USING ONLINE APPLICATIONS IN ENGLISH ONLINE LEARNING PROCESS: A CASE STUDY AT THE ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2020/2021

A THESIS

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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2020/2021

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PROCESS: A CASE STUDY AT THE ENGLISH DEPARTMENT
OF IAIN KERINCI ACADEMIC YEAR 2020/2021**

A THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduated

Degree at English Education Program in Faculty of Education and Teacher

State Islamic Institute (IAIN) of Kerinci

By :

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FACULTY OF EDUCATION AND TEACHER TRAINING

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YEAR 2020/2021

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Sungai Penuh, August 2021

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in
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OFFICIAL NOTE TANGGAL : 18/08/2021

PARAF :

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After guiding, analyzing, briefing, and correcting, the writting of **Mona Wedi Yanti's** thesis, (the student's number is 1710203005) entitled: **"Using Online Applications in English Online Learning Process: A Case Study at the English Department of IAIN Kerinci Academic Year 2020/2021"**, we are of opinion that this thesis has met qualification as one of the partial fulfillment for a degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we procced this thesis to the Faculty for an intermediate administrative process for final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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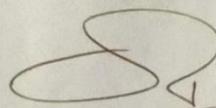
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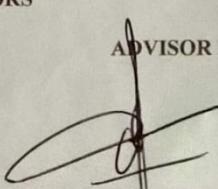
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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled "**Using Online Applications in English Online Learning Process: A Case Study at the English Department of IAIN Kerinci Academic Year 2020/2021**" is the researcher's own work and that, to the best of the researcher's knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or style, presentation and linguistic expressions is acknowledged.

Sungai Penuh, August 2021
The Researcher

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APPROVAL AND ACCEPTANCE

This thesis has been defended before the board of examination (Munaqasah) on Monday, August, 30, 2021 and was approved as one of the requirements to obtain Undergraduate Degree (S1) in English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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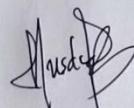
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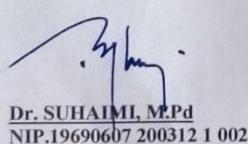
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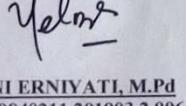
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ABSTRACT

Mona Wedi Yanti, 2021   : Using Online Applications in English Online Learning Process: A Case Study at the English Department of IAIN Kerinci Academic Year 2020/2021

Advisors   : 1. Daflizar, S.Pd., M.A. Ph.D
                                2. Aridem Vintoni, S.Pd, M.Pd

Online learning is used as the main alternative for the learning process during the Covid-19 Pandemic. Online learning allows students to carry out learning using various online applications as learning media such as WhatApp Group, Edmodo, Google Classroom, Zoom and Google Meet. The aims of this research was to know what applications are used by the lecturers at the English Department of IAIN Kerinci in online learning process, advantages and disadvantages of using online applications in online learning process, and how the lecturers and students overcome the perceived disadvantages of using online applications in online learning process. Researcher used descriptive qualitative as research design. The informants of this research were 10 lecturers and 25 students of English Department of IAIN Kerinci. The data were collected by using interviews and documentations and were analyzed by using thematic analysis. The results showed that the applications used in online learning process by the lecturers and students are WhatApp Group, Edmodo, Google Classroom, Zoom and Google Meet. Among the advantages of using online applications in online learning stated by the lecturers are ease in distribution of learning material and easy to deliver material. Meawhile, for the students, the advantages are ease in access to learning materials and ease in efficiency in learning access. The disadvantages felt by the lecturers were disruptions of access to online facilities and difficulties in managing online learning classes. The disadvantages felt by the students were insufficient support for learning facilities and low learning motivation. The lecturers and students overcome the perceived disadvantages based on the group of the disadvantages.

Keywords: Online Learning, Online Applications

ABSTRAK

Mona Wedi Yanti, 2021   : **Penggunaan aplikasi online dalam proses pembelajaran online: study kasus di jurusan Tadris Bahasa Inggris IAIN Kerinci Tahun Ajaran 2020/2021**

Pembimbing   : **1. Daflizar, S.Pd., M.A. Ph.D**

                  2. Aridem Vintoni, S.Pd, M.Pd

Pembelajaran online dijadikan alternatif utama dalam proses pembelajaran di masa Pandemi Covid-19. Pembelajaran online memungkinkan siswa untuk melaksanakan pembelajaran dengan menggunakan berbagai aplikasi online sebagai media pembelajaran seperti WhatApp Group, Edmodo, Google Classroom, Zoom dan Google Meet. Penelitian ini bertujuan untuk mengetahui aplikasi apa saja yang digunakan oleh dosen Jurusan Bahasa Inggris IAIN Kerinci dalam proses pembelajaran online, manfaat dan hambatan penggunaan aplikasi online dalam proses pembelajaran online, dan bagaimana dosen dan mahasiswa mengatasi hambatan tersebut. Peneliti menggunakan deskriptif kualitatif sebagai desain penelitian. Informan penelitian ini adalah 10 dosen dan 25 mahasiswa Jurusan Bahasa Inggris IAIN Kerinci. Pengumpulan data dilakukan dengan wawancara dan dokumentasi serta dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa aplikasi yang digunakan dalam proses pembelajaran online oleh dosen dan mahasiswa adalah WhatApp Group, Edmodo, Google Classroom, Zoom dan Google Meet. Diantara manfaat penggunaan aplikasi online dalam pembelajaran online yang dikemukakan oleh dosen adalah kemudahan dalam pendistribusian materi pembelajaran dan kemudahan dalam penyampaian materi. Sedangkan bagi siswa, manfaatnya adalah kemudahan dalam mengakses materi pembelajaran dan kemudahan dalam efisiensi dalam akses pembelajaran. Hambatan yang dihadapi dosen adalah terganggunya akses fasilitas online dan kesulitan dalam mengelola kelas pembelajaran online. Hambatan yang dihadapi siswa adalah kurangnya dukungan fasilitas belajar dan motivasi belajar yang rendah. Dosen dan mahasiswa mengatasi hambatan yang dirasakan berdasarkan kelompok hambatan.

Kata Kunci: Pembelajaran Online, Aplikasi Online

DEDICATION AND MOTTO

DEDICATION

Bismillahirrahmanirrahim…

"Ikhtiar dan Doa, atas izin Allah semua indah melebihi apa yang dibayangkan"

I dedicate this thesis for:

Special thanks to Allah SWT, for health, chance and strength for me

My beloved mother (Dewi Yulismita,S.Pdi)and my beloved father (Haryanto,S.H)

For my mother and my father who have privilege in my live, who has praying everytime for my successful, always give me support, motivations, guidance and giving me everything with love

My brother (Alm. Igor Liberto Pernanda), who has always in my heart and my imagination and also the reason for me to always keep spirit

My sister (Zelfina Ristika), who has always help and given attention for everything,

For all of my big family (Grandparents, uncle, aunty, my cousin kak Amel, kakCi, abg Bayu, abg Doni, abg Heru, Frisky, Iil, Nabila, Cantika, Ifwa, Fajar and baby Arumi) and also all of people that I love, who always give me support and motivations

And all of my friends who have been fighting together

Thank you so much for everything that all of my heart…

Alhamdulillah…

MOTTO

So which of the Allah's blessing that you deny?

Q.S Ar-Rahman :13

ACKNOWLEDGMENT

Alhamdulillah, the greatest gratefulness goes to Allah SWT the Almighty, for all the blessing and mercies, this thesis entitled: "**Using Online Applications in English Online Learning Process: A Case Study at the English Department of IAIN Kerinci Academic Year 2020/2021**" has been well accomplished. Shalawat and Salam to Prophet Muhammad SAW, the last Prophet and the greatest leader for human being. In accomplishing this thesis, the researcher realizes that there were many helps and supports during the process of accomplishing this thesis as one of requirement to gain Sarjana Degree in English Department at IAIN Kerinci. The researcher also would like to appreciate the following person for helping and supporting researcher to finish this thesis, present thanks to:

1. Dr. Asa'Ari M.Ag As the Rector of IAIN Kerinci

2. Dr. Hadi Candra, S,Ag, M.Pd As the Dean of Tarbiyah Faculty of IAIN Kerinci

3. Aridem Vintoni, S.Pd, M.Pd as the Head of English Department

4. Musdizal, M.Pd as the secretary of English Department

5. Daflizar, S.Pd, M.A., Ph.D. as the first advisor, who had guided and directed in completing this thesis as well

6. Aridem Vintoni, S.Pd, M.Pd as the second advisor, who also had guided and directed in completing this thesis as well

7. Dr. Suhaimi, M.Pd as the first examiner for his valuable contribution for this thesis

7. Dr. Suhaimi, M.Pd as the first examiner for his valuable contribution for this thesis

8. Yelni Erniyati, M.Pd as the second examiner for her valuable contribution for this thesis

9. All lecturers of IAIN Kerinci especially in the English Department for their great support

10. All staff academic administration who had always given help

11. All students of English Department for being the cooperative and supportive during the data collecting

12. And all of beloved family and friends for loving, praying, motivation and support.

As human being, researcher has limitation to make something perfect. Therefore, any development criticism and suggestion will be welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, this thesis will be useful to the English learning process.

Sungai Penuh, August 2021

The Researcher
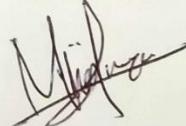
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CHAPTER I

INTRODUCTION

A. Background of Problem

In this modern era, all aspects of work have relied on the internet. The development of technology in the form of the internet has many influences in social life. Based on survey by Indonesian Internet Service Providers Association (APJII), shows that internet users have increased from 2014 to 2016. Internet users in Indonesia increased from 34,9% to 51,7% of the total populations.[1] According to Mariana, with the existence of the internet all of informations forms are easy to obtain and disseminate and the world is getting wider without space and time.[2] It means that the internet is a collection of interconnected computer network with the delivery of information that is very easy and fast and can help people carry out activities in social life such as for entertainment, business, transportation, communication and education. The development of the internet has many positive impacts and plays an important role in various aspects of life, one of which is in the world of education.

Covid-19 is so dangerous and might stop some of activities carried out by direct interaction, because it spreads very quickly through physical contact and air. According to Sari, the way to prevent Covid-19 is by using a mask, social distancing and physical distancing. Covid-19 is a type of disease that can cause death in high number in the world, the Covid-19 that was first detected in the

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[1]APJII. (2020, November 05). Saatnya jadi pokok perhatian pemerintah dan industri. *Bulletin APJII.*

[2]Kristiyanti, Mariana. (2010). Internet Sebagai Media Pembelajaran Yang Efektif. Majalah ilmiah informatika

Wuhan City of Chinese at the end of 2019 which spread most of the countries in the world.[3] It show that the Covid-19 pandemic has a major impact in various sectors, one of which is education, because learning conducted face to face it mean that social distancing and physical distancing cannot be held. Therefore, the solution in the Covid-19 pandemic, the use of internet technology is needed in online learning which allows students to carry out learning without face to face in the same room.

Researcher conducted initial interviews on 3-4 October 2021 with 3 lecturers and 5 students in the English Department of IAIN Kerinci. The learning process in the English Department carried out by online learning by using online applications. L1 said "during online learning, online applications as the main alternative to carried out learning process and we use some applications such as WhatsApp Group, Zoom and Google Meet", L3 said "in online learning process we use WhatsAppGroup an Zoom" and S4 said "we use WhatsApp Group, Zoom, Google Meet and sometime in the Google Classroom". S1 said "Usually we learn face to face but during Covid-19 Pandemic, the learning process by online learning usually in Zoom, Google Meet, Google Classroom and sometime in WhatsApp Group". Besides that, each informants felt barriers such as learning depend on internet network, material present difficult to understand and lack interactions. S5 said "difficulty to understanding the material presented through the online applications" and also S3 said "learning depend on internet network", L2 said "online learning impact in lack interactions between lecturer and students"

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[3] Sari, M. K. (2020). Sosialisasi tentang Pencegahan Covid-19 di Kalangan Siswa Sekolah Dasar di. *Jurnal Karya Abdi Volume 4 Nomor 1.*

Online learning is used as the main alternative for the learning process during the Covid-19 pandemic. This was carried out based on Circular Letter number 1 of 2020 concerning prevention of the spread of Corona virus disease (Covid-19) in Ministry of Educations and Culture.[4] One of the contents of the Circular Letter is to cancel learning face to face and replace it with online learning. Based on a circular from the Ministry of Education and Culture, so that all people and lecturers institutions in Indonesia obey the government's appeal that has been listed in the Ministry of Education and Culture's Circular regarding Covid-19, including IAIN Kerinci. Learning process at IAIN Kerinci was conducted online learning, especially in the English Department during the Covid-19 Pandemic.

Based on the description above, the researcher is interested to conducting research with the title "Using online applications in English online learning process: a case study at the English Department of IAIN Kerinci Academic Year 2020/2021".

B. Identifications of problems

Based on the background above, the identifications of the problem were Covid-19 pandemic requires social distancing and physical distancing so that face to face learning is replaced with online learning because online learning is used as the main alternative for the ongoing learning process during the Covid-19

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[4]Kemendikbud. (2020). *Pencegahan Penyebaran Corona Virus Disease (Covid-19) di Perguruan Tinggi, Kementerian Pendidikan Dan Kebudayaan.* Retrieved on 26,August,2020,fromSuratEdaran: http://lldikti3.kemdikbud.go.id/v6/2020/04/21/surat-edaran-direktur-jenderal-pendidikan-tinggi-kementerian-pendidikan-dan-kebudayaan-nomor-1-tahun-2020-tentang-pencegahan-penyebaran-corona-virus-disiase-covid-19-di-perguruan-tinggi-kementerian/

pandemic by using online applications but in online learning the material presented is difficult to understand, lack of interaction between lecturer and students, learning depends on the internet network, not all internet networks are available in all places so it is impact to ineffective online learning such as these students may be bored and frustrated if they cannot access the material subject.

C. Focus of the problem

Based on the identifications of problem described above, the problem of this research focused on using online applications (such as WhatsApp, Edmodo, Zoom, Google Classroom, Google Meet) in online learning process at the English Department of IAIN Kerinci Academic Year 2020/2021.

D. Research Questions

Based on the focus of the problem above, the formulation of this research question are:

1. What applications are used by the lecturers in online learning process at the English Department of IAIN Kerinci Academic Year 2020/2021?

2. What are the advantages of the use of online applications as perceived by the lecturers' and students' of the English Department of IAIN Kerinci Academic Year 2020/2021?

3. What are the disadvantages of the use of online applications as perceived by the lecturers' and students' of the English Department of IAIN Kerinci Academic Year 2020/2021?

4. How do the lecturers and students overcome the perceived disadvantages of using online applications in online learning process at the English Department of IAIN Kerinci Academic Year 2020/2021?

E. Purposes of the Research

The purposes of this research were to know:

1. The applications used by the lecturers in online learning process at the English Department of IAIN Kerinci Academic Year 2020/2021

2. The advantages of the use of online applications as perceived by the lecturers' and students' of the English Department of IAIN Kerinci Academic Year 2020/2021

3. The disadvantages of the use of online applications as perceived by the lecturers' and students' of the English Department of IAIN Kerinci Academic Year 2020/2021

4. How the lecturers and students overcome the perceived disadvantages of using online applications in online learning process at the English Department of IAIN Kerinci Academic Year 2020/2021

F. Significance of the Problem

Through research conducted by researcher, it is hoped that it was useful theoretically and practically.

1. Theoretical benefit

This research was expected to contribute to the development of science, especially in learning English.

2. Practical benefits

    a. For researcher, it was a tangible form of intellectual steps in applying to the education field scientists obtained from college.

    b. For University, this research can be used as a guideline for developing Information Technology (IT) in the learning process.

    c. One of the requirements to obtain a bachelor's degree in English Department of IAIN Kerinci.
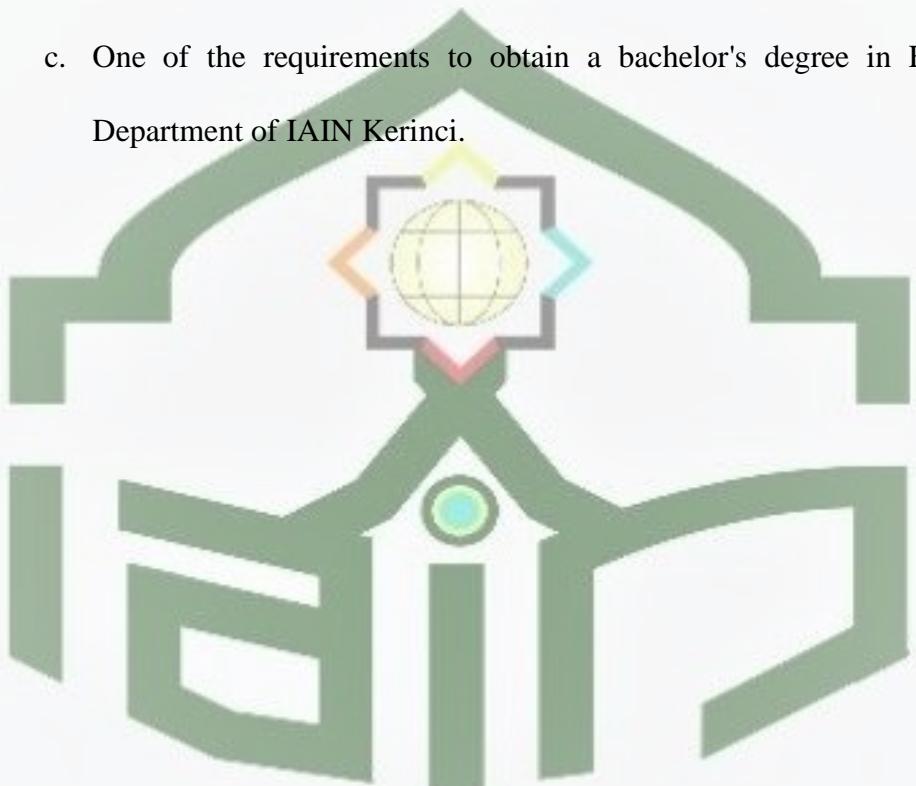
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English Learning Process

Learning is a process of interaction between lecturers and students with the aim of gaining knowledge and efforts to create an effective and efficient learning process. The learning process can be done by face to face learning and online learning.

a. Face to face learning

According to Peter, face to face learning is direct meeting between lecturers and students in the same room.[5] It means that the presence of lecturers and students in the class greatly influences the learning process. Face to face learning is based on the interaction of lecturers and students, such as in the provision of material and questions and answers about learning material.

According to Rianto, there are several learning methods that can be used to achieve learning objective such as speech method, question and answer method, discussion method, assignment method, demonstration method, group work method, field trip method, simulation method.[6]

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[5]Keen, Peter. *Kamus Istilah Teknologi Informasi Bagi Menejer*. Yogyakarta : penerbit ANDI,2000

[6]Rianto, Milan. (2006).*Pendekatan, Strategi dan metode pembelajaran*. Malang: .p.47

1) Speech Method

The Speech Method is a way of delivering learning material orally by lecturers to students and students are required to have good listening skills.

2) Question and answer method

The question and answer method is a way of delivering learning material which is implemented in the form of questions and answers both lecturers and students

3) Discussion method

Discussion method is a way of learning by exchanging opinions that has several alternative answers that are used as a way to solve problems.

4) Assignment method

The assignment method is a learning method where the lecturer gives a number of assignments to students to learn something outside of face-to-face class hours.

5) Demonstration method

Demonstration method is a way of learning by using demonstration to clarify a learning material whose implementation begins with a demonstration from a lecturer and then followed by students.

6) Group work methods

The working group method is a method of learning that involves students in groups to completing assignments given by the lecturer.

7) Field trip method

Field trip method is a method of learning that is carried classroom in the outside to show things or events related to learning material.

