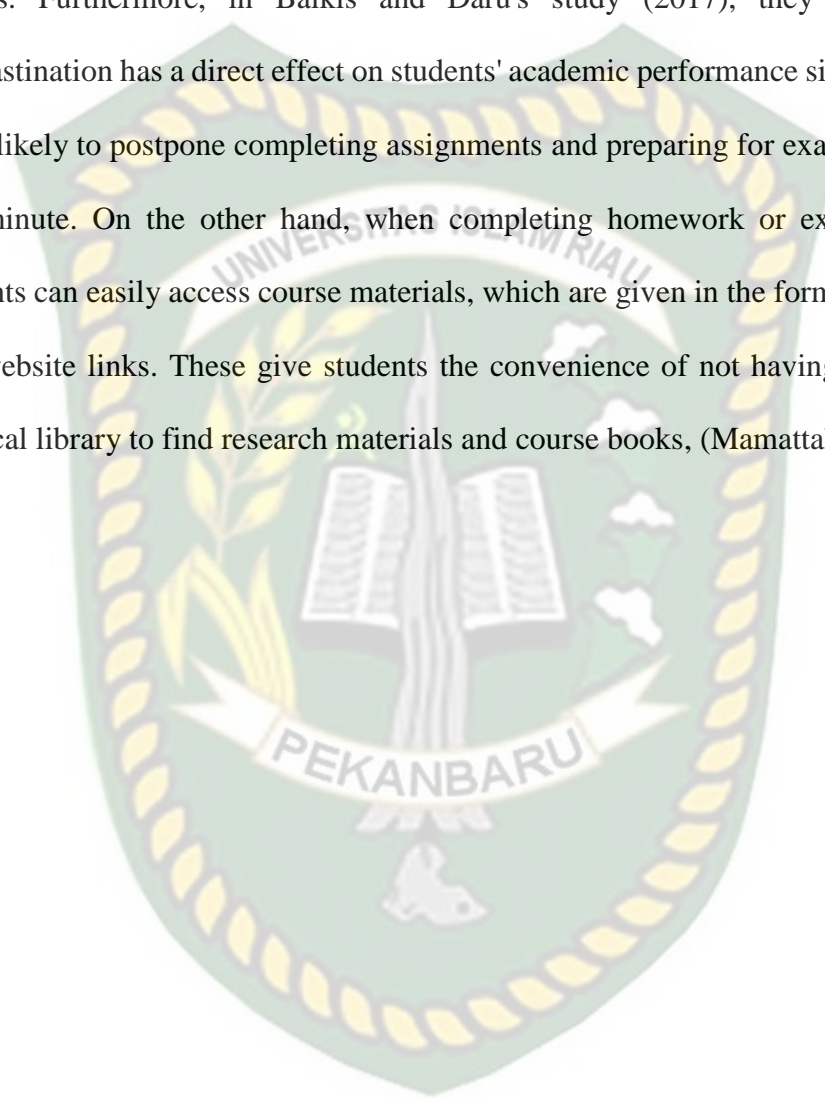
CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the presented findings in the previous chapter. It can be concluded that online activities have positive value toward the sudents. It informs that online listening subject is not only effective to be implemented during the Covid-19 but it can also be applied in other conditions because it is ideal for the student's lifestyle. Then, the students are connected and familiar with the technology. The teacher has well implemented with teaching strategy. Also, the students have good performance in participating online listening subject.

5.2 Suggestions

There are some suggestion for lectures, students, and other researcher in terms of online learning application in listening subject:

5.2.1 The lecturers listening can keep implementing the online activities because the learning system have positive value toward the students.

5.2.2 The English learners should optimize that the online learning activities to get more benefits from the learning process.

5.2.3 For the next researchers who are interested in taking research in online learning, they can the research in qualitative or both qualitative and quantitative approach. In addition, it is better for the next researchers to investigate the teacher's method in online listening subject.

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