AN ANALYSIS OF STUDENTS' ACCEPTANCE IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC AT SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

Intended to Fulfill One of the Requirements for the Award of Bachelor Degree

in English Language Teaching Education

THESIS

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THESIS

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12	29/01/2022	Approved to Join Thesis Examination	

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I hereby declare this thesis is definitely from my own ideas, except the questions which were adapted or taken from several sources included the references and the data which were taken from the respondents. Sincerely, I am responsible for the date and fact provided in this thesis.

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Then, the researcher expresses greeting to the prophet ***Muhammad saallallahualaihiwassalam***, his companions, and families who have brought us from darkness to the bright world.

This thesis is written as one of the requirements to get hold of the bachelor degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the fulfilment of this thesis has been given by many people to whom she like to express her deepest:

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   To closing this statement, may be this thesis uncompleted and still far being perfect.

I am thankful and fortune enough to encouragement, support and guidance from all teaching staffs. And I would like to extend my sincere esteems to all staffs in faculty of Teacher Training and Education for their support. Lastly, hopefully this thesis can be useful and increase the readers' knowledge.

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ABSTRACT

ANDINI IKA WIDYA, 2021. An Analysis of Students' Acceptance in Online Learning during the Covid-19 Pandemic at Sixth Semester of English Language Education of FKIP UIR

Department of English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau

Keywords: Acceptance, Online Learning, UTAUT.

   The aim of this study is to find out how the students' acceptance in online learning during the Covid-19 pandemic at sixth semester of English Language Education of FKIP UIR. The research was based on the Unified Theory of Acceptance and Use of Technology (UTAUT).

   The researcher used descriptive quantitative method. The sample of the research consisted of 40 students at sixth semester of English Language Education which were taken by simple random sampling. The instrument of the research is used to get the data from questionnaire. Meanwhile, the data collected by Google Form. The total number of question consisted of 20 questions using Likert Scale for measuring the data.

   Accordance to the questionnaire result, the researcher found that the students were happy because they can do more work and assignment in less time about 62.5%. Next, study to use online learning would be easy for students about 45%. In addition, the university and the lecturer help them by providing facilities such as internet quotas and platforms that are easy to use for learning online about 67.5%. The last, students agree that Google Classroom is affordable to use in some devices such as PC, laptop, mobile phone, and tablet about 70%.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Nowadays, the whole world has a deadly coronavirus disease or another name is Covid-19 pandemic. The infectious disease has spread to the whole world among societies. Covid-19 is an illness or deadly disease from Wuhan city of China that had spread all over the world. This virus caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) and very quickly spreads to people who do not keep their distance or have physical contact. More than 200 countries in the world are affected by this very deadly virus, and this is very influential on the problem of education, especially higher education. Dhawan, S. (2020) said this pandemic makes several colleges, schools, and universities have stopped teaching and learning activities in face-to-face learning with distance education. Then, the effect of this situation make the teaching and learning process still ongoing by online learning way in this semester and continues to the next coming future.

Covid-19 pandemic in Indonesia give a big impact on all aspects such as economic, politics, health care, social culture, and education. According to Ika (2020) there is a coronavirus disease-19 pandemic and has a bad impact on education in the world. This pandemic makes teaching and learning activities do not run well. However, now we live in the 4.0 era that using technology for almost all activities in our life. Therefore, in advance technology make learning activities easier even though we got a

bad situation. Finally, the government recommends continuing the teaching and learning at home by online learning.

The government recommends to everyone to stay-at-home, social and physical distancing, wash the hands with soap, using hand sanitizer, and don't forget to wear a mask. Social distancing is the best way to breaking up the virus because people cannot gather in one small place with crowds. Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E., (2020) stated that the government said to break the covid-19 chain, the citizen must maintain social and physical distance, stay at home, worship, work, and also learn from home.

There are two ways communication of using online learning; asynchronous and synchronous communication. Asynchronous communication is a technique of teaching that supports the relation between teachers and students in teaching and learning activities. Usually, this technique using media such as discussion board and email to support online learning even when the student cannot join the class at the same time. It is more flexible to students and the fact that many people take online courses because of asynchronous e-learning. The students can join the class anytime and download-upload the assignment to the teachers and peer groups. Afterwards, synchronous is a technique of teaching to support teachers and learners in the online learning process. This technique use WhatsApp, Zoom, Google Meet, and others media that support in online learning to make teaching and learning activities run well. This technique make both teachers and students can ask and answer the questions related with the topic that they have discussed.

Online learning is communication technology and information intensity in the process of teaching learning. Online learning is virtual studying. It means that between teacher and students need an internet access to connect the studies. Basically, online learning only for learning process using information technology and communication as a medium of learning and teaching indirect. Thus, technology acceptance model is the best way to use. Unified Theory of Acceptance and Use of Technology (UTAUT) is used extensively by research in measuring the success of applying information system based on user's desire to use the information system. Model UTAUT as a comprehensive synthesis before acceptance technology research. There are four constructs of UTAUT such as performance expectancy, effort expectancy, social influence, and facilitating conditions against behavior intention for use technology.

In Indonesia, there are few students that not familiar with acceptance and use technology to study. This Covid-19 pandemic make students, lecturer, and staff should to learn and work from home and use the technology, thus, the learning process still runs smoothly even distance learning. This condition makes the students should study at home and some of them live in the village. Because of that, there are difficulties in online learning such as not complete facilities and bad connections. Besides that, some of the students hard to operate the computer or other devices to study because the application rarely use and maybe the first time for them. Sometimes they work together and discuss with their friends to operate the devices because there is no direct instruction from the lecturer.

Hopefully, this research is useful for teachers and lecturers to find out students' acceptance in online learning that experienced by students. That's why the researcher is interested to analyze the problems in online learning. Therefore, the title of this research is "**AN ANALYSIS OF STUDENTS' ACCEPTANCE IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC AT SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR**".

1.2. Identification of the Problem

Based on the background of the problem to formulate the identification of the problem as follow:

There are few students that not familiar with acceptance and use technology to study. This Covid-19 pandemic make students, lecturer, and staff should to learn and work from home and use the technology, thus, the learning process still runs smoothly even distance learning. This condition makes the students should study at home and some of them live in the village. Because of that, there are difficulties in online learning such as not complete facilities and bad connections. Besides that, some of the students hard to operate the computer or other devices to study because the application rarely use and maybe the first time for them. Sometimes they work together and discuss with their friends to operate the devices because there is no direct instruction from the lecturer.

1.3. Focus of the Problem

In this research, the researcher focus on An Analysis of Students' Acceptance in Online Learning during the Covid-19 Pandemic at Sixth Semester of English Education at FKIP UIR. Therefore, the researcher want to discuss about the difficulties in online learning that students face in three indicators such as lecturers, students, and facilities.

1.4. Research Question

Based on the research background, the researcher formulate the research question as follow:

1) What are the students' acceptance in online learning during the Covid-19 pandemic at sixth semester of English Language Education of FKIP UIR?