8) Simulation method

The simulation method is a learning method that is presented with imitation in the form of demonstrating such as playing, so that students can more easily understand the material.[7]

In additions, the learning method can be interpreted as a method used in implementing a learning plan that has been prepared to achieve learning goals. The achievement of teaching objectives can be obtained optimally through several methods of learning methods that are applied in accordance with the situation and condition.

b. **Online learning**

According to Dabbagh and Ritland in Roida and Yuni, online learning is a learning process through interaction by using internet facilities.[8] Moreover, according to Waryanto online learning can be used to convey learning anytime and anywhere and also can use source material from internet.[9] Based on this definition, it can be concluded that lecturers and students can learn by relying on the internet network using correspondence that helps interaction between lecturers and students with

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[7]Ibid., p.96

[8]Pakpahan, R, & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19. *journal of information system, applied, management, accounting and research Vol. 4 No.2*.p.33

[9]Waryanto, N. H. (2006). On-line learning sebagai salah satu inofasi pembelajaran. *Pytagoras jurnal matematika*.p. 10

the use of media such as print media, technology and other equipment, so that the learning process continues even though the lecturer and student are not face to face. There are some of the advantages and disadvantages of online learning according to Suhery[10]:

1) **Advantages of online learning**

The advantages of online learning are lecturer and students can communicate easily, anytime without being limited by distance, place and time with the internet network, the material in online learning is more regular and scheduled and also learning materials can to save, so that it make easier for students to review the material. Using online learning, lecturer and students can have discussions that can be followed by many students, it is easier to understand because it is supported by facilities in the form of images, text, animation, sound, and video.[11]

2) **Disadvantages of online learning**

Disadvantages of online learning are lack of interaction between lecturer and students, online learning more to give assignments, Lecturer are required to master the internet more for the learning process, not all internet networks are available in all places, the lack of people understands the material, these students may be bored and frustrated if they cannot

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[10]Suhery, dkk. (2020). Sosialisasi Penggunaan Aplikasi Zoom Meeting dan Google. *Vol.1 No.3*.p.130

[11]Ibid., p.130

access the material subject so that students who have less motivation to learn will be fail.[12]

In conclusion, learning is a process of interaction between lecturers and students in delivering learning material. Learning can be done face to face learning and online learning. Face to face learning in general is a process of interaction between lecturers and students in the same room, carried out directly without the need for an intermediary media. On the other hand, online learning is a learning process with the help of internet facilities as the intermediary medium. Face to face learning cannot be done during the Covid-19 Pandemic because there is a big risk of the spread of Covid-19, but online learning can be done in the Covid-19 Pandemic because it is done without direct interaction with other people.

2. Online applications

Online application is a program that is accessed by using the internet network to do a job ordered by the user, such as buying and selling online, playing games, chatting, browsing, learning online and just looking for entertainment. There are several online applications that can be used to help lecturers and students in learning process such as discussing, assignments and communicating, these online applications are Zoom, Edmodo, Google Classroom, Google Meet, and WhatsApp.

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[12]Ibid., p.130

a. Zoom

According to Pakpahan and Fitriani, zoom is an application that uses video and share screen that has a large capacity to accommodate up to 100 members and also can used in mobile phone, computer and soo on.[13] In other side, according to Nadia Zoom can be motivates the English teacher to making more interactive lesson with video and share screen tools.[14]
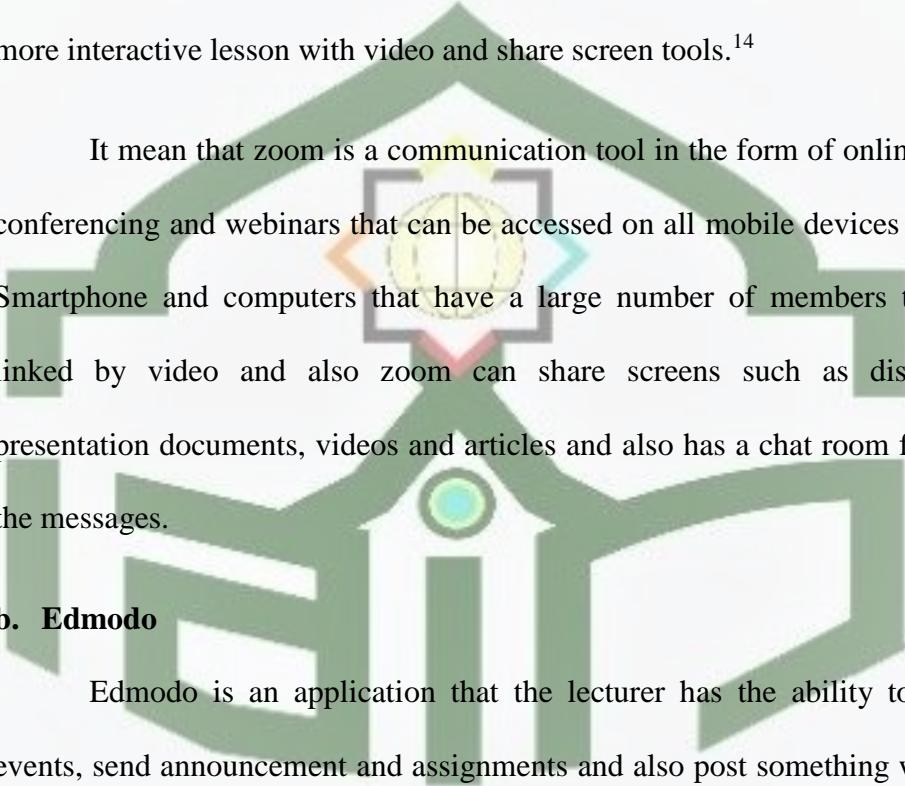
It mean that zoom is a communication tool in the form of online video conferencing and webinars that can be accessed on all mobile devices such as Smartphone and computers that have a large number of members that are linked by video and also zoom can share screens such as displaying presentation documents, videos and articles and also has a chat room for send the messages.

b. Edmodo

Edmodo is an application that the lecturer has the ability to create events, send announcement and assignments and also post something within a limit time limit that can be seen by the public.[15]
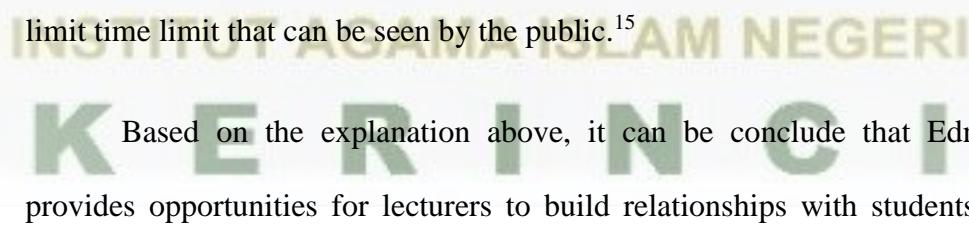
Based on the explanation above, it can be conclude that Edmodo provides opportunities for lecturers to build relationships with students and

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[13]Pakpahan, R, & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19. *journal of information system, applied, management, accounting and research Vol. 4 No.2*.p.33

[14]Gusajheva, Nadia. (2020) Zoom Technology As An Effective Tool For Distance Learning In Teaching English To Medical Students. Pedagogical Sciences

[15]Gay, E. (2017). The Effectiveness of Using Edmodo in Enhancing Students' Outcomes in Advance Writing Course of the Fifth Semester at FIP - UMMU. *Journal of English Education JEE Vol. 2, No. 1,*.p.4

communicate various types of informations. Through Edmodo, lecturers and students can share notes, links, and documents. In addition, Edmodo can accommodate several classes. Lecturers can discuss and send subject into Edmodo in the form of documents or text messages.

c. Google Classroom

According to Sukmawati and Nensia Google Classroom is an application that used to making announcements, quiz, discussions, and collecting an assignment, lecturers can send materials and upload on class work it connected with Google drive.[16]

It means that Google Classroom is an application that can be used for online learning because the existing features can help the learning process. In addition, Google Classroom can accommodate several classes with different courses and learning and also connected to Google Drive, making it easier for users to save course material documents.

d. Google Meet

According to Silalahi, Google Meet is a video conferencing connected by video to improve the interaction between students and lecturers and also can perform several functions such as share screen, display documents and display presentation.[17]

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[16]Sukmawati, & Nensia. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies Vol. 1, No. 2, June 2019*.p.144

[17]Silalahi,P.R. (2020). Upaya Meningkatkan Kemampuan Menelaah Struktur dan Kaidah Kebahasaan Dengan Pengaktifan Diskusi Googlemeet Di Kelas 9.6 di Sekolah SMP Swasta Methodist Binjai. *Jurnal Penelitian, Pendidikan dan pengajaran*.p.172

In addition, Google Meet can also display subtitles that make it easier for users to understand what the speaker says. Because Google Meet can be used on Smartphone and computers, so using Google Meet is fairly easy, flexible and according to your needs.

e. WhatsApp

WhatsApp is an application that available in all of smart phones it can make interaction by using voicenote text messages and video call.[18]

In additions, WhatsApp application does not require a large quota to access. In the other side WhatsApp is used as an alternative for online learning by using WhatsApp Group that can perform some functions such as sending the document, explaining the material by using voice note, text message and short video and does not require a large quota to access.

B. Review of Relevant Studies

There have been researches conducted by researcher related to using online Applications in English online learning process.

First, a research by Sabri Thabit Saleh Ahmed, with the title "*Chat and Learn: Effectiveness of Using Whatsapp as a Pedagogical Tool to Enhance Efl Learners Reading and Writing Skills*". This research was conducted at English Language Department of Radfan College of education–University of Aden in 2019. The participants of this study were the twenty male EFL undergraduate

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[18]Pakpahan, R, & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19. *journal of information system, applied, management, accounting and research Vol. 4 No.2*.p.33

students of Radfan College of Education. The data were collected by using pre-test and a post-test and responded to a questionnaire. The result in this research revealed that WhatsApp was a very effective application in developing students' motivation to enhance their reading and writing skills. It helped them develop vocabulary, grammar, reading comprehension and writing.[19]

Second, a research conducted by Mona M. Hamad, entitled "*Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share"*. This research was conducted at College of Science & Arts Majarda King Khalid University, English Department in 2017. The populations of this research were 36 female students from 1st level who were studying listening & speaking 1 course in the 1st semester 2013-2014. The data collected by using questionnaire and instructor observation. The result of this research were supported using WhatsApp to enhance students learning and enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary and also learn from their mistakes, although the research laid out some disadvantages of the experience like preparing the materials and than having discipline in the group.[20]

Third, a research conducted by La Ode Anhusadar, entitled "*Persepsi Mahasiswa PIAUD terhadap Kuliah Online di Masa Pandemi Covid-19"*. This research was conducted at PIAUD IAIN Kendari in 2020. The participants of this research were the 4th semester PIAUD students of IAIN Kendari. The data

[19]Ahmed,S.T.(2019).Chat and Learn: Effectiveness Of Using Whatsapp as a Pedagogical Tool to Enhance Efl Learners' Reading And Writing Skills. *International Journal of English Language and Literature Studies*.
[20]Hamad, M. M. (2017). Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share". *Higher Education Studies vol.7*

collected by using the interviews and questionnaires. The findings in this research were the usual place for lectures from 60 students as many as 53 (88.3%) who answered at home, as many as 2 students (3.3%) who answered in the garden and as many as 5 students (8.3%) who answered in house of a family or in the neighbor with a good internet network. Students using electronic devices to take online lectures are cell phones and laptops. Applications that are preferred in online lectures, as many as 56 students (91.8%) of students choose the WhatsApp group application, 4 students (6.5%) of students choose the zoom application and as many as 1 student (1.6%) of students choose the email application. When asked to students to what extent the material presented through online lectures can be understood by students as many as 1 student answered very well understood, 23 students answered understood, 34 students answered sometimes understood and as many as 4 students became not understood. Students as a whole (100%) prefer face to face courses compared to online lectures.[21]

Fourth, a research conducted by Annita Muslimah, entitled "*A Survey on the Use of Google Classroom in English Language Education Department of Islamic University of Indonesia*". This research was conducted at Islamic University of Indonesia in 2018. The participants of this study were 190 students. The data were collected by using questionnaires. The result indicated that students

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[21]Anhusadar, L.O.(2020). Persepsi Mahasiswa PIAUD terhadap Kuliah Online di Masa Pandemi Covid 19. *Journal of Islamic Early Childhood Education*, 44-58.

feel Google Classroom is useful and they satisfied with Google Classroom as an online learning too.[22]

Fifth, a research conducted by Mustakim, entitled *"The Effectiveness of E-Learning Using Online Media during the Covid-19 Pandemic in Mathematics"*. This research was conducted at SMA Negeri 1 Wajo in 2020. The population of this research was all the students of SMA Negeri 1 Wajo. The data collected by using questionnaires. The result showed the presentation on students' who were assuming learning mathematics was very effective with online learning was 23.3%, the majority of students who assumed it was effective was 46.7 %, 20% of them assume it was nothing special, 10% assume it was not effective, and 0% assume it was very ineffective . It was founded from the research that to reinforce the standar of mathematics online learning during the Covid-19 pandemic, the teachers should full fill the respondent recommendations, such as the learning should be done with video call, the contents should be simple, minimize the learning video capacity, the language that used in the video should be easy to understand, the content should be explained before giving the task, variety task for each student, the task should come with clear instructions, the task should be on schedule, the task should be reminded to the students and reduces the task.[23]

In conclusion, first relevant research by Sabri Thabit Saleh Ahmed the participants of this study were the 20 male EFL undergraduate students, the data were collected by using pre-test and a post-test and responded to a questionnaire.

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[22]Muslimah Annita. (2018). a Survey on the use of google classroom in English Language Education Department of Islamic University of Indonesia

[23]Mustakim.(2020). T*he Effectiveness of E-Learning Using Online Media During the Covid-19 Pandemic in Mathematics*

Second relevant research by Mona M. Hamad, the populations was 36 female students from 1st level who were studying listening and speaking 1 course in the 1st. The data were collected by using questionnaire and instructor observation. Third relevant research by La Ode Anhusadar with the participants were 4th semester PIAUD students of IAIN Kendari. The data were collected by using Interviews and questionnaires. Fourth relevant researches by Annita Muslimah, the participants of this research were 190 students. The data were collected by using questionnaires. Fifth relevant research by Mustakim the populations of this research was all the students of SMA N 1 Wajo. The data were collected by using questionnaires, and the difference between all relevant researches with researcher's research is the participant. In this research, researcher used the lecturers and the students of English Department and the data collecting by using interviews and documentations.

C. Conceptual Framework

Based on the aspects in this research, the purpose in this research was to know how the use online applications in English online learning process of English Department of IAIN Kerinci.

The conceptual framework of this research was as follows:

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┌──────────────┐
│   Problems   │
└──────┬───────┘
       │
       ▼
┌────────────────────────────────┐      ┌──────────────────┐
│            Title               │─────▶│     Purpose      │
│ Using online applications in   │      └────────┬─────────┘
│ English online learning        │               │
│ process: a case study at the   │               ▼
│ English Department of IAIN      │      ┌──────────────────┐
│ Kerinci Academic Year          │      │   Research       │
│ 2020/2021                      │      │   design:        │
└────────────────────────────────┘      │   Qualitative    │
                                         │   Descriptive    │
        ┌──────────────────────────┐     └────────┬─────────┘
        │ technique of data        │◀─────────────┘
        │ collections              │
┌───────────┐  │ 1. Interview      │
│Participants│◀─│ 2. Documentation  │
└───────────┘  └──────────┬────────┘
                          │
                          ▼
┌──────────────────────────┐      ┌─────────────────────────┐
│ Technique of analyzing   │─────▶│ Checking data           │
│ the data is Thematic     │      │ trustworthiness         │
│ Analysis                 │      │ Triangulation           │
└──────────────────────────┘      └───────────┬─────────────┘
                                              │
                                              ▼
                                   ┌─────────────────────────┐
                                   │         Result          │
                                   └─────────────────────────┘
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First of all, researcher find out the problem case at English Department of IAIN Kerinci, based on the problem then the researcher formulated into a research title "Using online applications in English online learning process: a case study at the English Department of IAIN Kerinci Academic Year 2020/2021" with the purpose of the research were to know types of applications used, advantages, barriers and how do the lecturers and students overcome the perceived barriers of using online applications in online learning process at the English Department of IAIN Kerinci. Research design is qualitative descriptive with interview and documentation as technique of data collections and the data was analize by using thematic analysis and checking data trustworthiness by using triangulation to find out the result.

CHAPTER III

RESEARCH METHODS

A. Research design

This research was descriptive qualitative. Descriptive research was the research that describes events and conditions that occur in the field to certain individuals or groups. Qualitative research is results are visible in the form of pictures, words and events as well as in a "natural setting", which is used to know and express a situation in finding a deep meaning about the problem at hand.[24] In other side, qualitative research that is guided to an assessment that is not in form of number or score, but categorization of value or quality.[25] Case Studies were one of the first types of research to be used in the fild of qualitative methodology.[26]

That qualitative research is a research where data collection does not use numbers or statistical data or other forms of calculation, but data in the form of written or spoken by the informant. Based on the description above, descriptive qualitative is the research to describes events and conditions that occur in the field to certain individuals or groups by data collection in the form of written or spoken by the informant. It can be concluded that aims of the research was to describe of using online applications in the online learning process in the English Department of IAIN Kerinci Academic Year 2020/2021.

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[24]Yusuf. (2014). *Quantitative Research Methods, Qualitative, and Combined Research.* Jakarta: PT Fajar Interpratama Mandiri.

[25]Ibrahim. (2018). *Metodologi penelitian kualitatif.* Bandung: Alfabeta,cv.p.53

[26]Starman, A.B. (2013). *The case study as a type of qualitative research.* journal of contemporary educational studies 1

B. Informants and settings

    1. **Informants**

            The informants in this research were the lecturers and students of the English Department of IAIN Kerinci. There were 17 lecturers and 312 students of the English Department. This research used purposive sampling. Purposive sampling is a type of sampling with a predetermined purpose, use and purpose. The researcher chose 10 lecturers and 25 students as the informant of this research. To keep the confidentiality of the informants, pseudonyms were used in reporting the result. Informants' profiles can bee seen in tabel 3.1 below:

Tabel 3.1 Informants' Profiles

Participants	Code	Gender
Lecturers	L1	Male
	L2	Male
	L3	Male
	L4	Female
	L5	Female
	L6	Female
	L7	Male
	L8	Female
	L9	Male
	L10	Female
	S1	Female
	S2	Male
	S3	Male
	S4	Female
	S5	Female
	S6	Female
	S7	Female
	S8	Male
	S9	Female
	S10	Female
	S11	Male
	S12	Male

Students	S13	Male
	S14	Male
	S15	Female
	S16	Female
	S17	Male
	S18	Female
	S19	Male
	S20	Male
	S21	Male
	S22	Female
	S23	Female
	S24	Female
	S25	Female

2. Settings

This research was conducted at IAIN Kerinci, located on Jl.Pelita IV, Sumur Gedang, Pesisir Bukit, Kerinci, Jambi 37112.

C. Data

1. Kinds of data

Kinds of the data in this research were primary data and secondary data.

a. Primary Data Sources

Primary data sources are the main of data sources that provide such as information, facts and descriptions through written notes or recording through interviews.[27]

Primary data in this study were the data about the use of online applications obtained from data sources through interviews of lecturers and students of the English Department of IAIN Kerinci Academic Year 2020/2021.

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[27]Ibid., p.69

b. Secondary Data Sources

Secondary Data Sources are the data obtained in the form of documents, either in written, photos, such as reports, journals, and archives.[28]

Secondary data in this research were documentations of lecturers and students at the English Department of IAIN Kerinci Academic Year 2020/2021.

2. Source of data

Data sources are sources of information in the form of data needed by researcher to complete the data in research. According to Lofland and Lofland in Ibrahim, Classifying data sources there are primary data sources and secondary data sources.[29] The primary data sources in this research were lecturers and students of English Department of IAIN Kerinci academic years 2020/2021. Lecturers and students as primary data source were interviewed to collect the primary data. The secondary data sources are documentations from lecturers and students to collect the secondary data source.

Table 3.2 Source of Data

No	Data descriptions	Types of Data	Data sources
1.	- Interview	Primary data	Lecturers and Students
2.	- Documentation	Secondary data	Lecturers and Students

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[28]Ibid., p.70

[29]Ibrahim. (2018). *Metodologi penelitian kualitatif.* Bandung: Alfabeta,cv.p.69

D. Technique of collection the data

1. **Interview**

   According to Moleong, interview is a conversation by interviewer and interviewee with a purpose.[30] It means that Interview is a conversation or question and answer with a specific purpose carried out between two or more people to obtain information.

