EFL STUDENTS' LEARNING EXPERIENCES DURING COVID-19: A CASE OF ONE ISLAMIC INSTITUTION IN JAMBI, INDONESIA

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The spread of Covid-19 has changed almost all aspect of human life across the world. The pandemic is caused by a novel coronavirus that has killed almost 75,000 people worldwide (Pambuccian, 2020). It not only affect the world economy, but also education aspect (Abidah et.al, 2020). The pandemic has shuttered school and higher education across the world for a few times because of the pandemic (Dabrowski, 2020). Dabrowski then added that the school closure bring negative effect of almost 70% or 1.2 billion on students education on the world. Many efforts had done by the goverment in worldwide to reduce its spread i.e social distancing policy, working from home, lockdown, and quarantines (Abidah et.al, 2020; Pambuccian, 2020). The government policy also obligated teaching and learning from home through the use of teaching and learning technologies to reduce the spread of covid-19 (Espino-Díaz et.al, 2020). The government policy related to learning from home not exception for In Indonesia that obligated the students ranging from childhood to higher education (Rasmitadila et.al, 2020). This educational policies was mentioned in the Circular Letter of Ministry of Education and Indonesia Number 4, 2020 (Rahayu & Wirza, 2020).

The teaching and learning from home mean in this study is on-line learning which designed as the response of Covid-19 pandemic (Ahmad, et,al,

2020; Mukhter & Chowdhary, 2020). Online learning is the combination of electronic technology and internet-based technology as part of distance education (Efriana, 2021). Mukhter & Chowdhary (2020) stated that online teaching-learning is the using of digital technology in teaching. Moreover, Rahayu & Wirza (2020) defined online learning during covid-19 Pandemic is teaching and learning process without face-to-face meeting between lecturers and students in class. It is considerably effective to maximize the learning process, because it carries out without face-to-face meeting (Febrianto, Masudah, & Megasari, 2020).

Online learning method also known as e-learning which have been used as the teaching-learning methods in the 19th century. Saykili (2018) stated that this method aims to provide equal education among elite and lower economic university students in that period. But, during Covid-19 pandemic online learning methods is as the alternative for the teachers and students to continue teaching and learning process when face-to-face meeting is not possible (Jain, Lall, & Singh, 2020). Moreover, it can encourage students geographical distance to study wherever they live (Febrianto, Masudah, & Megasari, 2020), because this teaching-learning method provides opportunities for lower economic students to improve education equity (Lie et.al, 2020). Rasmidatila et.al (2020) briefly stated that the implementation of online learning method encourage the students to study without being burned with curriculum achievements. Destianingsih and Satria (2020) viewed that the online teaching-learning method implementation is the best solution during Covid-19 outbreak.

The implementation of online teaching-learning during Covid-19 pandemic must be well-prepared to achieve satisfied learning result. It needs the teachers' creativity and maturity in using online learning media (Lestiyanawati & Widyantoro, 2020). Baczek et.al (2020) state that e-learning success influenced by accessibility, usage of appropriate methods, course content, and assessment criteria. In other words, The principles and methods of online learning is a basis of distance learning that must be understood by the teachers and students (Giatman et.al, 2020). A well-prepared online teaching-learning can provide learning materials and facilitate teaching and learning activities in the process of teaching and learning (Aini et.al, 2020). Therefore, the lecturers must prepare their selves with technological knowledge before teaching the students in online learning (Chong & Reinders, 2020).

The online applications and platforms implemented to support the learning during covid-19 outbreak in Indonesia were whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and others (Efriana, 2021; Rahayu & Wirza, 2020). Efriana then added that applications and platforms of online learning was supported by computer or android that connect to internet network. Thus, the ability to choose appropriate online learning application can ifluence the process of teaching and learning success during Covid-19 Pandemic (Rahayu & Wirza, 2020). Aini et.al (2020) stated that the successful of online learning implementation depend on the lecturers and students as users to face the challenges related to process of teaching and learning.

The implementation of online learning method during covid-19 outbreak has become the focus of some previous studies (Ahmad et.al, 2020; Daniel, 2020; Dabrowski, 2020; Destianingsih, & Satria, 2020; Febrianto, Mas'udah, & Megasari, 2020; Giatman, Siswati, & Basri, 2020; Jain, Lall, & Singh, 2020; Lestiyanawati, & Widyantoro, 2020; Lie at.al, 2020; Mukhter, & Chowdhary, 2020; Rahayu, & Wirza, 2020; Rasmitadila et.al, 2020). However, only several studies have conducted related to challenging in online learning during covid-19 outbreak faced by students who live in rural area, especially in Islamic institute in Jambi, Indonesia.