1.5. Objective of the Research

The objective of the research is:

1) To find out the students' acceptance in online learning during the Covid-19 pandemic at sixth semester of English Language Education of FKIP UIR.

1.6. Significance of the Research

The researcher hope this study have valuables contributions both in the theoretically and practically as follows:

1. **Theoretically**

   This research has contribution to measuring the students' acceptance in online learning during the Covid-19 pandemic at sixth semester of English Language Education of FKIP UIR. It can help the students to use technology when they are studying at home. Students' acceptance in online learning made the students have performance expectancy, effort expectancy, attitude and facilitating conditions when using technology.

2. **Practically**

   This research has the function for several elements that contribute in education.

   First, the researcher hopes the lecturers understand students' acceptance in online learning. Then, the lecturers get inspiration and ideas in teaching English through online learning. The lecturers can use online learning as an alternative way for teaching English.

   Second, the researcher hopes the students get the benefit when using online learning and also increase their knowledges and skills in using technology. Thus, online learning more fun and creative in order to motivate themselves even in distance learning.

   Finally, the researcher hopes next researchers can increase their knowledge about students' acceptance in online learning during this pandemic and also can be used as reference materials for further research.

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1.7. Definition of the Key Term

In order to avoid misunderstanding, it is necessary to explain the key term:

1. Analysis

An analysis is defined as the procedure by which we break down a substantial or intellectual whole into components and parts (Ritchey, T., 1991). In this research, analysis is the activity to analyze students' difficulties in online learning.

2. Students' Acceptance

Students' acceptance is the way to learn that students do during this Covid-19 pandemic. The students can operate the technology to studying and improve their knowledge during studying at home.

3. Online Learning

Online learning is a mode for students and teachers to teach and learning process via a computer-based system. Teachers and students used online learning to talk to each other, writing, teach, and learning. E-learning is a system that has many advantages; studying, communicating, and looking for resources. This system is easy to use because it can be everywhere (Andrews and Haythornthwaite, 2007). In this research, online learning is a way to keep learning while not meeting directly in college. Then, this way can be used anywhere and anytime.

4. **Covid-19**

Covid-19 is an illness or deadly disease from Wuhan city of China that had spread all over the world. This virus caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and very quickly spreads to people who do not keep their distance or have physical contact (Remuzzi & Remuzzi, 2020).

5. **Pandemic**

At the same time the spread of disease to all countries of the world is called a pandemic (Roxby, 2020).
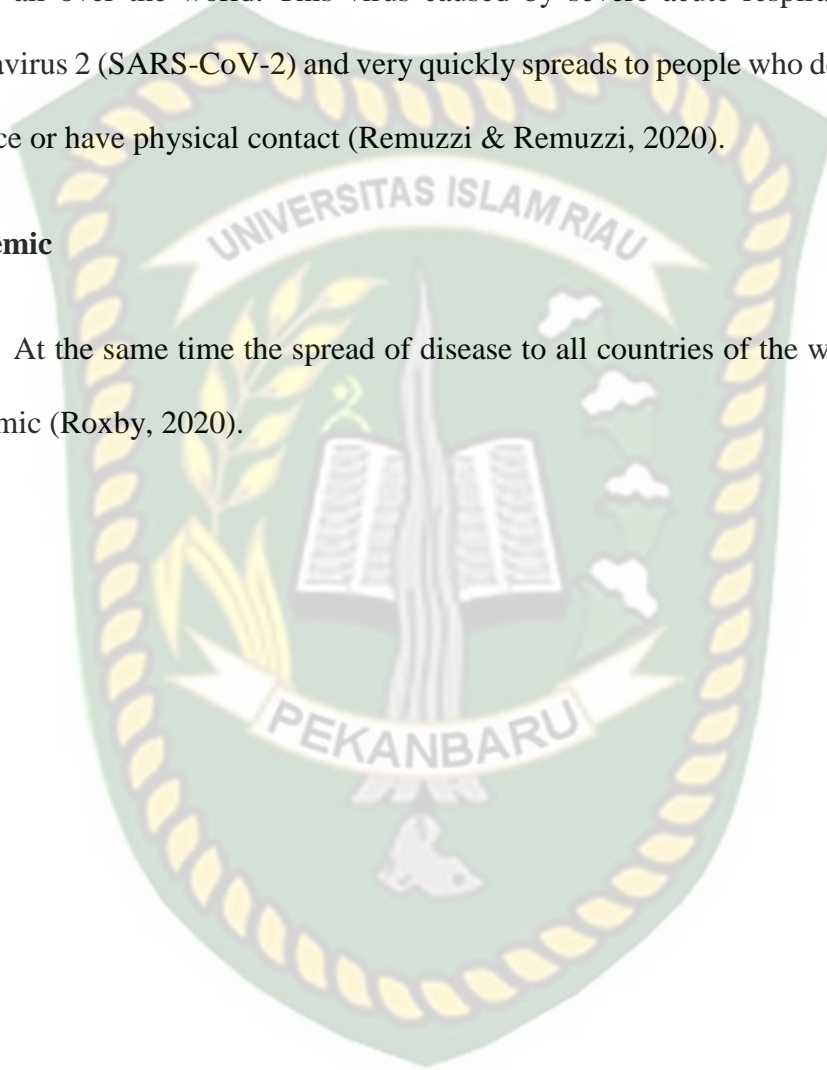
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Online Learning

Learning is an activity that aims to increase peoples' knowledge and skill. Also, learn to upgrade the attitude of each self to be better. The experience will give essence an effect for the self of community. Because of experience, the community will learn more and set up the attitude to be a better person. In the learning process, there is a teacher as an educator and learner as the person who gets information from the educator. The important thing in the learning process is communication between one another. Because of that, the people will catch the meaning or main point of what they talk about.

Online learning is an activity of learning to share and get the knowledge like face-to-face learning at school but the difference is the teaching and learning activities done by technology. Sanaky (2009) cited in Tampubolon, D. S. (2012) stated using technology is the best way to achieve the goal of learning. Khan (1997) in Anderson, T (2004) defines online learning as a media that make students and the learning process focus on online education. It means the activity of learning is using the Web to deliver and present the materials, instruct and control the audiences. Also, Anderson, T (2004) stated online learning is the act to communicate with the instructor, learner, and content use of the internet to access the materials. Using the internet is to support the learning process and increase the learning experience. According to Hrastinski, S (2008) said

that the most powerful reason for online learning is to use technologies, thus, growth education can improve.