   In this research, researcher used semi- structure interview. According to Ibrahim Semi-structure interviews are interviews in which only have a few key questions the possibility by to be developed during the interview to see deep meaning.[31] The researcher did not prepare questions that had been arranged, but the researcher asked about the outline of the problem and in the same direction of purpose questions and also the collecting data of interview with the lecturers and the students was recorded by researcher. Researcher adapted the interview from Diana.[32] (Appendix 1 and appendix 2, page 65-66)

2. **Documentation**

   According to Ibrahim, that documentation as a proof in research too supports the data such as fhotos, recorder, notes and documentations of event.[33] The researcher has taken some documentation of lecturers and students to support the data of this research and documentation in the form of photos and recorded interviews with participant. (Appendix 5 and 6, 80-83)

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[30]Moleong, L. J. (2012). *Metodologi penelitian kualitatif.* Bandung: PT Remaja Rosdakarya Offset.p.186

[31]Ibrahim. (2018). *Metodologi penelitian kualitatif.* Bandung:Alfabeta,cv.p.89

[32]Diana. (2020). Plus minus aplikasi pembelajaran daring ,p.7

[33]Ibrahim. (2018). *Metodologi penelitian kualitatif.* Bandung:Alfabeta,cv.p.94

E. Technique of Analyzing Data

The research data was analyzed using thematic analysis. According to Brown and clank in Heriyanto, Thematic analysis is one of the way to analize data that has been collected by researcher with the aim of finding themes or identifying patterns.[34]

Steps to analyze data by using thematic analysis according to Heriyanto:[35]

1. **Understanding data**

In the stage of understanding the data, researcher need to understand the data obtained by re-reading the transcripts of interview and listening to interview recordings obtained during the data collection process and making personal notes while reading the transcripts or while listening to interview recordings.[36]

Step in understanding the data in this research were the researcher listened to interview recordings with the participants and then made interview transkrip until the researcher closed with the data. (Appendix 3 and 4, page 67-74)

2. **Composing code**

The second step is to start coding. Codes can also be thought of as labels in the data related to the research question. Code can be semantically good, meaning that it directly describes what the data looks like. Researcher writes the code according to what appears on the surface. In addition, the code

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[34]Heriyanto.(2018). *Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif.* E*Journal Undip*,p.318
[35]Ibid., p.318
[36]Ibid., p.318

can also be made by writing the meaning contained in the data and the researcher tries to interpret what is hidden behind the participant's words. The researcher then gave the name of this group according to the code in the group.[37]

Step in composing code in this research were the researcher made the table indicator of questions to collect the code into group. (Appendix 7 and 8).

3. Searching for themes

In the last steps, the researcher begins to look for a theme. This theme describes something important in the data related to the research question. The first step in determining the theme is to determine the tentative theme, Groups that have the same meaning are collected into one group and also identify whether they have similarities or differences, and to find the relationship between one theme and another.[38]

Step in searching for the themes in this research were the researcher re-checked the group of code to check there is some meaning into one group.

F. Checking data trustworthiness

To check trustworthiness of the data of this research, the researcher used triangulation. Triangulation is the differences in reality construction that exist when collecting data from various views and also researchers can compare their finding with various sources, methods or theories.[39] So that by using the triangulation technique in data trustworthiness it is means to compare and re-

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[37]Ibid., p.319

[38]Ibid., p.322

[39]Moleong, L. J. (2012). *Metodologi penelitian kualitatif.* Bandung: PT Remaja Rosdakarya Offset.p.330

check the truth the data of the lecturers and students of English Department of

IAIN Kerinci Academic Year 2020/2021, which obtained the data from interview

and documentation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, the researcher used semi-structured interviews as data collection technique to see using online applications in learning process at the English Department of IAIN Kerinci Academic Year 2020/2021.

The researcher did the interview during two months with 10 lecturers and 25 students. The researcher conducted the first interview on May 4,2021 with L5 and ended on June 21,2021 with S25, for more details can be seen in the table 4.1 below:

Tabel 4.1 Date of the interview

Participants	Code		Date
	L1		Wednesday, June,9,2021
	L2		Monday, June,14,2021
	L3		Monday, May,31,2021
	L4		Wednesday, June,3,2021
	L5		Tuesday, May,4,2021
Lecturers	L6		Wednesday, June,3,2021
	L7		Monday, May,31,2021
	L8		Saturday, June,12,2021
	L9		Wednesday, June,3,2021
	L10		Wednesday, June,9,2021
	S1		Friday, June,4,2021
	S2		Friday, June,4,2021
	S3		Friday, June,4,2021
	S4		Friday, June,4,2021
	S5		Thursday, June,17,2021
	S6		Thursday, June,17,2021
	S7		Thursday, June,17,2021
	S8		Thursday, June,17,2021
	S9		Thursday, June,3,2021
	S10		Thursday, June,17,2021
	S11		Thursday, June,17,2021

	S12	Thursday, June,17,2021
Students	S13	Wednesday, June,9,2021
	S14	Monday, June,14,2021
	S15	Wednesday, June,9,2021
	S16	Thursday, June,17,2021
	S17	Thursday, June,17,2021
	S18	Thursday, June,17,2021
	S19	Monday, June,21,2021
	S20	Monday, June,21,2021
	S21	Monday, June,21,2021
	S22	Monday, June,21,2021
	S23	Monday, June,21,2021
	S24	Thursday, June,3,2021
	S25	Monday, June,21,2021

4.1 Types of Online Applications used

Based on the results of interviews, the types of online applications in tabel

4.2 below:

Tabel 4.2 Types of Online Applications

Participants	Code	Types of Online Applications
Lecturers	L1	Zoom, WhatsApp Group, Google Meet
	L2	Google Meet, Zoom, WhatsApp Group
	L3	WhatsApp Group, Google Classroom, Zoom, Google Meet
	L4	WhatsApp Group, Zoom
	L5	Zoom, Edmodo, WhatsApp Group
	L6	Zoom, Google Classroom, WhatsApp Group
	L7	Edmodo, Google Classroom, WhatsApp Group, Google Meet
	L8	Google Meet, Zoom, WhatsApp Group
	L9	Zoom, WhatsApp Group
	L10	WhatsApp Group, Zoom
	S1	Zoom, Google Meet, WhatsApp Group, Edmodo, Google Classroom
	S2	Zoom, Google Classroom, Google Meet, WhatsApp Group
	S3	Zoom, Google Classroom, Google Meet, WhatsApp Group
	S4	Zoom, Google Classroom, Google Meet, WhatsApp

		Group
	S5	Zoom, Google Meet, WhatsApp Group, Edmodo, Google Classroom
	S6	WhatsApp Group, Zoom, Google Meet, Google Classroom
Students	S7	Google Classroom, Google Meet, WhatsApp Group, Edmodo
	S8	Zoom, Google Classroom, Edmodo, Google Meet, WhatsApp Group
	S9	Zoom, Google Meet, Google Classroom, WhatsApp Group
	S10	Zoom, WhatsApp Group, Google Classroom, Google Meet
	S11	WhatsApp Group, Google Classroom, Zoom, Edmodo, Google Meet
	S12	WhatsApp Group, Google Classroom, Zoom, Google Meet
	S13	Google Meet, Zoom, Edmodo, WhatsApp Group, Google Classroom
	S14	Zoom, Google Meet, Google Classroom, WhatsApp Group, Edmodo
	S15	WhatsApp Group, Google Classroom, Google Meet
	S16	Zoom, Google Meet, WhatsApp Group, Google Classroom
	S17	Zoom, Google Meet, WhatsApp Group
	S18	Google Classroom, WhatsApp Group,
	S19	Edmodo, Google Classroom, Google Meet, WhatsApp Group
	S20	Zoom, Google Classroom, Google Meet, WhatsApp Group, Edmodo
	S21	Edmodo, Zoom, Google Classroom, Google Meet, WhatsApp Group
	S22	Zoom, Google Meet, Edmodo, WhatsApp Group, Google Classroom
	S23	WhatsApp Group, Edmodo, Zoom, Google Meet
	S24	Zoom, Google Meet, WhatsApp Group, Edmodo, Google Classroom
	S25	WhatsApp Group, Edmodo, Zoom

As L3 said:

> *"Pertama kali saya menggunakan WhatsApp Grup, trus sampai sekarang saya menggunakan Google Classroom, dan untuk video callnya saya*

menggunakan Zoom, tetapi sebagian besarnya saya menggunakan Google Meet".
('The first time, I used WhatsApp Group, then until now I used Google Classroom, I used Zoom for video calls, but mostly I used Google Meet').

And also said by L7 :

"Beberapa aplikasi online yang saya gunakan seperti Edmodo, Google Classroom, dan terkadang saya menggunakan WhatsApp grup dan Google Meet".
('I use some online applications, such as Edmodo, Google Classroom, and sometimes I use WhatsApp group and Google Meet').

This is reinforced by the answer from S2 :

"Zoom, Google Classroom, Google Meet dan Whatsapp Grup".
('Zoom, Google Classroom, Google Meet and WhatsApp Groups).

And S4 also says the same thing:

"Adapun aplikasi yang biasa kami pakai seperti Zoom, Google Classroom, Google Meet dan yang sering kami gunakan di Whatsapp grup".
('The applications that we usually used were Zoom, Google Classroom, Google Meet and Whatsapp Groups is the often use').

Based on the results of interviews with lecturers, it was found that the types of online applications used include Whatsapp groups, Edmodo, Zoom, Google Classroom, and Google Meet. Each respondent does not only use one application in the learning process. Researcher obtained data, among others, those who used the WhatsApp were 10 lecturers, Edmodo were 2 lecturers, Zoom were 9 lecturers, Google Classroom were 3 lecturers and Google Meet were 5 lecturers.

Based on the results of interviews with the students related to the type of online application used, it was found that the types of online applications used include Whatsapp groups, Edmodo, Zoom, Google Classroom, and Google Meet. Each respondent does not only use one application in the learning process. Those

who used the WhatsApp group were 25 students, Edmodo were 14 students, Zoom were 21 students, Google Classroom were 22 students and Google Meet were 23 students.

Based on the results above, it can be concluded that the types of online applications used for the learning process in the English Department from 35 respondents, consisted of 10 lecturers and 25 students was used the WhatsApp Group. The WhatsApp Group was the most widely applications used in online learning.

4.2. Advantages of using of online applications

a. The advantages felt by lecturers in using online applications

The learning process by using online applications helps the learning process during the Covid-19 Pandemic. Online applications were help lecturers in the learning process. Online applications provide advantages in distributing learning materials. This was conveyed by L2:

> *"Kalau kemudahan ya otomatis kita mudah menyampaikan materinya, karena materi sudah disiapkan terlebih dahulu…"*
> ('Easy to convey the material, because the material has been prepared previously ...')

And L2 also said:

> *"Intinya kalau di online ini kita tidak mengontrol kelas lagi, kita cuma belajar online, jadi kalau biasanya kalau tatap muka ada yang rebutan, ada yang nyoceh sendiri, ada main hp, ada yang ngobrol sama temannya, ya tidak fokus kuliah online…."*
> ('…The point is in online learning we do not control the class anymore, we just learn by online facility, so when we were on offline learning, there are fights, chatter on their own, play on their mobile phones, talk to their friends, do not focus on online learning….')

L5 explained:

> *"Kalau di Zoom kemudahannya bisa Share screen, Jadi bisa mengiringi penjelasannya dengan tampilan sharescreen tersebut, kalau di Edmodo pengumpulan tugasnya sistematis, jadi saya mudah mengidentifikasi siapa yang sudah mengumpulkan tugas, siapa yang belum mengumpulkan tugas, siapa yang siapa mengumpulkan tugas tepat waktu dan siapa yang mengumpulkan tugas terlambat. itu bisa diidentifikasi dengan baik".*
>
> ('In Zoom it is easy to share screen, so it can accompany the explanation with the share screen. In Edmodo, the collection of tasks are systematic, so easily to identify who has submitted and not submitted assignments and who has submitted assignments on time, and who has not submitted their assignments, who submitted assignments late, it can be identified well').

L1 said:

> *"Berbagai fitur di aplikasi yang berfungsi untuk mempermudah perkuliahan"*
>
> ('Various features in the applications can be useful to do online learning').

In addition, online applications also provide the ease of efficiency in accessing learning. This was said by L4 when interviewed:

> *"Kemudahannya iya emang waktunya fleksibel, ketika kita misalnya ada keperluan mendadak, ya misalnya sakit dan kepentingan lain iya kita bisa kuliah lewat online, nanti mahasiswanya yang diskusi nanti baru kita pantau, nah itu yang kemudahan ya pleksibel, terus kalau misalnya ada masalah nanti bisa diganti jamnya, terus waktunya juga kalau memang belum selesai materinya bisa diperpanjang, jadi yang seharusnya cuma 2 sks bisa jadi 3 sks seperti itu, jadi tu yang memudahkan untuk kuliah online".*
>
> ('The advantages is flexible time, for example, we can do online learning when we have a sudden need like sick and other interests, the students discuss and the lecturer will monitor later, that are advantage of flexible time, and if there is a problem, then we can changed the time, when the material is not finished it can be extended, so depending on that, the rule can only be 2 credits, it can be 3 credits, so that makes it easier in online learning').

L8 said:

> *"Salah satunya fleksibel tempat, maksudnya tempatnya bisa "bebas" misalkan di tepi pantai, kalau tatap muka di kampus kan harus di kampus, di ruangan, pakaian formal, kalau bisa online ini kan bisa lebih santai itu kemudahannya".*

('One of them is the flexible places, it mean that the place can be "free", when we face to face learning in the campus, we have to stay in campus, in a room with formal clothes, and we do online learning, it can be more relaxed').

L3 explained:

"Kalau kemudahan yang pertama itu dari kontrol kehadiran, jadi kita bisa lebih mudah untuk mengisi absennya karena mereka bisa mengisi nya sendiri dan kalau dihitung itu bisa hemat juga, kalau mahasiswa kekampus itu biayanya, transportasinya itu kan kalau dikonversi ke dalam kuota itu yah, misalnya kalau belanja di kampus setiap hari itu Rp20.000 kalau dikonversikan ke kuota itu bisa dapat berapa giga…"
('If the first convenience is from the attendance control, so it is easier for us to fill in the attendance list because they can fill it by themselves. and if it is calculated it can also save money, if the students go to campus, the cost of transportation can be replaced into the quota…')

The advantages of using online applications is divided into two groups, there are the distribution of learning materials and efficiency in access to learning which can be seen in the following table:

Table 4.3 The advantages felt by lecturers in using online applications

Group	Code
Distribution of learning materials	1. Easy to convey the material 2. Easy to carry out the presentations 3. Facilitate the learning process 4. Easily to identify the collection of assignments
Efficiency in learning access	1. Flexible time 2. Flexible place 3. Do not controll class

| | 4. Easy to control attendance |
| | 5. Saves cost |

Based on the results of interviews with lecturers, it was found that the advantages felt by lecturers in using online applications in learning process consists of two group, there are distribution of learning materials and efficiency in learning access. Each respondent not only feels one advantage in using online applications in the learning process. Researcher obtained data, including the distribution of learning materials, such as easy to deliver the material were 4 lecturers, easy to carry out the presentations were 3 lecturers, facilitate the learning process were 3 lecturers and easily to identify the collection of assignments were 2 lecturers. Meanwhile, efficiency in learning access such as flexible time were 7 lecturers, flexible place were 5 lecturers, do not controll class 1 lecturer, easy to control attendance was 1 lecturer and saves cost was 1 lecturer. In general, the advantage felt by lecturers in using online applications in the learning process is flexible time.

b. The advantages felt by students in using online applications

The learning process using online applications provides advantages for students as well as in the learning process during the Covid-19 Pandemic. Online applications provide some advantages in accessing learning materials.

This was said by several participants when interviewed, such as S18 *"Mudahnya kita bisa melihat referensi ke Google seperti artikel artikel yang berkaitan dengan pembelajaran atau mata kuliah yang diampu sama dosen"* ('It is easy to see the references in Google, such as articles that related to online learning material'), S15 said *"...Segi pelajarannya tuh agak mudah, materinya dalam bentuk power point dan PDF bisa disimpan dan dilihat kembali lagi"* ('...The lesson is rather easy, the material is form of power point and PDF that can be saved and viewed'), S20 said *"...Dan*

kita itu lebih mudah untuk kehadiran lebih mudah dan bisa tepat waktu" *('…*we are easy to attended and on time in class'), S10 said *"Untuk kemudahannya materinya bisa dicari sendiri dan lebih mudah bertanya sama teman dan untuk kehadiran juga lebih mudah"* ('For the advantages, the material can be searched by yourself, it is easy to ask friends and easier to attend the class') and S23 said *"…Kalau dari segi penggunaan aplikasinya itu juga mudah, kalau kita mau ngirim tugas itu udah langsung ada link nya gitu jadi bisa langsung ngirim"* ('…In terms of using the application it is also easy if we want to send an assignment, there is available link it can be send directly').

In addition, online applications also provide some advantages for efficiency in learning access

This was said by S12 when being interviewed *"…Bisa sambil main sama teman bisa belajar bersama-sama"* ('…we can play and study together with friends'), S5 said *"Selama online learning kita kan enggak pernah ke kampus, jadi otomatis biaya untuk minyak kendaraan berkurang, otomatis dapat menghemat biaya, lalu kita bisa belajar sambil santai tidak perlu terlalu formal seperti kita datang ke kampus"* ('During online learning, we have never go to campus, so automatically the cost for vehicle oil is reduced, it can save costs, then we can learn while relaxing, it does not need to be too formal like in campus'), S3 said *"kalau kemudahan dalam via online ini bisa lebih santai, minsalnya habis absen absen mau istirahat sebentar bisa dan bisa dilaksanakan di rumah juga"* ('there are the easeness in online learning is it can be more relaxed, for example after taking the attendance list, you can to take a short break and you can do online learning at house'), S1 said *"disaat kita lagi sibuk, pas online ini bisa bermanfaat dengan adanya online learning ini bisa membantu kesibukan kita tadi, jadi kita bisa stay dirumah, saya tidak punya kendaraan kan bisa juga membantu pada saat online learning"* ('it can be useful by online learning, when we are busy, so we can stay at home, I do not have a vehicle, so it can also help') and finally S21 said *"…Menghemat kuota, Karena kan tidak terlalu banyak misalkan menggunakan Google Meet kan ada bantuan kuota juga dari kampus".* ('…Save quota, because it is not too much, for example by using Google Meet, there is also quota assistance from campus').

. The advantages felt by students in using online applications were divided into two groups, there are access to learning materials and efficiency in learning access which can be seen in the following table:

Table 4.4 The advantages felt by students in using online applications

Group	Code
Access in learning materials	1. It is easier to find information and materials from the internet 2. Material can be saved 3. Easy to discuss 4. The attendance checking is easier 5. Easy to send the assignments
Efficiency in learning access	1. Flexible place 2. Save cost 3. More relaxed 4. Can be useful when busy 5. Quota assistance

Based on the results of interviews with the students, it was found that the advantages of using online applications in the learning process consists of two groups, there are access in learning materials and efficiency in learning access. Each respondent not only feels one advantage in using online applications in the learning process but also in two groups. Researcher obtained the data about access to learning materials, such as it is easier to find the information and materials from the internet were 4 students, materials can be saved were 4 students, easy to discuss were 2 students, easier to attendance were 2 students and easy to send assignments were 2 students. Meanwhile, in terms of efficiency in access to learning, there are flexible places were 19 students, save cost were 9 students,

more relaxed were 8 students, can be useful when busy were 5 students and quota assistance were 3 students. In general, the advantage felt by students in using online applications in learning process is flexible place.

Based on the above results regarding the ease of use of online applications in learning process at the English Department from 35 respondents, it can be concluded that advantages of using online applications in the learning process from lecturers and students has various kinds of advantages. From the lecturers, the perceived advantages are dominant to the flexible time 6 lecturers, while the students who feel the advantages dominant to the flexible place are 19 students.