The purpose of this study was to examine the experiences of students who live in rural area in learning English during Covid-19 pandemic at one Islamic institute in Jambi, Indonesia. Participants in this study were obligated by their lecturers to use Zoom meeting and google meet as the online learning method during the pandemic. This research is very important because it related to students' experiences in using Zoom meeting and google is still rare in higher education, especially at Isalmic institute in Indoensia. The result of this study can be literature related to students' challenges in using online learning as the learning method, and also as the basis of the government as policy maker in improving online learning method for the students who live in rural area.

B. Statement of the Problems

Based on the background of the problem, online learning with using zoom meeting as a learning method during Covid-19 Pandemic. This learning method is

an obligation from the government as an alternative of face-to-face learning before the spread of the Pandemic. In implementing this learning method, both lecturers and students obligated to do this from home to avoid the spread of Covid-19. This learning method encourage the student to prepare their selves with knowledge of online learning in order the learning process can run smoothly and effectively.

C. Research Question

The following research questions guided this study:

1. How do participants experiences in using online Learning method during COVID 19 pandemic?

2. What problems faced by the participants in using online Learning method during COVID 19 pandemic?

D. Purpose of Study

This study aims to investigate the students' experiences in online learning during Covid-19 Pandemic. In this study, we attempt to investigate the students' view related what they have done to involve in the process of teaching and learning.

CHAPTER 2

LITERATURE REVIEW

Online learning is known as a new learning method in Indonesia Education as well as majority of higher education which impact on the quality of teaching and learning process (Karwati, 2014). Mailizar et.al (2020) stated that online learning was started using in March 2020 in Indonesia after the government make policy of working and learning from home. This new learning method replace face-to-face learning to stop the spread of Covid-19 (Basith et al 2020). It considered appropriate to be implemented to continue blended learning (Mailizar et.al, 2020), because it minimizes psycal direct contact among students and teachers in the process teaching and learning (Pragholapati, 2020). It also provides the lecturers and with flexible access to the instruction at any time and any place as long as they can access to internet (Yulia, 2021). But, infact it can not satisfy some students who accustome to study through blended or conventional learning, especially in Indonesia.

There were three onlines learning used by the lecturers of one Islamic institute, Jambi, Indonesia in teaching during the pandemic; zoom meeting, goggle classroom, and whatsapp. Based on the observation, 90% English lecturers used zoom meeting in teaching in the class compared to goggle classroom and WhatsApp. This mean, zoom meeting is very popular among lecturers and students as the teaching media. This online teaching media were obligated in education starting from elementary school until higher education. Using this

teaching media, the lecturers must be able to design course plan for effective learning (Farajollahi et al., 2010). Moreover, lectures need to find the appropriate strategy to overcome students' negative attitude toward online learning by promoting it earlier in higher education (Zabdi, Al-Alawi, 2016).

Lecturers teaching strategy are related to instructional of teaching content, communication, and teaching activities, because they are the main factors that influence of online learning process (Ilgaz & Gülbahar, 2015). Ames et al (2018) in their research entitled "A Preliminary Examination of Doctoral Student Retention Factors in Private Online Workspace" revealed that providing appropriate environment for the learners are the strategy to help the students to complete the program. The appropriate environment means providing the students with enough facilities that support their learning. Coman et al (2020) argued that appropriate teaching strategy implemented by lecturer during online learning in Covid-19 can help them to overcome the students' obstacles.

Teachers' strategy was considerably not enough to support online learning without providing facilities which can support online learning and preparation to used technology needed. Wijaya et al (2020) on their research "Indonesian students' learning attitude towards online learning during the coronavirus pandemic" found that online learning is not effective for Indonesian students because less of preparation and internet acces is the main problems faced by the students to achieve learning success. Similarly, Rakhmanina et.al (2020) concluded that although online learning is benfecial for the students during Covid-19 pandemic, but it can not make students success to use this learning method in

learning English especially in listening class. Alchamdani et al (2020) revealed in in their research beside internet access problem, students also face financial problem to buy internet package for supporting their online learning, and unsupported home environment.