Furthermore, Indrakusuma and Putri (2016) cited in Mulyani, S (2020) using technologies especially the internet as a learning system to support the process of online learning. Then, Naidu (2006) cited in Mulyani, S (2020) stated that using communication and information technology in teaching and learning of e-learning. Online learning usually mixes with media to support the learning activities such as e-mail, chat, streaming audio/video, and a whiteboard. The related to flexibility time and house, students' and instructors' involvement, and the different characteristics are the most of characteristics in online learning. Using these media makes the students and teacher have good communication to share and get knowledge in learning activities. According to Oliver et al., (2009) cited in Simamora, R.M (2020) there are six types of interaction in education that will be explained below.
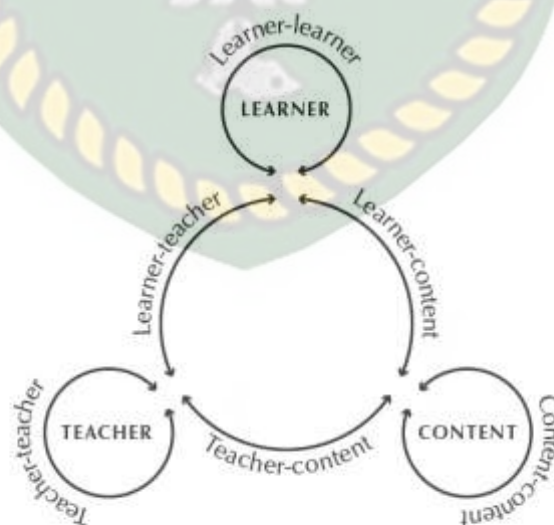
Figure 2.1 Educational Interaction

From the picture above, Oliver et al., (2009) cited in Simamora (2020) stated that in online learning there are several types of interaction such as student-student, student-teacher, student-content, teacher-teacher, teacher-content, and content-content. It means that the teacher must be understanding of students' needs and consider the environment.

Thus, from the explanation above it can be concluded that online lea rning is using technologies and need an internet network to support the process of teaching and learning. For example, helping the teachers to share the knowledge; explain the material; give the assignments; assessing the students' work; help the students to get the info and knowledge about education, download and upload the document to learn every time and everywhere.

2.1.1 Types of Online Learning

Poe & Stassen (2002) stated online learning use real-time or synchronous communication and asynchronous communication use anytime and anytime to study. According to Hrastinski, S (2008) stated two types of online learning are frequently used. Gillet-Swan (2017) stated in online learning, we can use two modes are synchronous and asynchronous to present additional opportunities during teaching and learning activities for interaction and communicate each other so that in group work activities run well.

2.1.1.1 Asynchronous

Asynchronous is the types of online learning that help the students to learn, complete assignment, and evaluate the exam based on their own schedule. In accordance with Hrastinski, S (2008) stated that asynchronous is the basic type of online learning that helping the teacher and students in the teaching and learning process. Even the student cannot join at the same time, but this type is flexible for students with do not have much time. Using media is the most important thing to support online learning running well. Types of media that suitable for asynchronous communication are discussion board and e-mail. Both of them is supporting the online learning with flexible time. And then, the students can upload and download documents for learning easier. The results of existing assessments can be accounted for by the criteria used. Similarly, Poe & Stassen (2002) stated asynchronous communication still instructor-facilitated but not in real time, thus teaching and learning activities can setting based on students' schedule. The benefit of asynchronous communication are anytime and anywhere learning.

In summary, it can conclude that asynchronous communication is the technique in online learning that students and lecturers do not follow the schedule. This technique uses every time and everywhere in the teaching and learning process. Asynchronous communication does not need real-time to teaching and learning process.

2.1.1.2 Synchronous

Synchronous is the basic types of online learning that help the students to learn, complete assignment, and the teacher and students must be followed the schedule in a real-time. The media which support the process of teaching and learning are video conferencing, live chatting, teleconferencing, and live-streamed. The teacher and students can communicate with each other at the same time. It makes online learning feels like a face-to-face class because the knowledge can be transferred directly or asking questions and answer in the learning process can run smoothly because it is in a direct situation. According to Hrastinski, S (2008) stated that synchronous online learning using media that suitable for the teaching and learning process such as chat and videoconferencing. Because using these media makes the students and instructor feel like the real participants than isolate and avoid frustration with asking and answering questions directly.

To conclude, it can be concluded that synchronous communication is the technique in online learning that students and lecturer should follow the schedule or real-time communication during teaching and learning process.

2.1.2 Advantages and Disadvantages of Online Learning

In online learning there are various advantages and disadvantages that researcher found from point of view of experts as follows:

2.1.2.1 Advantages of Online Learning

In online learning, there are several advantages to using online learning. According to Anugrahana, A (2020) there are six advantages to online learning. First, online learning more simple and relax for students and teachers/lecturers because they can give and submit the assignments anytime and anywhere. Second, online learning more flexible and can do anytime anywhere. The parents who work out the door can monitor and assist the children who learn online at home to keep studying even though not at school. Third, the students can easy to access online learning everywhere and saving time. Online learning can access faster and easier to deliver information that receives in WA Group. Fourth, to assess value more practice and easier with using Google Form. If using Google Form, the students can see, thus, more interested in doing assignments. Meanwhile, the students can choose the best answer and click the options in Google Form that given by the teachers. Fifth, each parent can monitor and guide the students to online learning. The last, in online learning, the teachers and students get new experience and the parents more are involved in guiding students to online learning.

In accord with Dhawan, S (2020) said the advantages or strengths of online learning. Firstly, the students can study without limited time. The students can learn anytime that they want and they can set the time as they need. Secondly, the students can study anywhere. The flexible location does not matter for students to learn. The students can customize the schedule to learn as their need. Thirdly, catering to a wide

audience. The fourth, wide availability of content and courses. The last, immediate feedback between lecturers and students.

According to Poe & Stassen (2002) the advantages of online learning for students such as easy access to global resources, experiential learning through multimedia presentation, accessible for non-traditional students, draws on student interest in online learning. And then, the advantages of online learning for lecturer are offer the opportunity to think about teaching in new ways, provide ideas and techniques to implement in traditional courses, expand the reach of the curriculum, professional satisfaction, and instructor convenience.

In conclusion, it can conclude that advantages of online learning is flexible time and place to learning process, easy access to global resources, increase students skill in use technology, and still learning by online media.

2.1.2.2 Disadvantages of Online Learning

Besides the advantages, there are also disadvantages in online learning that students face. The advantages faced by students such as there is no reciprocity between lectures and students, students are more passive, less excited, the pile-up of assignments, students do not understand about the material that is given by lectures, the lectures only gave assignments without any explanation of the material, the amount of internet quota used, and many more. According to Anugrahana, A. (2020) disadvantages are the students not maximal or less involved in online learning. In Anugrahana's research only 50% of students that active full during the online learning

process, 33% of students that only active in online learning, and other 17% students that less excited and interact in online learning.

Handayani, L. (2020) research results such as; first, that 38,34% of students complain about the internet unstable. The other reasons in her research are the students late to join an online class, the slide of material and sound of the lectures are not simultaneously, they could not be joined to the class if Wi-Fi connection error. Second, that 18,31% often occurs in poor interaction and usually caused by a bad educational environment. Delivery of learning material not accurate and interaction directly is impossible during the Covid-19 pandemic. The last of students' complain is less concentration as much as 23,13% responses. The other reasons are dissatisfaction with insufficient data provision, the dissatisfaction of change the assignments, a decrease of learning achievement, the dissatisfaction of assessment, administration, and learning environment.