4.3 Disadvantages of using online applications

a. The disadvantages felt by lecturers in using online applications

The learning process using online applications provides disadvantages in the learning process during the Covid-19 Pandemic. There are several disadvantages from lecturers when using online applications in the learning process, there are in the disruption of access in online learning facilities. As reflected in the following quotes:

> *"...Ketika berada di rumah itu kemungkinan untuk hal-hal yang bisa mengganggu pelaksanaan belajar online itu lebih besar dibanding ketika dia di dalam kelas. Ketika dia didalam kelas itu lebih fokus, kalau di rumah itu kemungkinan hal-hal itu lebih besar dan itu seringkali fokus kita terganggu, Kalau di kampus saya bisa fokus fungsi saya sebagai dosen tapi kalau di rumah saya juga harus pada saat yang sama jadi orang tua bagi anak saya dan jadi tuan rumah bagi tamu saya waktu itu dan sebagainya".*
> ('…When I am at home, the possibility for things that can interfere with the implementation of online learning is greater than when I am in the class. When I am in the class, I am can be more focused. When I am at home the possibility of these things is greater and it often interferes with

my focus. If I am on campus, I can be focus as a lecturer but at house I have to be a parent also at the same time for my son and be a host my guests then and so on'). (L3)

"...Hambatannya pada saat ditanya tingkat pemahaman terhadap materi tersebut ada yang mengkonfirmasi kalau pada saat saya menjelaskan itu, tidak terdengar suara saya, jadi tidak seperti kapasitas kita di dalam ruangan ya voice-nya Bisa dicek ke semua orang, kalau sudah Zoom kadang poin pentingnya tidak terdengar jelas gitu" ('…The barriers is when asking about the level of material understanding, someone confirmed that when I explained, my voice is not heard, so it is different with in the room the voice can be checked by everyone, when Zoom in progress, sometimes the important point, voice did not sound'). (L5)

"...Terkendala latensi, latensi itu keterlambatan seperti saya ngomong itu 1 menit baru sampai itu baru kedengaran disana gitu, itu emang terkendala Tergantung kecepatan koneksi internetnya…" ('…the barrier is latency, the latency is when I said something, it sounded there after 1 minute later, it is a really a problem …'). (L3)

"...Terkadang dengan menggunakan Google Meet Iya menggunakan bandwidth yang besar itu, jaringan terkadang, ya kuota juga dari mahasiswa, kemudian kita harus menggunakan media yang small bandwidth guna untuk kemudahan akses…" (' …sometimes, by using Google Meet, it uses that large bandwidth, bad network, the quota is also from students, then we have to use small bandwidth media for access the application …'). (L7)

"Hambatan dalam menggunakan aplikasi ini tentunya kita berada tempat-tempat yang internetnya kurang lancar, semua persoalan jaringannya saja…" ('The barriers in using online application, when we are in the places where the internet is not running smoothly, all about bad networks...'). (L9)

In addition, online applications also provide some disadvantages to the difficulties in managing online learning classes. It is delivered by L2, he said,

"Sering terjadi gangguan seperti miss communication, karena mungkin jaringan lelet di rumahnya, seperti kita menjelaskan sudah di slide 5 tetapi sama dia masih aja di slide 1". ('There are often barriers such as miss communication, because the network in his house is running slowly, as we explained on slide 5 but they are

still on the first slide'). For L3, the barrier is related to social interaction building

he commented *"Membangun interaksi sosial itu Memang agak terkendala menurut saya, Karena tidak selangsung seperti pertemuan tatap muka…"* ('In my opinion, building social interaction is indeed a bit of a problem, because it is not as direct as offline learning…').

L4, L5, and L6 had different opinions, as stated in the following:

> *"...Ketika dalam pembelajaran online itu yang aktivitas mahasiswa itu kita tidak tahu, ketika merela belajar online itu apakah emang benar fokus ke hp-nya, itu kalau lewat wa ya, atau mereka melakukan kegiatan lain, ya wa nya cuma dibuka saja tapi dia tidak fokus di sana, trus emang mereka gak aktif dalam merespon itu kan susah kalau lewat online itu, apalagi WhatsApp".*
> ('…When we are in online learning, in WhatsApp we do not know the student's activities, they are really focused on their mobile phone or they do other activities, the WhatsApp just opens but they do not focus and they are not active in responding, it is more difficult to control the online learning especially in WhatsApp'). (L4)

> *"...Tidak semua mengumpulkan tugas tepat waktu, jadi misalnya saya memberi tugas menginformasikan bahwa tugas sudah saya upload di Edmodo tentunya informasi tersebut saya berikan di WhatsApp Group pada saat pengumpulan tugas yang terlambat mereka menginformasikan, mengklarifikasi baca wa-nya lama, baca WhatsApp nya terlambat karena gangguan jaringan…"*
> ('…Not all of them submit the assignments on time, for example I give an assignment and inform that the assignment has been uploaded in Edmodo, of course, I gave the information to the WhatsApp Group at the time of submitting the assignment which clarified that the WhatsApp read late because of bad network…'). (L5)

> *"Ketika jadwal masuk jam 08:00 mahasiswa belum masuk, itu kan soal waktu, kadang-kadang mahasiswa ini nggak disiplin dan tidak ada di kelas saat pembelajaran online…"*
> ('When the learning schedules at 08:00, the student has not join yet, it is a matter of time, sometimes students are not disciplined and not in the classroom when online learning ...'). (L6)

Disadvantages to the use of online applications are divided into two groups, namely disruption to access online learning facilities and difficulties in managing online learning classes which can be seen in the following table:

Table 4.5 The disadvantages felt by lecturers in using online applications

Group	Code
Disruption to access online learning facilities	1. Bad network 2. Late in delivery of voice 3. Interference from outside 4. Some applications have large bandwidth
Difficulties in managing online learning classes	1. Reduced social interaction 2. Undisciplined students 3. Unable to control student activities and responses 4. Assignment submission is not ontime 5. Miss communication

Based on the results of interviews with 10 lecturers, it was found that the disadvantages in using online applications in the learning process consisted of two groups, there are disruption to access online learning facilities and difficulties in managing online learning classes. Each respondent does not only feel one disadvantage in the use of online applications in the learning process but also in two groups. Researcher obtained data, from the group of disruption of access to online learning facilities, such as bad network were 8 lecturers, late in delivery of voices were 2 lecturers, interference from outside were 4 lecturers and some applications have large bandwidth were 2 lecturers. While the disadvantages in group difficulties in managing online learning classes such as reduced social interaction were 7 lecturers, undisciplined students were 4 lecturers, unable to

control students activities and responses were 2 lecturers, assignment submission

is not on time was 1 lecturer and miss communications was 1 lecturer. In general,

the disadvantages felt by lecturers by using online applications in the learning

process are the disadvantages of bad network.

b. The disadvantages felt by students in using online applications

Besides the disadvantages felt by the lecturers, there are several

disadvantages from the students when using online applications in the learning

process, there are insufficient support for learning facilities.

> This was said by several participants when interviewed, such as S1:*"Kadang jaringan, jaringan misalnya disaat lagi Zoom di saat pengumpulan tugas itu biasanya jaringan tuh lemot dan juga kadang-kadang paket juga tidak ada"* ('Sometimes bad network, for example, when we are in Zoom or we want to collect assignments, the network is usually running slowly and sometimes quota is not available'), S2 said *"Karena belajar online, jadi kita butuh kuota gitu untuk membuka aplikasinya, kadang kuotanya sudah habis tapi mata kuliahnya masih banyak..."* ('Because of online learning, so we need a quota to access the applications, sometimes the quota is not available, but there are still a lot of subject…'), S17 said *"...Makin menjadi lebih susah karena kita lebih Ketergantungan dengan yang namanya aplikasi..."* ('…It is getting more difficult because dependent on application…') and S23 said *"...Handphone nya lemot dan berat jadi agak susah kalau kita mau ngirim tugas atau perkuliahan di aplikasi online tersebut"* ('…my mobile phone is running slowly and heavy, so it made difficult when I want to send the assignments or do online learning by using online application').

In addition, online applications also provide disadvantages to low learning

motivation.

> This was said by several participants by students when interviewed, such as S7: *"...Dan penjelasan dosen yang terlalu cepat."* ('...The lecturer's explanation was too fast'), S9 said *"saya tidak merasa puas dengan online learning dan saya lebih mendukung pembelajaran face to face"* ('I am not satisfied with online learning and I prefer with face to face learning'), S10 said *"...kadang waktunya nya yang lama dan tidak terjadwal"* ('...Sometimes, the timing of online learning is too long and unscheduled'), S4 said *"...disaat kita pergi terus tiba-tiba ada chat dari*

dosen kita Zoom sekarang padahalkan mata kuliahnya enggak ada" ('...
While we were in the outside, there was a chat from our lecturer, that the
learning will do in Zoom right now, but acctually the subject was not
available'), S14 said *"Susah menerima materi, karena pertama banyak
kendala yang membuat kita susah untuk menerimanya, kemudian ngantuk
juga ketika belajar"* ('It is difficult to receive the material, because there
are many barriers, it make difficult for us to accept the material, then
online learning made sleepy'), S16 said *"Kebanyakan kita itu ikut-ikutan
kalau yang lain matikan kamera ya kita mau matikan kamera juga gitu
jadi otomatis perkerjaan kita itu teralihkan"* ('Most of us follow it if
others turn off the camera, so we want also to turn off the camera. So
automatically our work is diverted'), S17 said *"...Lebih terbebani karena
banyaknya tugas yang menumpuk juga terus karena susahnya untuk
belajarnya makin menjadi lebih susah..."* ('...We are more burdened
because there are so many tasks that pile up, it made learning is getting
more difficult...') And finally S18 said *"Bisa dibilang dari 100% hanya
60% yang tidak mengerti 40% bisa diterima itu pun masih ada kendala
gitu miss understanding dan di saat panik tidak ada teman untuk menjadi
pemecah masalah untuk berdiskusi hanya diri sendiri..."* ('it could say
from 100% only 60% who do not understand, 40% can be accepted and
even then there are still barriers, miss understanding. when I am depressed
there is no friend to be a problem solver to discuss. …').

Disadvantages to the use of online applications are divided into two
groups, there are impaired support of inadequate learning facilities and low
learning motivation which can be seen in the following table:

Table 4.6 The barriers felt by students in using online applications

Group	Code
Insufficient support for learning facilities	1. Bad network 2. Quota 3. Inadequate mobile phone facilities 4. Dependence to the app
Low learning motivation	1. Difficult to receive material 2. The lecturer's explanation is too fast 3. Long and unscheduled time 4. No friends to discuss

	5. Not satisfied with online learning
	6. Sleepy when studying
	7. Work can be switched when the camera is off
	8. Overwhelming tasks
	9. Miss understanding

Based on the results of interviews with 25 respondents who are students, researcher was found that the disadvantages to using online applications in the learning process consist of two groups, there are insufficient support for learning facilities and low learning motivation. Each respondent does not only feel one barrier, but also in two groups in using online applications in the learning process. Researcher obtained data from barriers in group insufficient support for learning facility, such as bad network were 25 students, quota were 14 students, inadequate mobile phone facilities were 2 students and dependence on the application were 2 students. While from disadvantages in the group low learning motivation such as difficult to receive material were 7 students, the lecturer's explanation is too fast were 2 students, long and unscheduled time were 2 students, no friends to discussion were 2 students, not satisfied with online learning was 1 student, sleepy when studying were 2 students, work can be switched when the camera is off were 2 students, overwhelming task were 2 students and miss understanding were 2 students.

In general, the disadvantages felt by students in using online applications in the learning process are disadvantages to the bad network.

Based on the above results related to the perceived disadvantages when using online applications in the learning process in the English Department from 35 respondents, it can be concluded that the disadvantages in using online

applications in the learning process from lecturers and students feel various kinds of disadvantages, but 8 lecturers and 25 students are dominant felt the same disadvantage is bad network..

4.4 The ways to overcome the perceived disadvantages

a. The ways to overcome the perceived disadvantages by lecturers in using online applications

The learning process using online applications provides disadvantages in the learning process during the Covid-19 Pandemic. Apart from these disadvantages, there are several ways to overcome the perceived disadvantages from lecturers when using online applications in the learning process, the first is how to overcome the perceived disadvantages from distruption of access to online learning facilities. As reflected below:

> *"Karena menggunakan banyak media, jadi kita harus beralih dari satu media ke media lain, harus men-switch, minsalkan tidak bisa menggunakan Google meeting ataupun yang menggunakan bandwidth yang besar, kita gunakan bandwidth yang kecil seperti menggunakan voice note di WhatsApp Group ataupun dengan memberi saja penugasan ataupun materi di Google classroom, sehingga mahasiswa bisa mengaksesnya".*
> ('Because of use a lot of media, so we have to switch from one media to another, for example we cannot use Google Meet or another application that use large bandwidth to small bandwidth such as using voice notes in WhatsApp Group or just giving assignments and materials in Google Classroom, so students can access them'). (L7)

> *"Untuk kendala koneksi saya selalu mengingatkan agar mahasiswa mencari daerah dengan koneksi yang bagus, jadi himbauan tolong kalau ternyata koneksi di tempat anda tidak bagus kan anda sudah tahu kalau tempatnya jaringan tidak bagus, Jadi anda harus mencari koneksi yang bagus…"*
> ('The barriers is bad connection, I always remind the students to find for areas with good connections, so I give advise if connection at your place is not good and you already know, so you have to find the places with a good connection...'). (L3)

The second is the way to overcome the perceived disadvantages by lecturers from the difficulty of managing online learning classesas revealed in the interviews as follows:

> "…Untuk membangun interaksi sosial di dalam kelas itu ya kita terkadang itu untuk membuat diskusinya lebih terjaga itu harus menggunakan Google Meet dengan memberikan pertanyaan-pertanyaan secara mendadak, sehingga interaksi ataupun diskusi yang dilakukan menjadi lebih banyak arahnya tidak hanya satu arah hanya dari berbicara saja".
>
> ('…To build social interaction in the online learning, sometimes we have to use Google Meet to make the discussion more secure by asking sudden questions, so that the interaction or discussion that is carried out becomes more directed not only in one direction from speaker'). (L7)

> "Saya mengulang lagi penjelasannya ke belakang, kalau tidak saya ulang, ya saya minta menanyakan kepada teman dan misalnya pagi ini saya ada kegiatan atau hal lain, jadi saya tanyakan kepada mahasiswa apakah pada sore, kalau malam tidak pernah, ataukah dilain hari untuk melaksanakan perkuliahan tersebut, harus kesepakatan kita bersama dengan mahasiswa juga"
>
> ('I was repeated the explanation, if I did not repeat it, I will ask they to asked their friends, for example this morning I had activities or other things, so I asked the students whether it was in the afternoon but never at the night, or do on another day. but we must accepted with the students as well'). (L2)

> "…Menyampaikan kepada mahasiswa untuk mendownload, dengarkan saja voice note nya dulu, kapan bisa terdownload kalian bisa merespon nya dan dilanjutkan kalau jaringannya udah bagus, bisa terdownload, baru kalian bertanya atau nanti kalau minsalnya waktunya udah habis, kalian bisa bertanya sama saya lewat japri saja dan kalau emang hari itu total emng gak bisa berarti harus cari hari ganti".
>
> ('…I guide the students to download, just listen to the voice note first, when it can be downloaded you can respond and continue if the network is good, then you ask or later if the time is up, you can ask me just and when it is a total day is a bad network, it cannot mean you have to find a change day'). (L4)

> "…Untuk pengumpulan tugas itu biasanya saya memberi jangka waktu itu tidak terlalu cepat, misalnya kuliahnya jam 09:40 pada pertemuan tersebut pelaksanaan perkuliahan nya bersifat penugasan misalnya ya, maka deadline pengumpulan tugasnya itu tidak 11:20 kan kalau 09:40 kan sampai 11:20 ya, tapi tidak sampai jam 11:20, bisa sampai jam 15:00,

sampai jam 14:00, sampai jam 16 bahkan gitu ya, untuk apa? ya untuk mensiasati tadi kalau mereka sudah menyelesaikan tugas tersebut dalam waktu 1 setengah jam itu, berharap sampai sore mereka bisa mengumpulkan nya itu, jadi tidak banyak yang mengumpulkan tugas dalam kategori terlambat…”.

('…For submitting assignments, I usually give a limited time that is not too fast, for example, the learning will do at 09:40, at this meeting, the implementation of the learning process just giving an assignment, so the deadline for collecting assignments is not 11:20, if during 09:40 acctually until 11:20, but not until 11:20, can be up to 14:00, 15:00 until 16:00 even so, to work around that, if they have completed the task within 1 and a half hours, I hope that by the afternoon they can collect it, so there are not many who submit assignments in the late category…'). (L5)

"…Saya berusaha membangun interaksi agar mereka itu seperti selayaknya di kelas, misalnya mereka harus memahami halaman sekian, saya tanyakan, kadang-kadang saya akan menyuruh mereka untuk menjelaskan kembali ya seperti di kelas aja sih biasanya"
('…I try to build interactions like in offlinr class, for example they have to understand so many pages, sometimes I will ask them to explain again, just like in offline class'). (L6)

The ways to overcome perceived disadvantages in the use of online applications are divided into two groups, there are impaired access to online learning facilities and difficulties in managing online learning classes which can be seen in the following table:

Table 4.7 The ways to overcome the perceived disadvantages by lecturers in using online applications

Group	Code
Disruption to access online learning facilities	1. Switching from applications that have a large bandwidth to applications that have a small bandwidth 2. Giving advice to students before the learning schedule starts to find a place with a good internet connection

Difficulties in managing online learning classes	1. Build social interaction by asking questions 2. Build interaction by calling inactive students 3. Repeating explanations for students who missed 4. Send the material first and continue with the explanation when there is a good network 5. Provide a limit time for submitting assignments that are not too fast 6. Give material that must be understood and let students explain it again 7. Postponing or changing class schedules 8. Give informations for the students of additional schedules

Based on the results of interviews with 10 lecturers, researcher was found that the ways to overcome the perceived disadvantages by lecturers in using online applications in the learning process consists of two groups, there are distruption of access to online learning facilities and difficulties in managing online learning classes. Each respondent does not only feel one disadvantage, but also in two groups in using online applications in the learning process. Researcher obtained data, from the group how to overcome the perceived disadvantages to distruption to access online learning facilities, such as switching from applications that have a large bandwidth to applications that have a small bandwidth were 4 lecturers, giving advice to students before the learning schedule starts to find a place with a good internet connection were 4 lecturers, while the way to overcome the disadvantages of the difficulties in managing online learning classes such as

to build social interaction by asking questions were 3 lecturers, building interactions by calling inactive students were 2 lecturers, repeating explanations for students who missed was 1 lecturer, send the material first and continue with the explanation when there is a good network was 1 lecturer, provide a limited time for subbmitting assignments that are not too fast was 1 lecturer, give material that must be understood and let students explain it again was 1 lecturer, postponing or changing class schedule was 1 lecturer and informations to the students of additional schedule was 1 lecturer.