2.1.3 Unified Theory of Acceptance and Use of Technology

UTAUT is one of the model acceptance that developed by Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D (2003). UTAUT combining the successful features of the eight major technology acquisition theories into one theory. There are eight outstanding theories in UTAUT such as Theory of Reasoned Action (TRA), Technology Acceptance Model (TAM), Motivated Model (MM), Theory of Planned Behavior (TPB), combined TAM and TPB, Model of PC Utilization (MPTU), Innovation Diffusion Theory (IDT), and Social Cognitive Theory (SCT). Compared to

these eight theories, UTAUT has proved successful in explaining up to 70% variant users (Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D., 2003).

In addition, Venkatesh, V. et. al have examined all eight models in UTAUT then they are found seven constructs that seems to be a significant direct determinant of the behavioral intention or use behavior in one or more of each model. The constructs are performance expectancy, effort expectancy, social influence, facilitating conditions, attitude toward using technology, and self-efficacy. After further testing, the researcher of UTAUT found four main constructs that plays a crucial role as the direct determinant of the behavioral intention such as performance expectancy, effort expectancy, social influence, and facilitating conditions. Meanwhile, the others are insignificant as direct determinant of behavioral intention. Furthermore, there are four moderator such as gender, age voluntariness, and experience positioned to the impact of four main constructs on the behavioral intention and use behavior. According to Chang, A. (2012) there are four core constructs of UTAUT as follows:

1. Performance Expectancy

Performance expectancy is the levels to which a persons' belief that using technology or tools will help them to attain gains in a job performance. If a person believe to use technology is easier, then ease in the work will come from positive thinking that something you believe will go smoothly and profitably in a job.

2. Effort Expectancy

Effort expectancy is the levels of ease associated with system use. If an individual or group believe that the system is ease to use, thus, the effort to operate it is less but if the system is difficult to use, then it takes more effort.

3. Social Influence

Social influence is the levels to which a person perceives that it is crucial thing to use the new system. The effect from others is the one of the important thing to make sure an individual to use the new system. If the social life give a bad suggestion, then it will be difficult to use the new system because he or she does not believe it can help the online learning. On the other hand, if the environment provides support that using a new system makes online learning easier, then the result will be easy.

4. Facilitating Conditions

Facilitating conditions is the levels to which a person believes that a technical and organizational infrastructure exist to support use of the system or tool. The complete facilities is an essential thing online learning because it is helpful to continue learning at long-distance. The surf of online learning has a profound effect on achieving the purpose of teaching, thus, the information presented is clearly and easily understood.

2.2. Relevant Study

Several previous study that was discussed about online learning that faced by students during the Covid-19 Pandemic.

First, Keller, C., Hrastinski, S., & Carlsson, S. A. (2007) that have the title *"Students' Acceptance of E-Learning Environments: A Comparative Study in Sweden and Lithuania"*. The researcher analyze about Lithuanian students were found to experience a substantially higher degree of acceptance of e-learning environments than Nordic students at the Swedish university. The findings of the study suggest that cultural and organizational factors are important to consider in explaining students' acceptance of e-learning environments as well as being important in implementation strategy and tactics.

Second, Ngampornchai, A. & Adams, J. (2016) that have the title *"Students' Acceptance and Readiness for E-Learning in Northeastern Thailand"*. The researcher analyze about student readiness for online learning in the Northeast of Thailand, using the Unified Theory of Acceptance and Use of Technology (UTAUT). The survey also explored students' self-regulation, level of familiarity with education-related technologies, and computing devices ownership.

Third, Chang, A. (2012) that has the title "UTAUT AND UTAUT 2: A REVIEW AND AGENDA FOR FUTURE RESEARCH". The researcher findings on the core constructs of UTAUT to predict Behavioral Intention. The scientists said that UTAUT 2 is more clearly about future work suggestions. The implication is when the

manager wants to ensure the acceptance and use of a new technology or system and the next researcher will conduct research or test behavioral intentions.

2.3. Conceptual Framework

In this research, the figure which reflects the flow of research online learning that will be organized. The first part of conceptual framework is the tittle of this research. Then, the second part is the specific or main point in this research. After that, there are four constructs of Unified Theory of Acceptance Use of Technology (UTAUT). And the last part is the instrument of this research. The researcher use questionnaire to get the data from the participants. Let's take a look the conceptual framework below:
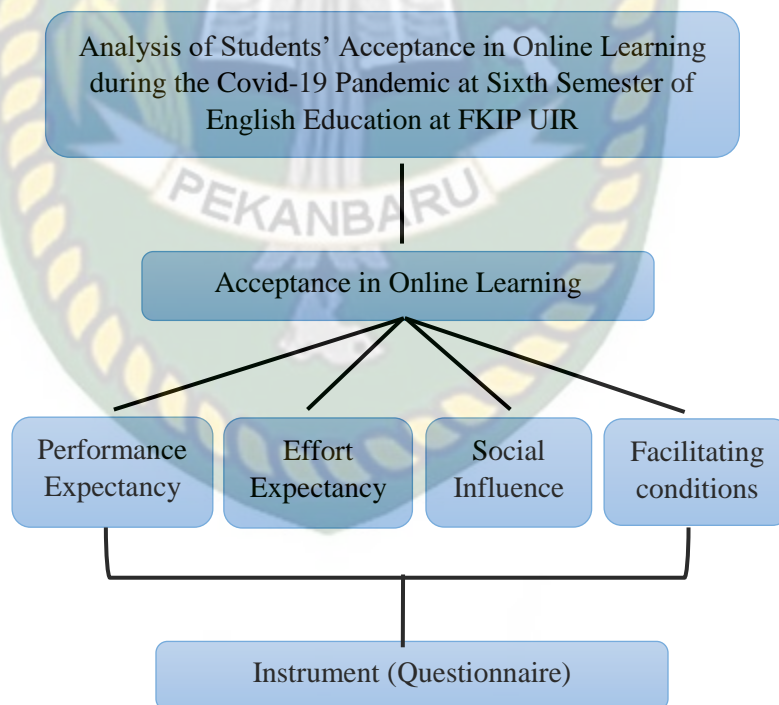
Figure 2.2 Conceptual Framework

2.4.   Assumption

Based on the focus students' acceptance in online learning during Covid-19 pandemic at sixth semester of English language education at FKIP UIR. The researcher assumes that the students' acceptance in online learning with technology which support them to studying during the Covid-19 pandemic. And then the students has been familiar to use the technology as a tool to study. The technology is not only about hardware such as television, radio, computer, hand phone, etc. but also software or platform in computer such as Google Classroom, Edmodo, YouTube, and many more. The researcher hope that students can use and operate the technology to help them in online learning to make sure the students get the information.