In general, the way to overcome the perceived disadvantages made by lecturers in using online applications in the learning process is by switching from applications that have a large bandwidth to applications that have a small bandwidth.

b. The ways to overcome the perceived disadvantages by students in using online applications

The learning process using online applications provides disadvantages in the learning process during the Covid-19 Pandemic. Apart from these disadvantages, there are several ways to overcome the perceived disadvantages from students when using online applications in the learning process, the first is how to overcome the perceived disadvantages from insufficient support for learning facilities. This was said by several participants when interviewed S1: *"Kalau masalah kuota itu biasanya hutang dulu di warung, tapi kalau uang tabungan di beli paket"* ('If the problem of quotas is usually the debt first at the small shop, but if the saving money is bought in quotas')*,* S4 said *"Kalau lagi di*

luar jadi ya sebisa mungkin harus ingat bawa handphone ke mana-mana gitu, baterainya juga" ('If I am outside, so as much as possible you have to remember to carry your mobile phone and the battery everywhere'), S6 said *"Meminjam hotspot ke teman terdekat atau keluarga, kalau jaringan biasa mencari tempat yang koneksi internetnya bagus"* ('Borrowing a hotspot to friends or family, if the network is usually looking for a place with a good network') S8 said *"...Kalau Hp yang tidak memadai ya beli yang baru"* ('...If the mobile phone is not adequate, so buy a new one'), S11 said *"...Kalau masalah jaringan udah pasrah aja"* ('...I am over just give up if the network problem'), S18 said *"Harus hemat hemat untuk kuotanya, misalnya untuk streaming di YouTube harus mikir juga pas streaming itu oh besok ada kuliah itu kan jadi nggak jadi streaming..."* ('I have to save money for the quota, for example, for streaming on YouTube, I have to think twice to streaming, because tomorrow there is a schedule...'), S21 said *"Kalau jaringan terganggu, saya pergi keluar desa yang koneksi internetnya bagus untuk melakukan online learning"* ('I go out of the village with a good internet connection to do online learning, if the network is interrupted') and the last S22 said *"...Mengkonfirmasi ke dosen bahwa jaringan Saya tidak stabil atau jika diperlukan setelah jaringan yang membaik Saya ulangi untuk memberitahu dosen"* ('...I was confirmation to the lecturer that my network is unstable, or if needed after the network improves I repeat to tell the lecturer').

The second group is the ways to overcome the perceived disadvantages from low learning motivation. This was conveyed by several participants when interviewed said:

"...Kalau sulit menerima materi itu saya bertanya langsung ke pemakalah atau ke dosen, kalau masih saya rasa kurang saya cari lagi di YouTube"
('…If it is difficult to accept the material, I ask directly to the presenter or to the lecturer , if I still think it is not enough, I look for it on YouTube again'). (S2)

"...Kalau masalah waktu yang lama itu tidak bisa saya atasi jadi saya hanya bisa mengikuti arahan dari dosen".
('... If the problem is a long time, I can not handle it so I can only follow the directions from the lecturer'). (S10)

"Untuk mengatasi hal yang demikian kami berteman 5 orang dan kami sering mengadakan acara tidur bersama saat mengerjakan tugas yang susah, jadi kayak kerja kelompok".
('I have 5 friends and we often have sleep events together when doing difficult tasks, so it is like group work to overcome this barriers'). (S18)

"Untuk mengatasi sendiri saya mulai dari diri sendiri untuk tetap berpartisipasi aktif di dalam kelas, kemudian saya berharap teman-teman yang lain bisa mengikuti partisipasi saya di kelas, jadi tidak hanya saya saja yang berkomentar, memberi tanggapan atau menjawab pertanyaan dari dosen".
('I started from myself to continue to actively participate in class, then I hoped that other friends could follow my participation in class, so I was not the only one who commented, gave feedback or answered questions from the lecturer'). (S22)

The ways to overcome the perceived disadvantages by students in the use of online applications are divided into two groups, there are insufficient support for learning facilities and low learning motivation which can be seen in the following table:

Table 4.8 The ways to overcome the perceived barriers by students in Using

Online Applications

Group	Code
Insufficient support for learning facilities	1. Searching for good networks by moving around 2. Using a friend's or family's hotspot

	3. Prefer to surrender and not look for a network when the bad network
	4. Debt and buy quota with saved money
	5. Have to save more on the quota
	6. Mobile phone and battery must stand by
	7. Buying a new mobile phone when the mobile phone does not support
	8. Confirmation to the lecturer that the network is unstable
Low learning motivation	1. Additional material on YouTube for material that does not understand
	2. Be more active in asking lecturers and presenters
	3. Following the direction from the lecturer for a long time
	4. Group Work

Based on the results of interviews with 25 students, researcher was found that the ways to overcome the perceived disadvantages by students in using online applications in the learning process consists of two group, there are insufficient support for learning facilities and low learning motivation. Each respondent does not only feel one disadvantage in the use of online applications in the learning process. Researcher obtained data, including group of the ways to overcome barriers from insufficient support for learning facilities, such as searching for good network by moving around were 16 students, using a friend's or family's hotspot were 8 students, prefer to surrender and not look for good network when bad network were 4 students, debt and buy a quota with saved money were 2 students, have to save more on the quota were 2 students, mobile phone and

battery must stand by was 1 student, buying a new mobile phone when the mobile phone does not support was 1 student and confirmation to the lecturer that the network is unstable was 1 student. Meanwhile, on the ways to overcome disadvantages from low learning motivation, such as additional material on YouTube for material that does not understand were 5 students, be more active in asking lecturers and presenters were 4 students, following the direction from lecturer for a long time was 1 student and group work was 1 student.

In general, the way to overcome the perceived disadvantages made by students in using online applications in the learning process is to searching for good network by moving around.

Based on the above results related from the ways to overcome the perceived disadvantages in using online applications in the learning process of the English Department from 35 respondents, it can be concluded that the ways to overcome disadvantages in the use of online applications in the online learning process from lecturers and students feel various kinds of disadvantages.4 lecturers dominantly choose the ways to overcome barriers by switching from applications that have large bandwidth to applications that have small bandwidth, while 15 students dominantly choose the ways to overcome the perceived disadvantages is searching for good networks by moving around.

4.5 What are lecturers and students expectations on online application in online learning process?

Based on the results of interviews with 10 lecturers, researcher obtained the data about expectations from the use of online applications in learning process in

the English Department of IAIN Kerinci. Each respondent has diverse
expectations during the use of online applications in the learning process. From
the expectations of lecturers as stated by the following participants:

> *"Pembelajaran online dengan menggunakan aplikasi online kurang efektif, karena dijurusan bahasa inggris banyak matakuliah praktek seperti TEFL"*('Online learning by using online applications is less effective, because in the English Department there are many practical courses such as TEFL'). (L1)

> *"...Kedepannya penggunaan pembelajaran online ini itu bisa dikombinasikan dengan pertemuan tatap muka, jadi lebih bisa mengadopsi teknologi, sebenarnya kita bisa mengundang dosen-dosen dari perguruan tinggi lain secara online. Jadi saya mengharapkan kedepannya walaupun di kondisi normal, tidak ada covid, kita tetap mengkombinasikan antara kuliah tatap muka dengan online...."* ('…In the future, the use of online learning can be combined with face to face learning, so we can adopt technology more, actually we can invite lecturers from other universities online. So I hope that in the future, even in normal conditions, there is no Covid-19, we will still combine face to face learning with online learning…') (L3)

> *"...Saya rasa perlu adanya para dosen cara khusus mengadakan workshop ya seperti secara teknis penyampaian materi atau slide slide yang dapat mempermudah, selain itu mungkin aplikasi Zoom yang di support dari kampus tempat kita instansi bertugas para dosen, kalau Zoom itu kalau lewat dari 30 menit dia berbayar, harus ada yang support dari kampus, kalau soal kota yang hari harian orang yang kami dosen mungkin gak masalah kalau soal kuota, tapi kalau Zoom yang berbayar itu kita kan gak tahu gimana caranya, ya itu harus bisa di support dari kampus...."*
> ('...I think it is needed for lecturers to have a special way of holding workshops, such as technically delivering material or slides that can make it easier, besides that maybe the Zoom is supported by the campus where we are the lecturers' agency, if the Zoom takes more than 30 minutes he is paid, there must be support from the campus, if it is a matter of daily city, the people we teach may not be a problem when it comes to quotas, but if Zoom is paid, we do not know how, so it must be supported from campus…. '). (L6)

> *"...Kalau disuruh milih, saya memilih tatap muka, karena mengajar itu bukan hanya membutuhkan transfer berilmu, tetapi juga ada suatu kontak batin, karena kontak batin dengan mahasiswa itu di mana mengajar itu bukan hanya kita logis by logis nya itu, tapi juga Heart to Heart kayak gitu"*
> ('…if I had to choose, I chose face to face, because teaching not only requires transfer of knowledge, but also an inner contact, because inner

contact with students where teaching is not only logical, but also heart to heart'). (L8)

"Kalau tanggapan saya, pada saat sekarang ini atau perkembangan zaman yang bagus lah, karena dengan aplikasi ini kita bisa ngajar yang sebelumnya kita tidak tahu kita menjadi tahu, jadi alhamdulillah manfaatnya juga ya, mungkin kedepannya pada saat kita keluar daerah, kita tidak lagi tidak masuk kelas, kita bisa menggunakan aplikasi zoom, google meet, tentunya tidak molor kuliah kita bisa kuliah dengan mnggunakan aplikasi tadi". ('As for my response, at this time or the development of the times is good, because with this application we can teach what we did not know before, so we know, so Alhamdulillah the benefits are maybe in the future when we leave the area, we no longer do not know what to do. go to class, we can use application like Zoom, Google Meet, of course it want not be late, we can learning by using application earlier") (L2).

Data obtained from interviews, there are online applications can help the learning process during the Covid-19 Pandemic were 6 lecturers, it is better if combined 50% online learning : 50% face to face learning were 2 lecturers, improve IT were 2 lecturers, online learning is less effective because there are many practical courses in English Department were 2 lecturers, there needs to be a workshop to facilitate the learning of was 1 lecturer, the campus must support paid applications was 1 lecturer, not feel satisfied when delivering material was 1 lecturer and can invite lecturers from other universities with online was 1 lecturer.

In general, the expectation by lecturers in using online applications in the learning process is that online applications can help the learning process during the Covid-19 Pandemic.

Besides that, based on the results of interviews with 25 students, researcher obtained the data about expectations of the use of online applications in the learning process of English Department of IAIN Kerinci. Each respondent has

various expectations during the use of online applications in the learning process.

From student expectations as stated by the following participants:

> *"Di saat pembelajaran oleh ini benar-benar sangat sulit sekali, seharusnya ada tatap muka dalam seminggu itu ada dua kali atau tiga kali biar kita bisa lebih mengerti Jangan semuanya itu online, kalau semuanya itu online itu kita banyak nggak ngerti".* ('At this time of learning, it is really very difficult, there should be face to face learning twice or thrice a week so that we can understand better. Not everything is online learning, if everything is online learning, we don not understand a lot'). (S1)

> *"Minsalnya zoom kan pesertanya terbatas jumlah peserta dan waktunya, sebisa mungkin dari kampus bisa membayar untuk membeli yang seperti aplikasi berbayar itu"* ('For example, participants of Zoom are limited in the number of participants and the time, as much as possible from the campus can pay to buy the paid application'). (S4)

> *"Pembelajaran online kurang efektif kadang-kadang susah dimengerti dan waktunya yang tidak jadwal dan memakan kegiatan yang lain"* ('Online learning is less effective, sometimes it is difficult to understand and the time is not scheduled and takes up other activities'). (S10)

> *"Bisa dibilang bagus, karena kan sekarang tantangan zaman kita harus bisa menggunakan aplikasi-aplikasi seperti itu sebagai bentuk kemajuan teknologi"* ('You could say it is good, because right now the challenge of our time is to be able to use applications like that as a form of technological progress'). (S13)

> *"Penggunaan aplikasi online yaitu cukup membantu karena itu adalah salah satu cara untuk menghadapi situasi saat ini…"* ('The use of online applications is quite helpful because it is one way to deal with the current situation …'). (S16)

Data obtained from interviews, there are online applications can help the learning process during the Covid-19 Pandemic were 16 students, online learning using online applications is less effective were 12 students, it is better if combined 50% online learning : 50% face to face learning were 3 students, campus must support for paid applications were 2 students and Improve IT were 2 students. In general, the expectations of students in using online applications in the learning

process are that online applications can help the learning process during the Covid-19 Pandemic.

Based on the above results related to the expectations of lecturers and students during the use of online applications in the learning process of English Department from 35 respondents, it can be concluded that the expectations during the use of online applications in the learning process from lecturers and students feel various expectations, but 6 lecturers and 16 students dominant feel the same expectations that online applications can help the learning process during Covid-19 Pandemic.

Table 4.9 Lecturers and students expectations of using online applications

Lecturers expectations on online application in learning process	Student expectations on online application in learning process
1. Online applications can help the learning process during the Covid-19 pandemic 2. It is better if it is combined with 50% online learning : 50% face to face learning 3. Improve IT 4. Online learning is less effective because there are many practical courses in English Department 5. There needs to be a workshop to facilitate learning 6. The campus must support paid applications 7. Not feeling satisfied when	1. Online applications can help the learning process during the Covid-19 pandemic 2. Online learning using online applications is less effective 3. It is better if it is combined with 50% online learning : 50% face to face learning 4. The campus must support for paid applications 5. Improve IT

delivering the material 8. Can invite lecturers from other universities with online	

B. Discussion

Types of online applications used at English Department of IAIN Kerinci during Covid-19 Pandemic are WhatsApp Group, Edmodo, Google Classroom, Google Meet and Zoom. But, mostly of lecturers and students at English Department of IAIN Kerinci WhatsApp Group is the most used application in online learning process. From another research by by Mona M. Hamad with the tittle "*Using WhatsApp to Enhance Students' Learning of English Language Experience to Share"*, in this research using the WhatsApp application in online learning process at College of Science & Arts Majarda King Khalid University, English Department in 2017.[40] And from other research by Sabri Thabit Saleh Ahmed with the title "*Chat and Learn: Effectiveness of Using Whatsapp as a Pedagogical Tool to Enhance Efl Learners' Reading and Writing Skills"*, in this research using WhatsApp Group application in online learning process at English Language Department of Radfan College of Education University of Aden in 2019.[41]

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[40]Hamad, M. M. (2017). Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share". *Higher Education Studies vol.7*

[41]Ahmed,S.T.(2019).Chat and Learn: Effectiveness Of Using Whatsapp as a Pedagogical Tool to Enhance Efl Learners' Reading And Writing Skills. *International Journal of English Language and Literature Studies*.

Based on the theory According to Suhery that the advantages of online learning[42], mostly the same as the research result of researcher, but in this research the researcher found that there were several other advantages felt by lecturers and students at English Department of IAIN Kerinci such as the advantages felt from the lecturers are facilitate the learning process and easily identify the collection of assignments, not controlling class, easy to control attendance and saves cost. In other side, the advantages felt from students is easier to find information and materials from the internet, easier to attendance and send assignments, save cost, more relaxed, can be useful when busy and quota assistance.

Based on the theory according to Suhery that disadvantages of online learning[43], mostly the same as the research result of researcher, but in this research the researcher found that there were several other disadvantages felt by lecturers and students at English Department of IAIN Kerinci, such as the disadvantages felt from lecturers are delays in delivery of voices, interference from outside, some applications have large bandwidth, undisciplined students and assignment submission is not on time. In other side, the disadvantages felt from students are bad network, quota, inadequate mobile phone facilities, dependence on the application, difficult to receive material, the lecturer's explanation is too fast, long and unscheduled time, no friends to discussion and work can be switched when the camera is off.

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[42]Suhery, dkk. (2020). Sosialisasi Penggunaan Aplikasi Zoom Meeting dan Google. *Vol.1 No.3*.p.130

[43]Ibid., p.130

The ways to overcome disadvantages from the lecturer's in the use of online applications in the learning process such as switching from applications that have large bandwidth to applications that have small bandwidth, giving an appeal to students before the learning schedule starts to find a place with a good internet connection, looking for a location with a good network, building social interaction by asking questions, building interaction by calling students who are not active, repeating explanations for students who are behind, sending material first, continuing with explanations when there is a network, providing a limited time for submitting assignments that are not too fast, giving material that must be understood and letting students explain it again, delaying or changing the learning schedule and informing students of additional schedules. On the other side, the ways to overcome disadvantages from a student's in using online applications in the learning process such as searching for good network by moving around, using a friend's or family's hotspot, prefer to surrender and not look for good network when bad network, debt and buy a quota with saved money, have to save more on the quota of, mobile phone, battery must stand by, buying a new mobile phone when the mobile phone does not support and confirm to the lecturer that the network is unstable, additional material on YouTube for material that does not understand, be more active in asking lecturers and presenters, following the direction from lecturer for a long time and group work.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on finding of the research in chapter IV, the researcher drew some conclusion:

1. Applications used by lecturers and students in the online learning process are WhatsApp Groups, Edmodo, Google Classroom, Google Meet and Zoom.

2. The advantages felt from the lecturers in using online applications in the learning process consists of two group, there are distribution of learning materials and efficiency in access to learning. Meanwhile the advantages felt from students in using online applications in the learning process consists of two groups, there are access to learning materials and efficiency in learning access.

3. The disadvantages felt from the lecturers in the use of online applications in the learning process consist of two groups there are disruption of access to online learning facilities and difficulties in managing online learning classes. Meanwhile the disadvantages from the students in the use of online applications in the learning process consist of two groups, there are insufficient support for learning facilities and low learning motivation.

4. The ways to overcome the perceived disadvantages from the lecturers in the use of online applications in the learning process consists of two

groups, there are distruption of access to online learning facilities and difficulties in managing online learning classes. Meanwhile, the ways to overcome the perceived disadvantages from students in using online applications in the learning process consists of two groups, there are insufficient support for learning facilities and low learning motivation.

B. Suggestions

Based on the result of this research, the researcher wanted to presents some suggestions:

1. Lecturers are expected to be able to apply effective learning techniques and are supported by adequate facilities.

2. Students must increase their motivation to learn and better understand the applications used in online learning.

3. The results of this study can be used as a reference for other researchers related to the learning process by using online applications, because this study focuses on the perspectives of lecturers and students towards using online applications in the learning process.

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Appendix 1

Interview guidelines for lecturers (*Adapted from Diana)*

The questions of Interview:

1. Bagaimana pelaksanaan kegiatan pembelajaran di jurusan pendidikan bahasa inggris IAIN Kerinci selama pendemi Covid-19?

2. Apakah bapak/ibu menggunakan aplikasi online dalam proses pembelajaran online?

3. Sebutkan apasaja aplikasi yang bapak/ibu gunakan untuk proses pembelajaran online selama pandemic Covid-19?

4. Bagaimana bapak/ibu mengenali dengan baik cara penggunaan aplikasi-aplikasi tersebut dalam pembelajaran online?

5. Tolong bapak/ibu jelaskan, apakah bapak/ibu mudah untuk menyampaikan materi pembelajaran menggunakan aplikasi online?

6. Bagaimana cara bapak/ibu membangun interaksi sosial dengan mahasiswa dalam pembelajaran selama penggunaan aplikasi online?

7. Jelaskan apasaja kemudahan yang bapak/ibu rasakan saat menggunakan aplikasi online dalam pembelajaran online?

8. Jelaskan apasaja hambatan-hambatan yang bapak/ibu rasakan saat menggunakan aplikasi online dalam pembelajaran online?

9. Bagaimana bapak/ibu mengatasi hambatan-hambatan tersebut?

10. Bagaimana tanggapan bapak/ibu selama mengikuti pembelajaran online dengan menggunakan aplikasi online?

Appendix 2

Interview guidelines for student (*Adapted from Diana*)

The questions of interview:

1. Bagaimana pelaksanaan kegiatan pembelajaran di jurusan pendidikan bahasa inggris IAIN Kerinci selama pendemi Covid-19?

2. Apakah anda menggunakan aplikasi online dalam proses pembelajaran online?

3. Sebutkan apasaja aplikasi yang anda gunakan untuk proses pembelajaran online selama pandemic Covid-19?

4. Bagaimana anda mengenali dengan baik cara penggunaan aplikasi-aplikasi tersebut dalam pembelajaran online?

5. Apakah anda mudah untuk menerima dan memahami materi yang disampaikan oleh dosen ketika menggunakan aplikasi online? Mengapa?