CHAPTER III

RESEARCH METHODOLOGY

3.1.   Research Design

Research design is used to identify and analyze the subject of this research. This research conducted with a quantitative research. The quantitative research is consist of numerical and systematically. According to Fischer, H. E, Boone, W. J, & Neumann, K (2015) stated that investigating equality in all aspects of learning and science commonly characterized as quantitative research. Jhonson & Christensen (2014) stated quantitative research relies on the collection of numerical and systematically data and follow other characteristics that exist in quantitative research.

This quantitative approach aims to test theories, build facts, show relationships among variables, provide statistical descriptions, estimate and predict the results obtained. The design is specific and detailed because of the research design that will be carried out.

3.2.   Location and Time of the Research

This study was conducted at Universitas Islam Riau. It was located on Jalan Kaharuddin Nasution No. 133, Pemberhentian Marpoyan, Pekanbaru - Riau. This research was conducted on April to September. The researcher conducted the questionnaires online because the Covid-19 Pandemic did not allow to go directly to the field and the subjects of this research were sixth-semester students of English Language Education of FKIP UIR.

3.3. Population and Sample of the Research

1. Population

Margono (2004) stated population is all of the data in one time and space. The population in this research take from sixth semester of English Language Education students that consist of 4 classes. Each about 37-40 students and the entire of sixth semester students about 149 students. The total population can be seen in the following table below:

Table 3.1 Population of the Research

No	Class	Number of Students
1	A	35
2	B	37
3	C	37
4	D	40
Total		149

2. Sample

In this research, the researcher one of the most essential step in research process is selection of sample from the population that observed. According to Jhonson & Christensen defines sample is few elements taken from the biggest population based on certain rules. It means that the selection people from the population that observed. Arikunto (2002) cited in Huda, A (2010) if the respondent less than 100, sample taken all the while the research was population research. Whereas, if the number of

respondents is more than 100, then the sample take is 10% up to 15% or 20% up to 25% or more. The sample of this research is the sixth semester of English Language Education of FKIP UIR. The researcher select 40 students which it 25% from the population.

Probably random sampling is the each item in the population has an opportunity of being included in the sample. Simple random sampling, defined as that each population case in the study has the same probability of inclusion in the sample. In this research, the researcher uses simple random sampling because the basic principle of sampling can be completed where the samples in each item in the population have the same chance to be selected in the sample.

3.4. Instrument of the Research

This research uses primary source data because the data is a source that the researcher use are questionnaire. In accordance with Kabir, S. M. S (2018) primary data is first-hand-experience that was collected by the researcher. The data is fair-minded, credible, original, and has never been published. The data will be taken from the students' responses.

1. Questionnaire

In analysis data or survey, questionnaire is commonly used to gather the data from the respondents. According to Muhammad & Kabir (2018) stated questionnaire is a research instrument that contains the questions and aims to complement the data in

the study. In addition, Codo, E (2009) stated questionnaire is suitable for collecting

data from the respondent and quantifiable data on language abilities, attitudes, and

practices. Questionnaire either open-ended or close-ended for which respondents to

give answers. Open-ended question is the respondent filling in the answers to the

questions with complete sentence based on their own word. Whilst, close-ended

question is the respondent only checklist the column to answers the questions from the

researcher. And then, this research use close-ended question to get information rapidly

and systematically.

Table 3.2 Blue Print of Questionnaire

Core Construct	Statement	Number of Questionnaire
Performance Expectancy	Online learning would help me improve my academic performance.	1
	Online learning would allow me to do more work in less time.	2
	Online learning would make it easier to do my school work.	3
	Using the online learning increases the possibilities of communication with lecturer.	4
	Using online learning fits my style of learning and studying.	5

Effort Expectancy	Learning to use online learning would be easy for me.	6
	I would find it easy to use online learning without much help	7
	It would be easy for me to become skillful at using online learning.	8
	My interaction with online learning is clear and understandable.	9
	To use the online learning does not require a lot of mental effort.	10
Social Influence	My parents will like it if I choose to enroll in an online class.	11
	My lecturer encourage me use online learning.	12
	The university in general has supported the use of online learning.	13
	Using online learning improves my prestige among lecturer.	14
	Using online learning improves my prestige among other students.	15

Facilitating Conditions	I have the knowledge necessary to use the facilities in online learning.	16
	Google Classroom improve me to use and operate technology.	17
	Google Classroom could use kind of devices.	18
	A specific person or group is available for support when problems occur.	19
	I have some devices that support to online learning such as laptop/pc, smartphone, earphone, memory card, and many more.	20

Adapted from: Christina Keller, Stefan Hrastinski, & Sven Carlsson (2007)

2. Validity and Reliability of the Questionnaire

a. Validity

Heale and Twycross (2015) stated that validity is considered accurate data to measure in quantitative study. Validity means appropriateness, meaningful, and usefulness of the data that the researcher get from the respondents.

b. Reliability

Based on Heale and Twycross (2015) said that reliability is consisting of measurement. The respondents who complete the instrument means to measure the consistency of the data. Each score of column compared with the r in the r

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table with n = 40 on 5% significance is 0.312. The table of item-total statistic as below:

Table 3.3 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	63.4000	45.015	.493	.751
Q2	62.9750	50.487	.021	.782
Q3	62.8250	49.892	.062	.780
Q4	63.6500	45.464	.394	.758
Q5	63.6000	44.708	.420	.755
Q6	63.2000	42.985	.616	.740
Q7	63.5250	45.897	.404	.757
Q8	63.4250	43.379	.566	.744
Q9	63.6250	43.625	.578	.743
Q10	63.3500	48.695	.115	.780
Q11	63.5250	47.589	.241	.769
Q12	62.8750	48.522	.297	.765
Q13	62.6500	47.310	.437	.758
Q14	63.3750	43.830	.684	.739
Q15	63.3500	45.054	.543	.748
Q16	62.8000	48.677	.168	.773
Q17	62.5000	47.487	.318	.763
Q18	62.5000	49.590	.134	.773
Q19	62.8500	50.644	.018	.780
Q20	62.5500	48.818	.188	.771

Scale: all variables

Table 3.4 Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. List wise deletion based on all variables in the procedure.

From the table above, explain about the readable data, the missing data, and the overall number of data. It can be seen that the readable or the valid data was 40 items. The missing or the excluded data was 0, it means that the data is complete and nothing is missing. Thus, the total of case processing summary is 100 %, it means that the existing data is reliable.

Table 3.5 Reliability Statistics

Cronbach's Alpha	N of Items
.771	20

From the table 3.4, it can be seen the cronbach's alpha is 0.771. And then, N of items mean that the total of the data. Thus, the total of the data in this research is 20 items. According to Faradiba (2020) said that alpha 0.771 is sufficient reliability.

3.5. Data Collection Technique of the Research

In this research, the researcher has several steps in collecting the data of questionnaire and interview.