6. Bagaimana cara membangun interaksi sosial antara mahasiswa dengan dosen selama penggunaan aplikasi online?

7. Jelaskan apasaja kemudahan yang anda rasakan saat menggunakan aplikasi online dalam pembelajaran online?

8. Jelaskan apasaja hambatan-hambatan yang anda rasakan saat menggunakan aplikasi online dalam pembelajaran online?

9. Bagaimana anda mengatasi hambatan-hambatan tersebut?

10. Bagaimana tanggapan bapak/ibu selama mengikuti pembelajaran online dengan menggunakan aplikasi online?

Appendix 3

Interview transcripts from the Lecturers

1. Description of Informant

L2 **: Lecturer 2**
R **: Researcher**

R : *AssalamualaikumWarahmatullahiWabarakatuh*

L2 : *WaalaikumsalamWarahmatullahiWabarakatuh*

R : *Maaf mengganggu waktunya pak, jadi sekarang saya sedang proses Penelitian dengan Judul Proposal "Using Online Applications in English Online Learning Process: A Case Study of English Department of IAIN Kerinci" disini saya menggunakan partisipanya itu Dosen dan Mahasiswa Jurusan Bahasa Inggris, jadi mohon kiranya bapak bersedia menjadi partisipan di Penelitian saya. Langsung aja kepertanyaan pertama, Bagaimana pelaksanaan kegiatan pembelajaran di Jurusan Pendidikan Bahasa Inggris IAIN Kerinci selama Pandemi Covid-19?*

L2 : *Selama Pandemic Covid-19 dari tahun 2020, dari institusi yang ditujukan ke kepada fakultas untuk perkuliahan di IAIN Kerinci umumnya daring, oleh sebab itu di Jurusan Bahasa Inggris kita harus melaksanakan perkuliahan secara daring.*

R : *Apakah bapak menggunakan aplikasi online dalam proses pembelajarannya?*

L2 : *Iya, berhubungan dengan daring iya otomatis kita juga melaksanakan atau melakukan perkuliahan tersebut dengan berbagai fitur atau berbagai macam aplikasi. Tapi yang sering saya gunakan yaitu Google Meet dan Zoom, cuma berapa kali saja di waktu yang tertentu saja saya menggunakan WhatsApp Grup. Tapi intinya dari 16 kali pertemuan, ya minimal di 13 kali pertemuan itu saya menggunakan aplikasi Google Meet dan Zoom Meeting.*

R : *Baik pak, selanjutnya bagaimana cara bapak mengenali dengan baik cara penggunaan aplikasi aplikasi online tersebut dalam proses pembelajaran online?*

L2 : *Sebenarnya sebelum Covid-19, mungkin dosen juga belum tahu apa itu Google Meet dan Zoom. Seiring dengan Covid-19 ini ya otomatis kita harus belajar otodidak, bagaimana aplikasi Zoom, Google Meet, saya belajar sendiri cara penggunaan tersebut itu dari YouTube dan artikel-artikel atau jurnal yang ada di media online, tetapi banyak saya belajar dari YouTube, konten-konten YouTube.*

R : Berarti bapak melihat semacam tutorial di YouTube iya pak?

L2 : Iya

R : Oke pak, selanjutnya apakah bapak mudah untuk menyampaikan materi pembelajaran menggunakan aplikasi online?

L2 : Iya sebenarnya jika dikatakan mudah ya lebih mudah kita tatap muka, karena dengan tatap muka kan kita bisa memberikan contoh-contoh yang sesuai dengan materi yang kita ajarkan yang contoh tersebut tidak terbatas kecuali selama Covid ini kita kan belajar dengan menggunakan media online Zoom ataupun Google Meet tadi ya otomatis cara penyampaian perkuliahan saya rasa agak terbatas juga ya, karena ada beberapa mata kuliah tertentu yang mengharuskan tatap muka seperti micro teaching ya otomatis kita harus di ruangan atau bagaimana agar kita lebih leluasa dalam menyampaikan apa kekurangan, kelebihan yang telah dilakukan oleh mahasiswa tadi kita harus memperbaiki apa yang harus diperbaiki apa yang harus ditambahkan pada saat mengajar, itu fokus di micro teaching. ada lagi di mata kuliah assessment contohnya di situ kan ada acara berhitung cara menghitung validitas bagaimana cara menghitung reliabilitas ya otomatis kan menggunakan rumus rumus, nah kalau di Zoom kan kita harus bekerja dua kali, kita harus menyiapkan rumus-rumus, kemudian kita jelaskan.

R : Selanjutnya pak kalau untuk evaluasi apakah bapak menggunakan aplikasi online juga pak?

L2 : Kalau saya untuk evaluasi saya menggunakan Google Form. misalkan saya sudah membuat soal-soal di from, kemudian linknya saya share ke mahasiswa saya dan di google form itu juga saya kasih limit timenya, misalnya mereka harus mengerjakan dari jam 08.00 sampai jam 09.00 jadi Google Form itu emang kayak kirim tepat pada jam 08.00 jadi waktunya sudah saya atur di Google Form tersebut untuk evaluasi.

R : Kalau untuk penyajian materi nya apakah bapak menggunakan seperti metode ceramah atau bapak share screen?

L2 : Setiap saya ngajar ya saya selalu mempermudah mahasiswa saya supaya mereka paham ya, jadi saya membuat slide ppt dulu, kemudian nanti saya share di perkuliahan. intinya setiap topik yang saya ajarkan itu ya saya akan membuat slide ppt nya supaya mahasiswa mudah untuk memahami apa yang saya sampaikan.

R : Selanjutnya bagaimana cara bapak membangun interaksi sosial dengan mahasiswa selama pembelajaran dengan menggunakan aplikasi online pak?

L2 : Berhubungan dengan interaksi sosial ya, untuk belajar selama pandemi ini, otomatis interaksi sosialnya itu berkurang ya, jadi saya kalau untuk

interaksi sosial saya menyarankan kepada mahasiswa saya kalau ada yang membutuhkan penjelasan lebih lanjut atau pemahaman lebih lanjut terhadap mata kuliah yang saya sampaikan bisa ditanyakan dengan melalui WhatsApp supaya interaksi tadi berjalan dengan baik.

R : *Dalam proses pembelajaran apakah semua mahasiswa aktif pak?*

L2 : *Beda ya dengan online, kuliah tatap muka belum tentu juga semuanya aktif ya.*

R : *Apakah orangnya itu itu saja pak?*

L2 : *Kalau di online ya orangnya itu-itu saja, contohnya bertanya ya orang-orang yang dikategorikan yang mau bertanya lah yang lebih aktif, kalau masalah keaktifan itu saya rasa sama saja di tetap muka ya orangnya itu itu juga.*

R : *Oke pak selanjutnya tolong bapak jelaskan apa saja kemudahan yang bapak rasakan selama penggunaan aplikasi online dalam proses pembelajaran online?*

L2 : *Kalau kemudahan ya otomatis kita mudah menyampaikan materi nya, karena sudah disiapkan terlebih dahulu, sama juga lah dengan tatap muka tapi intinya kalau di online ini kita tidak mengontrol kelas lagi, kita cuma belajar daring ya, jadi kalau biasanya kalau tatap muka ada yang rebut, ada yang nyoceh sendiri, ada main hp, ada yang ngobrol sama temannya, ya tidak fokus kuliah kalau di tatap muka. kalau di online kita nggak tahu mereka dimana dan kita menyampaikan materi nya sesuai dengan prosedur yang sudah kita sampaikan sebelumnya pada kuliahan online, intinya pada setiap perkuliahan itu saya meminta mahasiswa saya untuk mengaktifkan videonya dan saya juga bilang kalau mereka kuliahnya di luar,contohnya ya kuliah pagi ini dengan mata kuliah assessment, mereka di jalan, itu tidak saya terima untuk join di zoom, ya memang harus di rumah atau di tempat-tempat yang memungkinkan untuk melaksanakan perkuliahan agar perkuliahan ya efektif.*

R : *Untuk masalah waktu apakah bapak merasa waktunya fleksibel pak? maksudnya pak misalkan bapak kuliah pagi, apakah bapak pernah mundur waktunya seperti menjadi sore atau malam gitu pak?*

L2 : *Harus kesepakatan kita bersama dengan mahasiswa juga, misalnya pagi ini saya ada kegiatan atau apa jadi saya tanyakan kepada mahasiswa apakah pada sore atau jam 2, kalau malam tidak pernah, ataukah dilain hari untuk melaksanakan perkuliahan tersebut.*

R : *Berarti pak, waktu fleksibel termasuk dalam kemudahan yang bapak rasakan ya pak?*

L2 : *Iya*

R : *Disamping kemudahan tersebut yang telah bapak jelaskan, apa saja hambatan-hambatan yang bapak rasakan saat menggunakan aplikasi online dalam proses pembelajaran online?*

L2 : *Kalau di saya ya hambatannya tidak ada, ya intinya begini kalau kuliah online kita harus punya paket, kalau di saya nggak ada hambatan paketnya ada, yang banyaknya dari mahasiswa, kebanyakan dari mahasiswanya itu alasannya kalau kuliah itu tidak ada paket, susah jaringan.*

R : *Kalau di mahasiswanya susah jaringan, apakah terjadi gangguan pada saat pembelajaran pak?*

L2 : *Iya sering terjadi gangguan kayak miss communication ya gitu, karena mungkin iya jaringannya lelet di rumahnya, seperti kita menjelaskan sudah di slide 5 tetapi sama dia masih aja di slide 1.*

R : *Jadi bagaimana cara bapak mengatasi miss communication tersebut pak?*

L2 : *Iya saya ulang lagi lah penjelasannya ke belakang, kalau tidak saya ulang, ya saya minta menanyakan kepada teman-teman.*

R : *Baik pak untuk yang terakhir, bagaimana tanggapan bapak selama mengikuti pembelajaran online dengan menggunakan aplikasi online?*

L2 : *Kalau tanggapan saya, pada saat sekarang ini atau perkembangan zaman yang bagus lah, karena dengan aplikasi ini kita bisa ngajar yang sebelumnya kita tidak tahu kita menjadi tahu, jadi alhamdulillah manfaatnya juga ya, mungkin kedepannya pada saat kita keluar daerah, kita tidak lagi tidak masuk kelas, kita bisa menggunakan aplikasi zoom, google meet, tentunya tidak molor kuliah kita bisa kuliah dengan mnggunakan aplikasi tadi. intinya ya tetap berjalan pada saat itu dengan menggunakan aplikasi tadi walaupun kita berada di jarak yang jauh.*

R : *Baik pak hanya itu yang dapat saya tanyakan terima kasih telah bersedia menjadi partisipan di penelitian saya pak, assalamualaikum warahmatullahi wabarakatuh*

L2 : *Waalaikumsalam warahmatullahi wabarakatuh*

2. Description of Informant

L5   : Lecturer 5
R   : Researcher

  R   : *Assalamualaikum Warahmatullahi Wabarakatuh*

  L5 : *Waalaikumsalam Warahmatullahi Wabarakatuh*

  R   : *Maaf mengganggu waktunya miss, jadi sekarang saya sedang proses Penelitian dengan Judul Proposal "Using Online Applications in English Online Learning Process: A Case Study of English Department of IAIN Kerinci" disini saya menggunakan partisipanya itu Dosen dan Mahasiswa Jurusan Bahasa Inggris, jadi mohon kiranya miss bersedia menjadi partisipan di Penelitian saya. Langsung aja kepertanyaan pertama, Bagaimana pelaksanaan kegiatan pembelajaran di Jurusan Pendidikan Bahasa Inggris IAIN Kerinci selama Pandemi Covid-19?*

  L5 : *Baik saya memberikan jawabannya sesuai dengan mata kuliah yang saya ampuh kepada semester yang lalu itu salah satu mata kuliah yaitu mata kuliah syntax nah secara umum gitu ya pelaksanaan perkuliahan ada mata kuliah syntax tersebut berjalan dengan lancar dari awal sampai akhir evaluasi pelaksanaannya sesuai dengan meeting yang tertanggal pada outline dan itu telah dilaksanakan, dan aplikasi untuk proses pembelajaran maka dari itu melalui aplikasi Zoom*

  R   : *Jadi, pertanyaan keduanya apakah miss menggunakan aplikasi online dalam pembelajaran online-nya miss?*

  L5 : *Iya, Seperti yang saya sebut kan tadi aplikasi yang saya gunakan untuk proses pembelajaran yang berupa pemaparan materi itu melalui aplikasi Zoom dan untuk pengumpulan tugasnya di Edmodo, untuk pelaksanaan mid karena itu adalah mata kuliah syntex saya juga melaksanakannya melalui Zoom.*

  R   : *Apa saja aplikasi yang digunakan dalam pembelajaran itu miss?*

  L5 : *Zoom, Edmodo dan juga kami memiliki WhatsApp Group.*

  R   : *Pertanyaan selanjutnya miss, bagaimana miss mengenali dengan baik cara penggunaan aplikasi aplikasi tersebut dalam pembelajaran online?*

  L5 : *Yang pertama share learning ya saya membaca artikel, membaca sumber yang menjelaskan bagaimana menggunakan aplikasi tersebut, saya juga menonton tutorial video di YouTube bagaimana menggunakan aplikasi tersebut khususnya Edmodo ya, kemudian saya juga belajar dari rekan sejawat kolega yang lebih paham, yang lebih mengerti tentang penggunaan aplikasi tersebut.*

R : *Untuk pertanyaan selanjutnya miss, apakah miss mudah untuk menyampaikan materi dengan menggunakan aplikasi online tersebut?*

L5 : *Seperti yang saya sebutkan tadi, kalau untuk pemaparan materi memang dilakukan melalui aplikasi Zoom, pada saat Zoom meeting berlangsung tidak ada kendala kecuali jaringan yah, kalau jaringan karena mahasiswa berada di spot masing-masing yang kualitas jaringannya juga tidak bisa sama untuk semua kami, mungkin ada miss comunications di tengahnya apabila jaringan itu mengalami gangguan tapi untuk Proses penyampaian sendiri tidak ada hambatan karena saya search screen disana melalui power point jadi penjelasan materi syntax tersebut di share screen kan dengan power point*

R : *Untuk pertanyaan selanjutnya, bagaimana cara miss membangun interaksi sosial antara mahasiswa dengan dosen selama penggunaan aplikasi online?*

L5 : *Kalau untuk interaksi sosial khusus di Zoom karena itu langsung gitu ya kita bertemu langsung di Zoom meeting tersebut Ya tentu interaksi sosialnya hampir sama dengan yang terjadi di ruangan kelas gitu, saya bisa Say hello saya bisa meng incorrect bagi yang tidak berpartisipasi aktif, bagi yang menonaktifkan kameranya misalnya, kemudian saya juga bisa say thanks untuk yang sudah berpartisipasi, memberi jawaban dari pertanyaan, saya bisa memberi feedback yang positif, kemudian saya bisa sebagai fasilitator pada pelaksanaan Zoom meeting tersebut gitu ya, kemudian kalau di Edmodo seperti apanya? nah saya memiliki kebiasaan di Edmodo tersebut sebelum upload catatan perkuliahan misalnya seperti tugas, saya menyapa mereka dengan pertama dengan greeting, yang kedua dengan doa, karena kita di suasana pandemi saya biasanya menyampaikan statement berupa doa, gitu hopely you all are stay healthy and keep doing positive things in your day seperti itu, kalau di WhatsApp juga diawali dengan greetings, kemudian ada di iringi dengan doa juga, nah untuk yang di Edmodo dan WhatsApp khususnya karena itu untuk pengumpulan tugas dan dan pemberitahuan, jadi tidak ada direspon dari apa yang sudah dilakukan oleh mahasiswa tersebut.*

R : *Selanjutnya, tolong miss jelaskan apa saja hambatan-hambatan yang miss rasakan saat menggunakan aplikasi online dalam pembelajaran online?*

L5 : *Kalau hambatannya begini, ya tentunya jaringan, tidak semua mengumpulkan tugas tepat waktu, tidak semua semua hadir di Zoom Meeting tepat waktu. Pada saat pertanyaan dilemparkan atau pada saat pengumpulan tugas yang terlambat tersebut alasannya tentunya kebanyakan convert ke jaringan. jadi misalnya saya memberi tugas menginformasikan bahwa Tugas sudah saya upload di Edmodo tentunya informasi tersebut saya berikan di WhatsApp Group pada saat pengumpulan tugas yang terlambat mereka menginformasikan,*

mengklarifikasi baca wa-nya lama, baca wa nya terlambat karena gangguan jaringan, nah ada juga hambatan yang lain misalnya ada materi yang tidak dipahami gitu ya dengan baik, nah hambatannya pada saat ditanya tingkat pemahaman terhadap materi tersebut ada yang mengklarifikasi atau mengkonfirmasi gitu terputus waktu miss menjelaskan itu, tidak terdengar suara miss, jadi tidak seperti kapasitas kita di dalam ruangan ya voice-nya bisa dicek ke semua orang, kalau sudah Zoom kadang poin pentingnya tidak terdengar jelas gitu.

R : *Untuk Pertanyaan selanjutnya miss, bagaimana mengatasi hambatan hambatan yang Miss rasakan tersebut?*

L5 : *Yang pertama kalau untuk yang Zoom Meeting tersebut saya akan menginformasikan bila perkuliahan dilaksanakan melalui Zoom, saya akan menginformasikan kepada mereka beberapa menit sebelumnya, misalnya 15 menit sebelumnya nya kan saya akan menginformasikan kita kuliah melalui Zoom, jadi saya berharap mereka bisa mempersiapkan spot di mana mereka berada di rumah mereka itu spot mana yang sinyalnya bagus, kemudian untuk yang di edmodo gitu ya untuk pengumpulan tugas itu biasanya saya memberi jangka waktu itu tidak terlalu cepat, misalnya kuliahnya jam 09.40 pada pertemuan tersebut pelaksanaan perkuliahan nya bersifat penugasan misalnya ya, maka deadline pengumpulan tugasnya itu tidak 11.20 kan kalau 09.40 kan sampai 11.20 ya, tapi tidak sampai jam 11.20, bisa sampai jam 15.00, sampai jam 14.00, sampai jam 16 bahkan gitu ya, untuk apa? ya untuk mensiasati tadi kalau mereka sudah menyelesaikan tugas tersebut dalam waktu satu setengah jam itu, berharap sampai sore mereka bisa mengumpulkan nya itu, jadi tidak banyak yang mengumpulkan tugas dalam kategori terlambat, jadi saya memperpanjang intervalnya dengan pertimbangan mungkin ada gangguan atau kendala pada saat pengumpulan tugas atau bahkan mereka telat dalam membaca pemberitahuan atau informasi tentang penugasan tersebut.*

R : *Untuk yang terakhir, bagaimana tanggapan miss selama mengikuti proses pembelajaran online dengan menggunakan aplikasi online tersebut?*

L5 : *Saya berharap mahasiswa memahami apapun bentuk perkuliahan dilakukan entah itu online atau offline, khususnya yang online tidak mengurangi tingkat keaktifan mereka, bukan berarti perkuliahan yang saya lakukan secara online itu mereka bisa menunda apa yang saya harapkan, apa yang saya tugaskan dalam perkuliahan minsalnya ada penugasan tunggulah, belum dikumpulkan, nah saya tidak berharap seperti itu, kalau Zoom Meeting saya berharap mereka memahami penjelasan materi tersebut dan mereka aktif disuruh bertanya mereka bertanya,disuruh menjawab mereka menjawab, memberi respon, mereka aktif selama proses pembelajaran.*

R : Demikianlah yang bisa saya ajukan, terima kasih atas partisipasinya, assalamualaikum warohmatullahi wabarakatuh

L5 : WaalaikumsalamWarahmatullahiWabarakatuh

Appendix 4

Interview transcripts from the Students

1. Description of Informant

S1 : Student 1
R : Researcher

R : Assalamualaikum Warahmatullahi Wabarakatuh

S1 : Waalaikumsalam Warahmatullahi Wabarakatuh

R : Maaf mengganggu waktunya jadi sekarang saya sedang proses Penelitian dengan Judul Proposal "Using Online Applications in English Online Learning Process: A Case Study of English Department of IAIN Kerinci" disini saya menggunakan partisipanya itu Dosen dan Mahasiswa Jurusan Bahasa Inggris, jadi mohon kiranya anda bersedia menjadi partisipan di Penelitian saya. Langsung aja kepertanyaan pertama, Bagaimana pelaksanaan kegiatan pembelajaran di Jurusan Pendidikan Bahasa Inggris IAIN Kerinci selama Pandemi Covid-19?

S1 : Pelaksanaan kegiatan pembelajaran kami itu secara daring

R : Kalau pada saat daring apakah menggunakan aplikasi online dalam proses pembelajaran online?

S1 : Iya tentu pasti menggukan aplikasi online

R : Apa saja aplikasi yang digunakan dalam proses pembelajaran onlinenya?

S1 : Seperti Zoom, Google Meet, kadang di WhatsApp Grup saja.

R : Apakah menggunakan Edmodo dan Google Classroom juga?

S1 : Iya itu juga termasuk, Jika kita ingin mengumpulkan tugas kita mengumpulkannya di Google Classroom

R : Untuk selanjutnya bagaimana anda mengenali dengan baik cara penggunaan aplikasi tersebut?

S1 : Minta tolong teman biar bagaimana mengaplikasikan ini bagaimana bisa membuka ini, kan bisa juga lihat tutorial di YouTube atau di Google

tuh bisa juga membantu.

R : *Apakah anda mudah untuk menerima dan memahami materi yang disampaikan oleh dosen ketika menggunakan aplikasi online tersebut?*

S1 : *Sebagian ada yang mengerti dan ada yang tidak mengerti, tapi kebanyakan yang tidak mengerti, susah menerima materinya.*

R : *Bagaimana cara anda membangun interaksi sosial antara mahasiswa dan dosen saat penggunaan aplikasi online tersebut?*

S1 : *Kita harus banyak-banyak aktif, misalnya melakukan Zoom di WhatsApp Grup atau di Google Meet kita harus banyak aktif biar interaksi kita tuh bisa nyambung gitu.*

R : *Tolong anda jelaskan apa saja kemudahan yang anda rasakan saat menggunakan aplikasi online dalam proses pembelajaran online?*

S1 : *Kalau menurut saya mudahnya tuh disaat kita lagi sibuk, kan pas online ini bisa bermanfaat misalnya kita lagi sibuk ngapain gitu kan, dengan adanya online learning ini bisa membantu kesibukan kita tadi, jadi kita bisa di rumah aja stay. Apalagi saya nggak ada kendaraan tuh kan bisa juga membantu saat online.*

R : *Disamping kemudahan tersebut apakah ada hambatan hambatan yang dirasakan saat menggunakan aplikasi tersebut?*

S1 : *Kadang jaringan, jaringan misalnya disaat lagi Zoom atau di Google Meet atau di saat pengumpulan tugas itu biasanya jaringan tuh lemot, paket juga kadang nggak ada.*

R : *Untuk yang selanjutnya dari hambatan-hambatan yang anda sampaikan, bagaimana cara anda mengatasi hambatan-hambatan tersebut?*

S1 : *Kalau masalah jaringan itu biasanya saya mencari tempat yang mudah jaringannya, seperti mencari tempat yang lebih tinggi atau yang lebih banyak orang, biasanya banyak rumah-rumah biasanya ada jaringan dan kalau banyak pohon-pohon itu biasanya susah jaringan Soalnya nggak ada terhubung kabel-kabel.*

R : *Kalau masalah kuota bagaimana cara anda mengatasinya?*

S1 : *Kalau masalah kuota itu biasanya hutang dulu di warung, tapi kalau ada uang tabungan di beli paket.*

R : *Untuk yang terakhir bagaimana tanggapan anda selama mengikuti pembelajaran online dengan menggunakan aplikasi online tersebut?*

S1 : *Tanggapan saya kalau di saat pembelajaran oleh ini benar-benar sangat sulit sekali, harusnya itu kita tuh ada tatap muka bisa dalam seminggu*

itu ada dua kali atau tiga kali biar kita bisa lebih mengerti Jangan semuanya itu daring, kalau semuanya itu daring itu kita banyak nggak masuk dalam otak, jadi banyak yang gak ngerti.

R : *Jadi menurut anda apakah aplikasi online ini sangat membantu pada saat pandemi Covid 19 saat ini?*

S1 : *Alhamdulillah sangat membantu, seperti Zoom itu kita bisa seperti tatap muka walaupun itu bukan tatap muka tapi itu sangat membantu daripada yang lain.*

R : *Hanya itu yang dapat saya tanyakan, terima kasih banyak atas jawabannya dan terima kasih juga setelah bersedia menjadi partisipan di penelitian saya, wassalamualaikum warahmatullahi wabarakatuh*

S1 : *WaalaikumsalamWarahmatullahiWabarakatuh*

2. Description of Informant

S9 : Student 9
R : Researcher

R : *AssalamualaikumWarahmatullahiWabarakatuh*

S9 : *WaalaikumsalamWarahmatullahiWabarakatuh*

R : *Maaf mengganggu waktunya, jadi sekarang saya sedang proses Penelitian dengan Judul Proposal "Using Online Applications in English Online Learning Process: A Case Study of English Department of IAIN Kerinci" disini saya menggunakan partisipanya itu Dosen dan Mahasiswa Jurusan Bahasa Inggris, jadi mohon kiranya anda bersedia menjadi partisipan di Penelitian saya. Langsung aja kepertanyaan pertama, Bagaimana pelaksanaan kegiatan pembelajaran di Jurusan Pendidikan Bahasa Inggris IAIN Kerinci selama Pandemi Covid-19?*

S9 : *Untuk selama Pandemi padasaat menjelaskan materi perkuliahan itu sedikit kurang mudah dipahami*

R : *Kegiatan pembelajaran yaitu dilakukan secara face to face atau online learning?*

S9 : *Online Learning*

R : *Dalam proses pembelajaran online apakah anda menggunakan aplikasi online?*

S9 : *Iya kami menggunakan aplikasi online untuk pembelajaran online*

R : *Tolong anda sebutkan semua jenis aplikasi yang digunakan dalam*

proses pembelajaran online?

S9 : Aplikasi yang dipakai seperti Zoom Meeting, WhatsApp Grup, Google Classroom dan Google Meet.

R : Bagaimana cara anda mengenali dengan baik cara penggunaan aplikasi-aplikasi pembelajaran online?

S9 : Sepertinya untuk mengenali aplikasi tersebut belajar dari teman atau bertanya ke dosen dan juga searching di Google.

R : Apakah anda mudah untuk menerima dan memahami materi yang disampaikan oleh dosen ketika menggunakan aplikasi online?

S9 : Sepertinya sedikit sulit untuk dipahami, soalnyakan dosen tidak menjelaskan lebih detail, kita disuruh memahami sendiri atau mencarinya materinya sendiri.

R : Kalau untuk UAS dan UTS apakah menggunakan aplikasi online juga?

S9 : Iya, UAS dan UTS biasanya menggunakan Google Classroom atau di WhatsApp Grup

R : Bagaimana cara anda membangun interaksi sosial antara mahasiswa dan dosen dalam proses pembelajaran online?

S9 : Saya biasanya bertanya ketika diskusi dan menjawab pertanyaan

R : Dalam pembelajaran online, apakah yang aktif orangnya itu-itu saja atau semuanya ikut aktif?

S9 : Kalau dari orang yang aktif sepertinya orang itu-itu saja

R : Selanjutnya, tolong anda jelaskan apasaja kemudahan yang anda rasakan saat menggunakan aplikasi online dalam proses pembelajaran online?

S9 : Untuk kemudahannya materinya bisa dicari sendiri dan lebih mudah bertanya sama teman dan untuk kehadiran juga lebih mudah karena tidak capek kekampus

R : Disamping kemudahan tersebut, apakah ada hambatan yang dirasakan saat menggunakan aplikasi online tersebut?

S9 : Hambatannya seperti misalnya jaringan nggak ada, nggak bagus gitu, kadang waktunya nya yang lama dan tidak terjadwal.

R : Dari hambatan tersebut bagaimana cara anda mengatasi hambatan tersebut agar proses pembelajarannya tetap berlangsung?

S9 : Kalau untuk jaringan tempat saya tidak ada jaringan jadi saya pergi

ketempat yang jaringannya bagus dan kalau masalah waktu yang lama itu tidak bisa saya atasi jadi saya hanya bisa mengikuti arahan dari dosen.

R : *Terakhir, bagaimana tanggapan anda selama mengikuti pembelajaran online dengan menggunakan aplikasi online?*

S9 : *Menurut saya sendiri pembelajaran online kurang efektif, kadang-kadang susah dimengerti dan waktunya yang tidak terjadwal dan memakan kegiatan yang lain*

R : *Tetapi apakah di dalam proses pembelajaran online pada saat sekarang ini aplikasi online sangat membantu?*

S9 : *Aplikasi online pada saat ini sangat membantu*

R : *Oke hanya itu yang dapat saya tanyakan, terima kasih telah menjadi partisipan penelitiansaya, Assalamualaikumwarahmatullahiwabarakatuh*

S9 : *WaalaikumsalamWarahmatullahiWabarakatuh*

INSTITUT AGAMA ISLAM NEGERI

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Appendix 5

Documentations of Lecturers

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Appendix 6

Documentations of Students
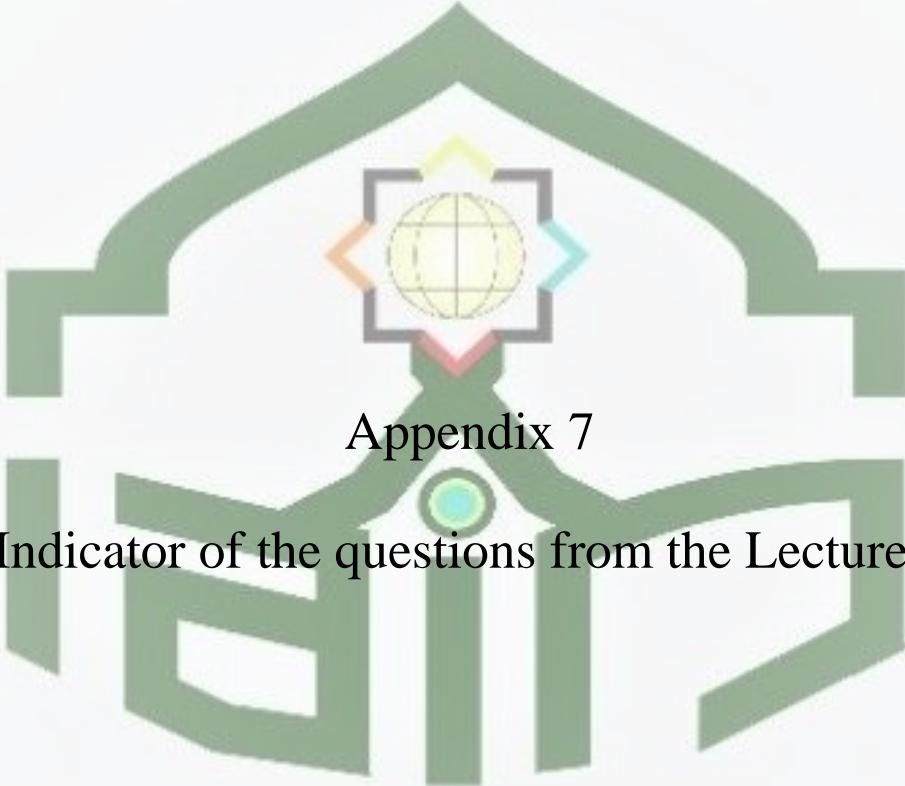
Appendix 7

Indicator of the questions from the Lecturers

Participan: L 9

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	ZOOM , WhatsAPP Group
3.	Penggunaan aplikasi online	– Belajar dari orang-orang yg sudah Paham
4.	Kemudahan dalam penggunaan aplikasi online	– Mudah Menyampaikan Materi – tidak Perlu bertemu dengan Mahasiswa secara Langsung – Mempermudah Proses Pembelajaran
5.	Hambatan dalam penggunaan aplikasi online	– Internet Kurang lancar – jaringan, yg mengakibatkan akses masuk susah.
6.	Cara mengatasi hambatan	– Menyampaikan jadwal tambahan kepada Mahasiswa – Memberikan info tentang jadwal Perkuliahan.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	– Bagus untuk Menghindari tatap muka dalam keadaan pandemi – Mahasiswa bisa menguasai teknologi

Participan: L 8

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Google Meet, Zoom, WhatsApp Group.
3.	Penggunaan aplikasi online	- Mengikuti langkah-langkah dari aplikasi - Sharing dengan Keluarga
4.	Kemudahan dalam penggunaan aplikasi online	- Mudah menyampaikan Materi - fleksibel tempat - fleksibel waktu
5.	Hambatan dalam penggunaan aplikasi online	- Tidak bisa dilaksanakan saat Petir & hujan
6.	Cara mengatasi hambatan	- Menunda atau mengganti pertemuan
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Kontak batin tidak tersampaikan - Aplikasi online membantu karena kita tidak punya pilihan lain.

Participan: L 7

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Edmodo, Google classroom, WhatsApp Group, Google meet.
3.	Penggunaan aplikasi online	- Hanya menyesuaikan saja fungsinya dengan aplikasi-aplikasi yg tersedia
4.	Kemudahan dalam penggunaan aplikasi online	- Mudah melaksanakan Presentasi - Penugasan mahasiswa lebih terorganisir - Memperpendek jarak & waktu
5.	Hambatan dalam penggunaan aplikasi online	- Sebagian aplikasi menggunakan bandwidth yg besar - Jaringan - Sulit membangun interaksi di kelas online.
6.	Cara mengatasi hambatan	- Beralih dari aplikasi dgn bandwidth yg besar ke aplikasi dgn bandwidth yg kecil. - Membangun interaksi sosial dengan memberikan pertanyaan secara mendadak
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Menggunakan Private learning / blended learning seperti 50% dikelas, 50% online untuk kedepannya. - Aplikasi online sangat membantu dalam waktu yg sangat mendadak ini.

Participan: L 6

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom, google Classroom, WhatsApp Group.
3.	Penggunaan aplikasi online	- Belajar Sendiri - Tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	- Waktu yg Fleksibel - Mahasiswa bisa lebih cepat mencari Informasi di internet.
5.	Hambatan dalam penggunaan aplikasi online	- Mahasiswa tidak Ontime - Mahasiswa Keluar Masuk Karena jaringan - Mahasiswa tidak disiplin - Mahasiswa banyak yg tidak aktif
6.	Cara mengatasi hambatan	- Beralih dari Zoom Ke WhatsApp Group - Memberikan materi Kemudian Membiarkan Mahiswa untuk Menjelaskannya Kembali untuk Membangun interaksi.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Dosen Perlu Mengadakan workshop untuk Mempermudah Pembelajaran - Zoom sebisa Mungkin di Support dari Kampus - Aplikasi online sementara ini membantu dalam Melaksanakan Pembelajaran.

Participan: Ls.

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom, edmodo, WhatsApp Group.
3.	Penggunaan aplikasi online	- Membaca artikel di Google - Menonton tutorial di YouTube - Belajar dari rekan sejawat, colega yg lebih paham.
4.	Kemudahan dalam penggunaan aplikasi online	- di Zoom bisa Share Screen - Mudah mengidentifikasi pengumpulan tugas.
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - Tidak semua mengumpulkan tugas tepat waktu - Tidak semua join tepat waktu - Kurangnya interaksi dari Mahasiswa
6.	Cara mengatasi hambatan	- Menginformasikan jadwal Perkuliahan 15 menit sebelum perkuliahan dimuai & diharapkan Mahasiswa mencari tempat yg jaringannya bagus. - Memberi jangka waktu Pengumpulan tugas yg tidak terlalu cepat - Memanggil mahasiswa yg tidak akhf.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Berharap agar mahasiswa dapat memahami apapun bentuk perkuliahannya dan tetap berinteraksi aktif dalam Proses Pembelajaran baik itu offline maupun online.

Participan: Lq

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Whats App Group , Zoom
3.	Penggunaan aplikasi online	- Bertanya ke teman - Menonton tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	- Waktu yg Fleksibel - Bisa mengganti jam /jadwal ketika ada halangan - Waktu perkuliahan bisa di perpanjang.
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - Tidak bisa mengontrol aktivitas Mahasiswa - Mahasiswa tidak aktif
6.	Cara mengatasi hambatan	- Mengirimkan materi terlebih dahulu, kemudian di jelaskan saat ada jaringan, atau mengganti jadwal jika benar-benar jaringan bermasalah seharian. - Memanggil Mahasiswa yg tidak aktif
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Aplikasi online sangat membantu dalam Proses Pembelajaran di Pandemi Covid-19.

Participan: L3

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	WhatsApp Group, Google classroom, Zoom, Google Meet.
3.	Penggunaan aplikasi online	- Menonton tutorial di Youtube - Membaca Artikel di Google
4.	Kemudahan dalam penggunaan aplikasi online	- Lebih Mudah Mengontrol Kehadiran - Materi bisa dikirim terlebih dahulu - Tidak harus kekampus sehingga menghemat biaya - Fleksibel waktu - Materi bisa langsung di download dan bisa melihat materinya kembali
5.	Hambatan dalam penggunaan aplikasi online	- Jaringan - Latency / keterlambatan Penyampaian suara - Sulit menjaga interaksi & melihat respon Mahasiswa - hal-hal yg mengganggu fokus lebih besar
6.	Cara mengatasi hambatan	- Memberi himbauan kepada mahasiswa sebelum Perkuliahan dimulai agar mencari tempat yg koneksi internetnya bagus - Membangun interaksi sosial dengan melemparkan Pertanyaan.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Lebih baik jika dikombinasikan dengan tatap Muka 50% : 50% - Bisa lebih menguasai / mengadapsi teknologi - Bisa mengundang dosen-dosen dari Perguran tinggi lain secara online - Kampus harus menyediakan koneksi internet yg lebih besar

Participan: L 2

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Google meet, zoom, WhatsApp Group.
3.	Penggunaan aplikasi online	- Belajar otodidak - Tutorial YouTube - Membaca artikel & jurnal di Google
4.	Kemudahan dalam penggunaan aplikasi online	- Lebih mudah menyampaikan materi - tidak mengontrol kelas - Waktu yg fleksibel - Bisa dilaksanakan dimana saja dengan jarak yg jauh sekalipun - Interaksi sosial berkurang.
5.	Hambatan dalam penggunaan aplikasi online	- Miss Communication saat mahasiswa hilang jaringan
6.	Cara mengatasi hambatan	- Mengulang penjelasan kebelakang atau memintanya menanyakan kepada teman. -
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Aplikasi online pada saat ini bagus karena kuliah tetap bisa dilaksanakan walaupun sedang diluar daerah.

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Participan: L1

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	ZOOM, WhatsApp Group, Google Meet
3.	Penggunaan aplikasi online	- Menonton tutorial di YouTube - Membaca referensi di Google
4.	Kemudahan dalam penggunaan aplikasi online	- Mudah Menyampaikan Materi - Bisa share screen - Berbagai fitur di Aplikasi yg berfungsi untuk Mempermudah Perkuliahan
5.	Hambatan dalam penggunaan aplikasi online	- Jaringan - Mahasiswa kurang aktif - Banyak gangguan dari luar
6.	Cara mengatasi hambatan	- Mengalihkan dari aplikasi yg Memerlukan Jaringan /Bandwithd yg besar ke aplikasi yg Mudah di akses, seperti dari ZOOM di alihkan ke WhatsApp. group. - Membangun interaksi dengan Memberikan Pertanyaan
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Pembelajaran online kurang efektif karena di jurusan Bahasa inggris banyak MK Praktek seperti TEFL.

Participan: L 10

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	WhatsApp Group, Zoom
3.	Penggunaan aplikasi online	- Mengikuti arahan dari aplikasi
4.	Kemudahan dalam penggunaan aplikasi online	- Mudah menyampaikan materi - Waktu yg fleksibel
5.	Hambatan dalam penggunaan aplikasi online	- Miss communication saat gangguan jaringan pada mahasiswa - Suara menjelaskan di zoom kadang tidak tersampaikan - Mahasiswa sudah isi absen, lama lagi buka WhatsApp.
6.	Cara mengatasi hambatan	- Mengalihkan dari zoom ke WhatsApp Group saat gangguan jaringan dengan memberikan tugas.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Pembelajaran kurang efektif - Untuk jurusan Bahasa Inggris lebih maksimal jika dilakukan secara tatap muka karena banyak MK praktek.