Collecting the data in questionnaires section as follow:

1. The researcher asked permission to the students at sixth semester of English Language Education of FKIP UIR.

2. The researcher made group WhatsApp with the respondents at sixth semester of English Language Education of FKIP UIR.

3. The researcher described how to fill out the questionnaire in Google Forms.

4. The researcher shared link into the group WhatsApp in Google Forms.

5. Students gave answers in Google Forms.

6. The researcher got the data from the respondents.

7. Finally, the researcher analyzed the data.

3.6. Data Analysis Technique

After getting the data, the researcher will analyze the answer of questionnaire that has been shared to the respondent as follow:

This research use SPSS 26 for examining its validity and reliability. Bertram, D (2006) stated that Likert Scale are non-comparative scaling technique and only measure a single trait in nature. The respondents are asked to indicate their degree of agreement with given explanation by way of an ordinal scale. This research use Likert

Scale to measure the data from the respondent. Sugiyono (2012) stated that Likert Scale is used to behavior, perception, and opinion a person or group about social phenomenon. The answers of each questions or statement that using Likert Scale have levels from strongly disagree to strongly agree.

Table 3.6 Likert Scale

Answers	Likert Scale
Strongly Disagree	1
Disagree	2
Neither	3
Agree	4
Strongly Agree	5

This analyze is use to know about the percentage of responses from respondent. The formula is:

$$p = \frac{F}{N} \text{x } 100\%$$

P   : Percentage number

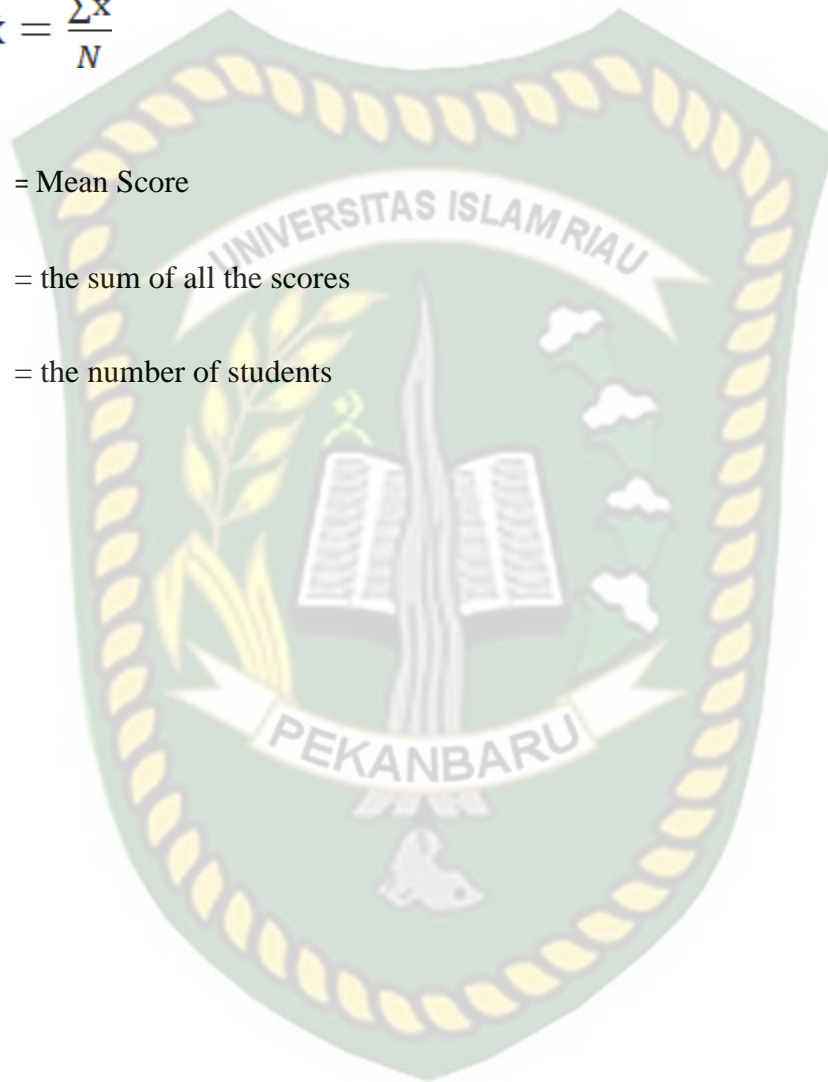F   : Frequency

N   : The total number of students

After getting the data of questionnaires, the research analyzed it by using the formula as follow:

$$\bar{X} = \frac{\sum x}{N}$$

x^- = Mean Score

$\sum x$ = the sum of all the scores

N = the number of students

CHAPTER IV

RESEARCH FINDINGS

4.1.   Data Description

In this chapter, the researcher presents the result of the research entitled An Analysis of Students' Acceptance in Online Learning during the Covid-19 Pandemic at Sixth Semester of English Language Education FKIP UIR. This research used questionnaires to collect the data. The questionnaires was distributed 40 students for one week and the return of questionnaires 100%. The characteristics of respondent in this research to explain the acceptance of online learning (Google Classroom). These are the characteristics such as name, class/semester, age, gender, and experience during online learning in Google Classroom. The researcher have collected random data from sixth semester of English Education of FKIP UIR.

Table 4.1 Summary of Students' Gender

Variables	No. of respondents	Percentages
Gender:		
Male:	3	7.5%
Female:	37	92.5%

Source of data: primary data prepared

Based on table 4.1, it shows that 40 students as responders, there were consist of 3 males and 37 females.

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4.2. Data Analysis

Statistical data analysis is used to show the amount of data in this research to show mean, medians, and standard deviations. The following is a sequence of questions that correspond to the answers from respondents:

Table 4.2 Mean, Median, and Standard Deviation of the Data

Questions No.	Mean	Median	Standard Deviation
1	3.05	3.00	0.845
2	3.47	4.00	0.784
3	3.62	4.00	0.837
4	2.8	3.00	0.939
5	2.85	3.00	1.001
6	3.25	3.00	0.926
7	2.92	3.00	0.858
8	3.02	3.00	0.946
9	2.82	3.00	0.902
10	3.1	3.00	1.007
11	2.92	3.00	0.888
12	3.57	4.00	0.594
13	3.8	4.00	0.607
14	3.07	3.00	0.764
15	3.1	3.00	0.777
16	3.65	4.00	0.833
17	3.95	4.00	0.749
18	3.95	4.00	0.677
19	3.6	4.00	0.708
20	3.9	4.00	0.744

Based on the result of descriptive statistical data in table 4.2 shows that there are description of mean values, median, and standard deviation. In this study the sample consisted of 40 students with the number questions as many as 20 questions that have

been distributed. Furthermore, 40 samples data have the lowest mean score of 2.8 and the highest mean of 3.95. Whereas the lowest median score is 3.00 and the highest median score is 4.00. Then, the lowest of standard deviation score is 0.594 and the highest of standard deviation score is 1.007.

4.2.1 Performance Expectancy

Performance expectancy is the levels to which a persons' belief that using technology or tools will help them to attain gains in a job performance. If a person believe to use technology is easier, then ease in the work will come from positive thinking that something you believe will go smoothly and profitably in a job.