Appendix 8

Indicator of the questions from the Students

Participan: S 24

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google meet, WhatsApp Group, Edmodo, Google classroom.
3.	Penggunaan aplikasi online	- Mengikuti arahan dari aplikasi - bertanya kepada teman - Menonton tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	- Bisa menggunakannya kapan pun - Bisa mencari informasi dengan cepat
5.	Hambatan dalam penggunaan aplikasi online	- Yang disampaikan dosen tidak selalu sama dengan yg ada di sumber lain. - jaringan
6.	Cara mengatasi hambatan	- lebih Mengikuti Materi yg disampaikan oleh dosen - Mencari tempat yg ada Jaringannya.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Bagus digunakan Pada saat Pandemi untuk Membantu berjalannya Proses Pembelajaran.

Participan: S 23

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	WhatsApp Grup, edmodo, zoom. Google meet.
3.	Penggunaan aplikasi online	− Bertanya kepada orang − referensi dari google − Menonton tutorial di Youtube
4.	Kemudahan dalam penggunaan aplikasi online	− tidak Menunggu dosen seperti Offline − dilaksanakan dirumah − bisa istirahat − Mudah Mengirimkan tugas
5.	Hambatan dalam penggunaan aplikasi online	− Kuota − Jaringan − Fasilitas Hp Kurang Memadai
6.	Cara mengatasi hambatan	− Mencari tempat yg jaringannya bagus − nabung untuk membeli kuota
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	− Tidak efektif − Terbantu untuk Penggunaan aplikasi online di kondisi Pandemi saat ini.

Participan: S 22

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google Meet, edmodo, WhatsApp Group, Google classroom.
3.	Penggunaan aplikasi online	- Bertanya kepada teman - Mencari referensi di Google & Youtube
4.	Kemudahan dalam penggunaan aplikasi online	- Tidak perlu kekampus - hemat biaya - Kuota diberikan oleh Kemendikbud - Bisa melakukan aktifitas lain saat Proses Pembelajaran online.
5.	Hambatan dalam penggunaan aplikasi online	- Harus Mendapatkan Kuota yg besar - Pemahaman Materi kurang Maksimal - jaringan - Emosi dosen & mahasiswa tidak tersampaikan dengan Maksimal.
6.	Cara mengatasi hambatan	- Lebih aktif di kelas - Menghubungi dosen untuk Mengkonfirmasi bahwa jaringan sedang tidak stabil
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Satu langkah yg bagus untuk negara Indonesia dalam Mengejar Ketertinggalan dgn negara lain dalam hal IT. - Aplikasi online Membantu Pembelajaran online saat Pandemi.

Participan: S21

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Edmodo, zoom, Google classroom, Google meet, WhatsAPP Group.
3.	Penggunaan aplikasi online	– Bertanya kepada teman
4.	Kemudahan dalam penggunaan aplikasi online	– Bisa ontime – tidak kekampus – Menghemat kuota karena ada bantuan dari kampus
5.	Hambatan dalam penggunaan aplikasi online	– jaringan – Materi yg disampaikan tidak jelas – Susah menerima materi
6.	Cara mengatasi hambatan	– Mencari tempat yg jaringannya bagus – Menghubungi dosen untuk menanyakan kembali tentang materi yg tidak jelas.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	– Pembelajaran kurang efektif – Aplikasi online sangat membantu di saat pandemi.

Participan: S 20

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google classroom, Google meet, WhatsApp Group, edmodo
3.	Penggunaan aplikasi online	- Menonton tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	- Tidak Perlu KeKampus - Menghemat biaya transportasi - Absensi bisa tepat waktu
5.	Hambatan dalam penggunaan aplikasi online	- Jaringan - Sulit memahami Materi - susah untuk berdiskusi
6.	Cara mengatasi hambatan	- Mencari tempat yg jaringannya bagus sebelum memulai Perkuliahan.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Pembelajaran kurang efektif - Aplikasi online sangat membantu untuk Menghindari Social Distancing.

Participan: S19

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Edmodo, Google Classroom, Google Meet, whatsApp Group.
3.	Penggunaan aplikasi online	- Mencari sumber dengan Menonton tutorial di Youtube dan Membaca referensi di Google - Bertanya kepada teman
4.	Kemudahan dalam penggunaan aplikasi online	- Bisa kuliah dimanasaja -
5.	Hambatan dalam penggunaan aplikasi online	- Sult Menerima Materi - Jaringan - Suara tidak jelas - Kuota
6.	Cara mengatasi hambatan	- Mencari tempat yg ada jaringannya - lebih Menghemat uang untuk Membeli kuota
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Tidak terlalu efektif karena jaringan yg tidak stabil dan kuota internet yg mahal.

Participan: S 18

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Google classroom, WhatsApp Grup.
3.	Penggunaan aplikasi online	- Mencari tahu sendiri dan mengikuti arahan yg ada di aplikasi
4.	Kemudahan dalam penggunaan aplikasi online	- Mudah mencari referensi di Google - Bisa santai dirumah - Hemat biaya - Materi bisa disimpan
5.	Hambatan dalam penggunaan aplikasi online	- Miss understanding - jaringan - Kuota - tidak ada teman untuk berdiskusi disaat panik.
6.	Cara mengatasi hambatan	- Kerja kelompok - lebih menghemat kuota - Mencari tempat yg ada jaringan tetapi biasanya lebih sering pasrah terhadap jaringan.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- aplikasi online bermanfaat pada saat pandemi sekarang ini.

Participan: S 17

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google Meet, WhatsApp Group.
3.	Penggunaan aplikasi online	- Mengikuti instruksi yg ada di aplikasi
4.	Kemudahan dalam penggunaan aplikasi online	- Bisa belajar dari rumah tanpa harus kekampus
5.	Hambatan dalam penggunaan aplikasi online	- Tugas menumpuk - Ketergantungan dengan aplikasi - jaringan
6.	Cara mengatasi hambatan	- lebih aktif bertanya kedosen - jaringannya buruk, hanya menunggu
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Belajar yg seharusnya efektif menjadi tidak efektif - Aplikasi online membantu dalam pelaksanaan perkuliahan.

Participan: S16

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom, Google Meet, WhatsAPP Grup. Google Classroom.
3.	Penggunaan aplikasi online	— Menonton tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	— Bisa Melakukan Perkuliahan dimana saja — Bisa bergabung di waktu Kapanpun
5.	Hambatan dalam penggunaan aplikasi online	— Sulit Menerima Materi — Pekerjaan bisa teralihkan saat Kamera off — jaringan
6.	Cara mengatasi hambatan	— Mencari tempat yg ada jaringan — Mencari tambahan Materi di google
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	— Penggunaan aplikasi online cukup membantu karena itu adalah salah satu cara untuk menghadapi situasi saat ini — lebih diharapkan untuk tidak menggunakan aplikasi online, karena sangat minim Pengetahuan yg di dapat.

Participan: S15.

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	WhatsApp Group, Google classroom, Google meet.
3.	Penggunaan aplikasi online	- Bertanya kepada orang - Mencari referensi di Google.
4.	Kemudahan dalam penggunaan aplikasi online	- Materi bisa disimpan dan dilihat kembali - tidak perlu kekampus - hemat waktu -
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - kuota
6.	Cara mengatasi hambatan	- Mencari tempat yg jaringannya bagus - Meminjam hotspot orang.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Aplikasi online sangat membantu dalam pandemi covid 19

Participan: S 14

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google Meet, Google classroom, WhatsAPP Group, Edmodo
3.	Penggunaan aplikasi online	- Bertanya kepada teman - Menonton tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	- Bisa kuliah dimana saja
5.	Hambatan dalam penggunaan aplikasi online	- Jaringan - Mengantuk ketika belajar - Susah menerima materi
6.	Cara mengatasi hambatan	- Kalau jaringannya jelek ya tidak belajar
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Cukup berjalan dengan baik, tapi tidak yg terbaik, tidak efektif karena beberapa MK tidak bisa dilakukan secara online.

Participan: S 13

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Google meet, zoom, Edmodo, whatsApp Grup, Google classroom.
3.	Penggunaan aplikasi online	- Menonton tutorial di YouTube
4.	Kemudahan dalam penggunaan aplikasi online	- tidak perlu datang ke KAMPUS
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - Materi sulit dipahami - Kuota
6.	Cara mengatasi hambatan	- Berdiskusi dengan teman terkait Materi yg tidak di Mengerti
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Karena tantangan zaman, kita harus bisa Menggunakan aplikasi seperti itu. - Aplikasi online sangat Membantu Pada saat sekarang ini.

Participan: S12

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	WhatsAPP Group, Google Classroom, zoom, Google Meet.
3.	Penggunaan aplikasi online	- Mengikuti langkah yg ada di aplikasi, - Bertanya ke teman
4.	Kemudahan dalam penggunaan aplikasi online	- Bisa belajar sambil santai - saat main, bisa belajar bersama
5.	Hambatan dalam penggunaan aplikasi online	- Kuota - jaringan
6.	Cara mengatasi hambatan	- Memakai wifi di rumah keluarga
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Lebih memilih tidak online karena tidak efektif

Participan: S_{11}

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	WhatsApp Grup , Google classroom, zoom, Edmodo, Google meet.
3.	Penggunaan aplikasi online	— Mengikuti instruksi dari apukasi
4.	Kemudahan dalam penggunaan aplikasi online	— Lebih bisa santai -santai — Bisa belajar dimanapun
5.	Hambatan dalam penggunaan aplikasi online	— Susah Menerima Materi — Kuota — Jaringan
6.	Cara mengatasi hambatan	— Meminta hotspot — Pasrah terhadap jaringan yg buruk
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	— Sebaiknya tidak online learning — Apukasi online Membantu pada saat ini.

Participan: S10

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Onune learning
2.	Jenis aplikasi online	Zoom, WhatsApp Group, Google classroom, Google Meet.
3.	Penggunaan aplikasi online	- Bertanya ke orang - Mencari referensi di Google
4.	Kemudahan dalam penggunaan aplikasi online	- Kehadiran menjadi lebih mudah. - Mudah berdiskusi - Materi bisa dicari dgn mudah.
5.	Hambatan dalam penggunaan aplikasi online	- Waktu yg lama dan tidak terjadwal - jaringan - Susah memahami materi
6.	Cara mengatasi hambatan	
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	

Participan: Sg

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google meet, Google classroom, WhatsApp Group.
3.	Penggunaan aplikasi online	- Mencari referensi di Google - Menanyakan kepada teman
4.	Kemudahan dalam penggunaan aplikasi online	- Materi bisa disimpan - Hemat biaya transfortasi - Bisa dilaksanakan dimana saja
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - tidak merasa puas dengan pembelajaran online.
6.	Cara mengatasi hambatan	- Mencari tempat yg jaringannya stabil
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Tidak merasa puas dengan pembelajaran online.

Participan: S8

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom, Google Classroom, Edmodo, Google Meet, WhatsApp Group.
3.	Penggunaan aplikasi online	– Bertanya kepada teman – Mencari referensi dari Youtube & Google
4.	Kemudahan dalam penggunaan aplikasi online	– Bisa mencari jawaban dan materi di internet.
5.	Hambatan dalam penggunaan aplikasi online	– Jaringan – Kuota – Hp yg kurang memadai – Kurang memahami penjelasan yg disampaikan melalui online.
6.	Cara mengatasi hambatan	– Minta hotspot orang – Kalau HP yg tidak memadai ya beli baru
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	– Pembelajaran online terkadang menyenangkan tetapi juga membosankan. – Aplikasi online cukup membantu dalam proses pembelajaran online saat ini.

Participan: S7

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Google classroom, Google meet, WhatsApp Grup, Edmodo
3.	Penggunaan aplikasi online	- Mengikuti instruksi yg ada di aplikasi
4.	Kemudahan dalam penggunaan aplikasi online	- Menghemat biaya - Bisa mengerjakan pekerjaan rumah sambil kuliah - Disaat main sama kawan, bisa sambil main .sambil kuliah.
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - kuota - Penjelasan dosen yg terlalu cepat.
6.	Cara mengatasi hambatan	- Mencari materi tambahan dari Google untuk memahami penjelasan dosen yg terlalu cepat - Meminta hotspot dari orang tua - Mencari tempat yg jaringannya stabil
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Aplikasi online sedikit memudahkan dan itu yg terbaik untuk sekarang.

Participan: S 6

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	WhatsApp Group, Zoom, Google meet, Google classroom.
3.	Penggunaan aplikasi online	– Mengikuti panduan yg ada di aplikasi –
4.	Kemudahan dalam penggunaan aplikasi online	– Bisa belajar sambil santai dirumah – tidak menghabiskan minyak kendaraan – Kalau diluar, bisa berhenti sebentar untk kuliah online.
5.	Hambatan dalam penggunaan aplikasi online	– Jaringan – Kuota
6.	Cara mengatasi hambatan	– Mencari tempat yg koneksi internetnya bagus – meminjam hotspot ke teman terdekat atau keluarga
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	– Pembelajaran online susah, tetapi aplikasi online sangat membantu pada saat pandemi Covid-19.

Participan: S5

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom, Google Meet, whatsApp Group, edModo, Google classroom.
3.	Penggunaan aplikasi online	- Mengikuti instruksi dari aplikasi
4.	Kemudahan dalam penggunaan aplikasi online	- Tidak Kekampus - Menghemat biaya transportasi - Bisa belajar sambil santai dan tidak terlalu formal
5.	Hambatan dalam penggunaan aplikasi online	- Pemahaman Materi sulit - Jaringan - Kuota sudah habis tapi Matakuliah Masih banyak.
6.	Cara mengatasi hambatan	- Meminjam hotspot orang tua - Mencari tempat yg jaringan internetnya bagus
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Sedikit sulit, tapi di era pandemi saat ini aplikasi online sangat Membantu

Participan: S4

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	ZOOM, Google classroom, Google meet, WhatsApp Group.
3.	Penggunaan aplikasi online	- Bertanya ke teman - Menonton tutorial di Youtube -
4.	Kemudahan dalam penggunaan aplikasi online	- dosen dan mahasiswa bisa bertatapan langsung di zoom, sehingga dosen bisa mengawasi mahasiswanya - setelah absen bisa langsung hilang dari aplikasi untuk mengerjakan pekerjaan rumah
5.	Hambatan dalam penggunaan aplikasi online	- susah menerima materi - waktu kuliah sering mendadak
6.	Cara mengatasi hambatan	- Hp dan baterai harus standby
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Kampus harus mempasilitasi untuk aplikasi yg berbayar seperti zoom.

Participan: S₃

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom, Google classroom, Google Meet, WhatsApp Group
3.	Penggunaan aplikasi online	- Belajar dari tutorial di YouTube - Pernah Menggunakan aplikasi sebelumnya
4.	Kemudahan dalam penggunaan aplikasi online	- Lebih santai - Setelah absen bisa istirahat sebentar - Bisa dilaksanakan dirumah
5.	Hambatan dalam penggunaan aplikasi online	- Zoom lebih banyak menguras kuota - jaringan
6.	Cara mengatasi hambatan	- dirumah masalah kuota bisa teratasi karena ada wifi, kalau lagi di luar keberatan, harus beli paket atau minjam hotspot kawan
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Kurang efektif, kurang bisa dipahami - lebih suka tatap muka biar lebih bisa kenal dosen dan bisa berinteraksi langsung.

Participan: S₂

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online learning
2.	Jenis aplikasi online	Zoom, Google classroom, Google meet, WhatsApp Group
3.	Penggunaan aplikasi online	− Menonton tutorial di Youtube −
4.	Kemudahan dalam penggunaan aplikasi online	− Tidak capek ke kampus − Materinya mudah dipahami jika jaringan mulus
5.	Hambatan dalam penggunaan aplikasi online	− Susah menerima materi − jaringan
6.	Cara mengatasi hambatan	− Berpindah tempat untuk mencari jaringan − Bertanya langsung ke pemakalah / dosen dan cari materi di YouTube juga
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	− jalani aja, karena kesulitan pun kalau kita bisa dengan cara yg bagus, saya rasa tidak akan menjadi masalah

Participan: S_1

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	Zoom , Google meet , WhatsApp Grup , edmodo, Google classroom
3.	Penggunaan aplikasi online	- Bertanya ke teman - Tutorial di YouTube - Referensi di Google
4.	Kemudahan dalam penggunaan aplikasi online	- Bisa bermanfaat jika sibuk - Bisa stay dirumah - Bisa membantu jika tidak punya kendaraan
5.	Hambatan dalam penggunaan aplikasi online	- jaringan lemot - Paket Koding gak ada - Materi banyak yg tidak mengerti
6.	Cara mengatasi hambatan	- Mencari tempat yg tinggi - ngutang dulu di warung dan kalau ada uang tabungan baru beli paket.
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- harusnya kita tatap muka seminggu 2 atau 3 kali biar bisa lebih mengerti

Participan: S 25

No	Indicator of the questions	Response
1.	Proses kegiatan pembelajaran	Online Learning
2.	Jenis aplikasi online	WhatsApp Grup, Edmodo, Zoom
3.	Penggunaan aplikasi online	- Menonton tutorial di Youtube - Membaca artikel di Google
4.	Kemudahan dalam penggunaan aplikasi online	- Materi bisa disimpan - Dapat bantuan kuota dari kampus - Mudah untuk mengirimkan tugas
5.	Hambatan dalam penggunaan aplikasi online	- jaringan - ketergantungan dengan aplikasi - Tugas yg menumpuk - ngantuk ketika belajar - Miss understanding - Dosen tidak mengetahui aktivitas mahasiswa yg kameranya off
6.	Cara mengatasi hambatan	- Mencari tempat yg jaringannya bagus - Mencari materi tambahan di Google - Berusaha lebih aktif di kelas online
7.	Tanggapan terhadap pembelajaran online dengan menggunakan aplikasi online	- Aplikasi online sangat membantu dalam berjalannya proses pembelajaran pada saat pandemi covid-19 seperti sekarang. - lebih baik di imbangi dengan tatap muka.

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
Nomor : 123 Tahun 2020
T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2019/2020

Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang cakap dan mampu melaksanakan tugas tersebut.

Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017

Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/095/2020 Tanggal, 13/07/2020

M E M U T U S K A N

Menetapkan :
Pertama : Menunjuk dan menugaskan :
1. Nama : **Dr. Daflizar, MA** **Sebagai Pembimbing I**
2. Nama : **Aridem Vintoni, S.Pd, M.Pd** **Sebagai Pembimbing II**

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : **Mona Wedi Yanti**
NIM : 1710203005
Jurusan : Tadris Bahasa Inggris
JudulSkripsi **IMPROVING STUDENTS' SPEAKING ABILITY BY USING PRONOUN, SPELLING, AND THINKING (P.S.T) COMBINE WITH GUIDED TEACHING STRATEGY AT THE EIGHT GRADE OF SMPN 4 SUNGAI PENUH ACADEMIC YEAR 2020/2021**

Kedua : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
PADA TANGGAL : 16 Juli 2020
a.n. Dekan,
Wakil Dekan Bidang Akademik dan
Pengembangan Lembaga

Dr. SAADUDDIN, MPd.I

Tembusan :
1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Pertinggal

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh   Telp. 0748 – 21065   Kode Pos. 37112   web : www. iainkerinci.ac.id

SURAT KETERANGAN
No. In. 31 / J5.1 / PP.00.9 /085/ 2021

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama	:	**MONA WEDI YANTI**
Semester	:	VIII
Jurusan	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Telah melaksanakan penelitian pada Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, yang dilaksanakan dari tanggal 22 April 2021 sampai dengan 22 Juni 2021. Dengan judul **"Using Online Applications in English Online Learning Process: A Case Study of English Department of IAIN Kerinci Academic Year 2020/2021".**

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 23 Juni 2021
An. Ketua Jurusan.
Sekretaris Jurusan

MUSDIZAL, M.Pd

Nomor   : In.31/D.1/PP.00.9/ᵒᵟ /2021   25 Maret 2021
Lampiran   : -
Perihal   : **Mohon Izin Penelitian**

Kepada
Yth Ketua Jurusan Tadris Bahasa Inggris
Di
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama   : **Mona Wedi yanti**
NIM   : 1710203005
Jurusan   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
Using online applications in English online learning process: a case study of English Department of IAIN KERINCI. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **22 April s.d. 22 Juni 2021.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.
Wassalamualaikum w.w

Dekan,

Dr. Hadi Candra, S.Ag., M.Pd

Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip

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