The performance expectancy of beliefs and ideas about using the Google Classroom. There are 5 questions of the indicator to measure the students' performance of used Google Classroom as follows:

Table 4.3 Percentage of Performance Expectancy

Statement No.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. Online learning will help me improve my academic performance.	2.5% (1)	22.5% (9)	45% (18)	27.5% (11)	2.5% (1)
2. Online learning would allow me to do more work in less time.	2.5% (1)	10% (4)	25% (10)	62.5% (25)	0% (0)
3. Online learning would make it easier to do my school work.	2.5% (1)	2.5% (1)	37.5% (15)	45% (18)	12.5% (5)
4. Using the online learning increases the possibilities of	5% (2)	40% (16)	25% (10)	30% (12)	0% (0)

communication with lecturer.					
5. Using online learning fits my style of learning and studying.	10% (4)	25% (10)	37.5% (15)	25% (10)	2.5% (1)

Based on the table 4.3, it can be seen that the percentage of performance expectancy for each questions. In general, the table presents that the students can do more work in less time which the total percentage was 62.5%, whereas some students 2.5% disagree that online learning is easier for them to do homework.

In detail, the question number one about the online learning can help students to improve their academic performance. The data shows that the students answered neither which total percentage was 45%, while some students 27.5% agree that online learning can improve their academic performance. In contrast, some students 22.5% disagree that online learning can improve their academic performance.

The second questions, shows that online learning made students can do more work in less time which total percentage was 62.5%. Whilst, the students answered 25% neither, it is appreciable number compared to the students who answer 10% disagree and only 2.5% strongly disagree.

The third questions, describe that online learning is easier for students to do their assignment which total percentage was 45% agree and 12.5% strongly agree. At the same time, some students which total percentages was 37.5% neither that online

learning is easier for them to do their assignments. Otherwise, only a student answered 2.5% disagree and 2.5% too for strongly disagree.

The next questions, illustrate online learning increase the possibilities of communication with the lecturer which total percentages 40% disagree and only 5% strongly disagree. Whereas, some students 30% agree that online learning can increase the possibilities of communication with the lecturer and others 25% neither.

The last questions, illustrate that online learning fits students style of studying which the total percentage was 37.5% neither. In contrast, some students 25% for each agree and disagree. It means, the online learning is neutral in style of students when they are studying.

In conclusion, a lot of students agree that online learning help them to improve their performance when studying even if it is not face to face. As well as online learning also make it easier to do assignment in less time but it also moved quickly because of the limited time.

4.2.2 Effort Expectancy

Effort expectancy is the levels of ease associated with system use. If an individual or group believe that the system is ease to use, thus, the effort to operate it is less but if the system is difficult to use, then it takes more effort.

Effort expectancy is the level of ease to use new system or operate platforms like Google Classroom. There are 5 questions in this indicator to measure the students' performance to used Google Classroom as a main online learning media as follows:

Table 4.4 Percentage of Effort Expectancy

Statement No.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
6. Learning to use online learning would be easy for me.	5% (2)	15% (6)	32.5% (13)	45% (18)	2.5% (1)
7. I would find it easy to use online learning without much help.	0% (0)	32.5% (13)	35% (14)	30% (12)	2.5% (1)
8. It would be easy for me to become skillful at using online learning.	7.5% (3)	20% (8)	35% (14)	37.5% (15)	0% (0)
9. My interaction with online learning is clear and understandable.	5% (2)	35% (14)	32.5% (13)	27.5% (11)	0% (0)
10. To use the online learning does not require a lot of mental effort.	5% (2)	25% (10)	30% (12)	35% (14)	5% (2)

Overall, the data shows that the students felt easy to use online learning percentage was 45% agree, whereas some students 35% disagree about online learning interaction was clear and understandable.

Starting from question number 6, describe which learning to use online learning makes it easier for students to learn the total percentage was 45% agree, while some students 32.5% neither that easy to use online learning. In contrast, the others disagree which total percentage was 15%.

The question number 7, shows that using online learning without much help which total percentage was 35% neither, conversely some students 32.5% disagree. The others agree about the online learning does not need much help which total percentage was 30% and 2.5% strongly agree.

The question number 8, describe that easy for students to become skillful at using online learning which total percentage was 37.5% agree, whereas the one who answered neither was also pretty much with the 35%. In contrast, the students answered disagree which total percentage was 20%.

The question number 9, illustrate that interaction with online learning is clear and understandable with a total of about 35% disagree and 32.5% neither. Conversely, the students who answered agree only 20%. The others answered about 5% strongly disagree.

The last questions about does not require a lot of metal effort to use online learning which total percentage was 35% agree, while the percentage 30% neither. In contrast, the students answered disagree about 25%. The others answered 5% strongly agree and 5% strongly disagree.

To summarize, the highest percentage of effort expectancy is agree. A lot of students agree that using online learning is easy. Because the students can use online learning without much help to operate the devices and the platform. Not much of a challenge in using online learning.

4.2.3 Social Influence

Social influence is the levels to which a person perceives that it is crucial thing to use the new system. The effect from others is the one of the important thing to make sure an individual to use it. If the social life give a bad suggestion, then it will be difficult to use the system because he or she does not believe it can help the online learning. On the other hand, if the environment provides support that using a new system makes online learning easier, then the result will be easy.

Social influence is the environment that give impact to use platform in online learning. The platform that students' used to learn is Google Classroom. There are 5 questions in this indicator as follows:

Table 4.5 Percentage of Social Influence

Statement No.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
11. My parents will like it if I choose to enroll in an online class.	5% (2)	27.5% (11)	37.5% (15)	30% (12)	0% (0)
12. My lecturer encourage me use online learning.	0% (0)	2.5% (1)	40% (16)	55% (22)	2.5% (1)
13. The university in general has supported the use of online learning.	0% (0)	2.5% (1)	22.5% (9)	67.5% (27)	7.5% (3)
14. Using online learning improves my prestige among lecturer.	5% (2)	10% (4)	57.5% (23)	27.5% (11)	0% (0)
15. Using online learning improves my prestige among other students.	5% (2)	10% (4)	55% (22)	30% (12)	0% (0)

Based on the table 4.5, it can be seen that percentage of the social influence of the respondents' answers. The most of respondents agree that social influence give impact for online learning because it determines how they learn and the results they get, with a large percentage of 67.5%.

Starting from the first question, parents support their children to choose online learning class which total percentage 37.5% neither. The others answered about 30% agree. On the other hand, the percentage of students respond disagree about 27.5%. The others said strongly disagree.

The second question, the data shows that the lecturer encourage the students to use online learning which percentage was 55% agree and 40% neither. Conversely, only 2.5% students who answered disagree. Another one said strongly agree.

The third question, the data shows that the university in general support the students to use online learning which percentage was 67.5% agree. The others answered about 22.5% neither. There are 3 students who said strongly agree. Otherwise, only 1 student who answered disagree.

The next question, the data shows that online learning improves the students' prestige among lecturer which total percentage was 57.5% neither. The others answered about 27.5% agree. While, 10% students who answered disagree. And then, there are 2 students who answered strongly disagree.

The last question in social influence, the data shows that online learning improves the students' prestige among other students which total percentage 55% neither and the others answered about 30% agree. Otherwise, some students 10% disagree and 5% strongly disagree.

In summary, some students agree that social influence is affected the use platform in online learning with the highest percentage 67.5%. Because the university support the students to use the facilities for studying. In accordance, the lecturer encourage the students to use online learning system (Google Classroom).

4.2.4 Facilitating Condition

Facilitating conditions is the levels to which a person believes that a technical and organizational infrastructure exist to support use of the system or tool. The complete facilities is an essential thing online learning because it is helpful to continue learning at long-distance. The surf of online learning has a profound effect on achieving the purpose of teaching, thus, the information presented is clearly and easily understood.

Facilitating condition is how the respondents believe that the existing managerial infrastructure and devices support the use of the platform like Google Classroom. There are 5 questions in this indicator as follows:

Table 4.6 Percentage of Facilitating Condition

Question No.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
16. I have the knowledge necessary to use the facilities in online learning.	5% (2)	0% (0)	27.5% (11)	60% 24	7.5% (3)
17. Google Classroom improve me to use and operate technology.	2.5% (1)	0% (0)	15% (6)	65% (26)	17.5% (7)
18. Google Classroom could use kind of devices.	0% (0)	5% (2)	10% (4)	70% (28)	15% (6)
19. A specific person or group is available for support when problems occur.	0% (0)	5% (2)	37.5% (15)	50% (20)	7.5% (3)
20. I have some devices that support to online learning such as laptop/pc, smartphone, earphone, memory card, and many more.	0% (0)	5% (2)	17.5% (7)	60% (24)	17.5% (7)

In general, it can be seen that the most of respondents agree that facilitating condition is the crucial thing for a good online learning. The highest value of agree is 70%. In contrast, the lowest value of 2.5% strongly disagree.

In detail, the data presents that the students have necessary to use the facilities in online learning which percentage was 60% agree. Whereas, some students answered about 27.5% neither. Next, the others 7.5% strongly agree and only 5% strongly disagree about the necessary to use the facilities in online learning.

The question number 17 about Google Classroom improves students to operate and use technology which total percentage 65% agree and 17.5% strongly disagree. Conversely, some students answered 15% neither. However, only 5% of students who answered strongly disagree.

The question number 18 about Google Classroom use kind of some devices which total percentage was 70% agree and 15% strongly agree. Meanwhile, 10% of students neither about this question. In contrast, only 5% of students who answered disagree.

The question number 19, the data presents that group or an individual who support when problems occur in online learning which percentage 50% agree. While, a few students about 37.5% neither. And then, only 5% of students who answered disagree.

The last question, describe that the students have some advices to support them in online learning which percentage was 60% agree. In the same time, the percentage of neither and strongly agree are same which total was 17.5% each other.

To conclude, most of students agree that facilitating condition is the main point to join an online learning with the highest percentage around 70%. The facilities are useful for complete the online learning. Because Google Classroom can use in some devices such as laptop, mobile phone, tablet, and PC. It made it easier for the students

to study and do assignment everywhere. Then, the students can improve their skills to operate the technology while they are learning.

4.3. Discussion

The result of the students' response from 20 questions that have 5 questions each indicator. The researcher asked the students from Google Form because the covid-19 Pandemic not allow to ask directly. The outcome of each indicator as follow:

First, performance expectancy has a result of five questions that most of students agree with online learning is easy to do assignment. They were happy because allow to do work in less time. They can save time for other work or they can do other assignment in the same time.

Second, effort expectancy has a result of the questions that students said use an online learning is easy because it increase their skills to operate some devices that support to study. The students agree that less of mental effort to use online learning. It means that lack of competition in learning because it wasn't in the same space. Thus, the students do not feel the competition when studying in the classroom.

Third, the outcome of social influence that students agree that the lecturer encourage them to keep spirit for learning even if it is online situation. Furthermore, they agree that the university in general support the use online learning such as gave internet quotas to students, using platforms and link that students can easily use, and

many more. The students were happy to study because internet access and platforms have been provided by the university.

The last, facilitating condition has a result that students agree the Google Classroom is affordable to use in some devices such as laptop, PC, smart phone, and tablet. It make them happy to study because they can join online class anywhere. They can log in with their account to study and to do assignments. This make it easier for students to study and explore a new and exciting way to learn while internet devices support them.

To summarize, the students were happy because they can do more work and assignment in less time. Next, the students can improve their skill to operate the devices and Google Classroom that support to study. In addition, the university and the lecturer help them by providing facilities such as internet quotas and platforms that are easy to use for learning online. The last, students agree that Google Classroom is affordable to use in some devices such as PC, laptop, mobile phone, and tablet.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on the research findings and discussion in the previous chapter, there are the conclusion as follows:

Some students agree about using online learning because it can allow them to work in less time, thus, the students can handle assignments at a short time. However, the others disagree about the possibilities to communication with lecturer. With limited distance and time, it is difficult for students to ask and communicate more with lecturer. Sometimes, there must be some problem in studying online and most of students to ask the lecturer. Most of students agree that online learning is easy to use. And then, the others also agree that using become skillful at using online learning. However, some students disagree about interaction in online learning are clear and understandable. It must have happened during an unstable network. Sometimes, the lecturer cannot explain the material clearly to make the students understand.

In addition, the students gave the positive respond about using platform that is Google Classroom in online learning. Almost all the students responded positively about using the platform. They can operate it because the students often use to send and receive assignments. Sometimes, the students disagree about the online learning restricting their movements or anything else that requires them to be face-to-face. With

the result that, almost all of the students agree to using online learning as a learning media.

5.2   Suggestion

From this research, there were several suggestions as follows:

1. The Institution

The researcher hopes that the result of this research will give experience in conducting data of students' acceptance in online learning, specifically in English Language Education of FKIP Universitas Islam Riau. The next researcher can continue to explore about how the students can accepting to use online learning platform.

2. The Lecturer

The lecturer support the students to use platform in online learning to qualify for learning and make it easier to study online. The lecturer want students to be more creative in using platforms that are educational tool and they could exchange information on how to use it to study. In addition, the researcher hopes the lecturer give the clear and easy explanations to the students. The lecturer can share the information to the students and encourage them that using digital platform makes it easy to study online. Therefore, the students cannot feel confuse and lazy to join in online learning because of missing information.

3. The students

The researcher hopes the students be more creative to use platform in online learning because it can help to make teaching and learning well. With a learning platform, it makes it easier for users to engage in activities such as do assignments in less time, easy to find out the material, and other information. The students can exchange information with the lecturer and friends about how using the platforms support teaching and learning.

4. The next researcher

The researcher hopes the next researcher can use this study as a reference in the next research. Moreover, if the next researcher have the same phenomenon and want to dig up information about the students' acceptance in online learning, may this study will help you to find out the data and various knowledge.

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