CHAPTER 3

METHODOLOGY

A. Research Design

This study used qualitative as the methodology. It provides information about experiences of human life (Mack et. al, 2005, p. 1; Fite, 2012). This research method is effective for addressing amount of issues and practice in the field (Babchuk & Badiee, 2016). In other words, this method is based on the originality of the researchers' interest in a particular problem which formulated into a research problem and the identification of the specific need for the research conducted.

The using of qualitative research is as the way to explore the people behavior and experiences naturally to describe the topic of interest (Marshal & Rossman, 1999, p. 2; Babchuk & Brand, 2013). Using this research methodology type is due to the consideration that we wanted to gain the data of EFL students' learning experiences directly in covid-19 by direct interview of the participants involved in the study.

This research methodology also enables the researcher to obtain rich information about the things are (Gay & Airasian (2000). In other word, the qualitative research method tends to understand the social phenomena through in-depth exploration and interpretation of the meanings of the research participants in which they live (Ningi, 2017; Marshal & Rossman, 1999, p. 41; Cresswel, 2012, p. 16). This research method is very potential for gaining unique persepective

views which was unable to be achieved through quantitative research. Subject and object (the knower and the object of knowing) of the research can't be separated in this research method, because knowing how things work in this case is in a crucial respect knowing their consequences as measured by reference to thought, feeling, and perception (Dollinger, 2011). Knowing can be defined as experiential understanding which is required to gain insight and knowledge.

The way about the think work means in this study is how human work in particular situations and within the worlds of professional people: educators, trained caregivers, and organizational managers (Stake, 2010, p. 14; Mason, 2002, p. 1). This mean that qualitative research is a type of research which attempts to investigate human experiences, and how it worked. Experiences mean in this study is the experiences of English department students in using online learning as learning method in Covid-19.

The research type is considerably appropriate essential when the research consist of visible narrations, descriptions, and interpretations practices based on participants views (Ningi, 2017), therefore it uses as the research methodology which attempt to create more pictures which covered the whole image of the participants observed in the research. Moreover, this research is richly descriptive which focus on the participants words and picture rather than numbers to convey the data of the phenomenon (Meriam, 2002, p. 5). The data of the research about the behaviors and experiences of the participants are recorded and noted by the reserachers by using electronic communication through face to face interaction (Cresswel, 2012, p. 17; Meriam, 2002; Mack et. al, 2005, p. 13). In other words,

the data of the research is quoted from document in the field where the research is conducted.

Based on the explanation previously, we believed that qualitative is a type research methodology used to investigate in detail about human experience. Therefore, the appropriate procedure of qualitative research for this study is phenomenological tradition.

As mentioned previously that phenomenological tradition was implemented to investigate the students experience in online learning. In this study it used to investigate the rural area EFL learners' experiences. This research design has been widely acknowledged over the past few decades as for investigating human experiences about an object or event.

Phenomenology firstly introduced by Edmund Husserl (1970) a German mathematician who was born in 1889 into a Jewish family and died in 1976. His first publication using this methodology is entitle "*Logical Investigations*". Dreher (2015) argued that argued that the phenomenological reduction is initiated by any statement inhibition about the world or existence with the aim of describing the mechanisms and potentialities of the intentionality of the subjective consciousness. Dreher later argued that from the meaning "existence" Husserl try to find an answer to the question of how the world exists, by using the question how our ideas, perceptions, and judgments can be considered objectively.

This qualitative research design become familiar and attracted among the researchers and philosophers in the twentieth century. Its popularity was based on the fact that the researchers can get answer about human behavior in the study

directly (Simon & Goes, 2011; Koopman, 2015). But, the phenomenon of the individual's personal experience remains true to the facts or based on the point of view of the participants (Groenewald, 2004). From the scholar statement previously, it can be stated that phenomenological tradition try to investigate and understand of human experience through their views.

Phenomenology is a conscious reflection method on the lived experience of human, thoughtful and free from theoretical, prejudicial and suppositional intoxications (Manen, 2007; Heindel, 2014). When the participants conscious, so that they can give rich information to the researchers. Therefore, phenomenology tradition used as the research methodology in this study is a form of inquiry which attempt to describe the participants' lived experience about object or phenomenon (Koopman, 2015). In other words, it can generate pure views of the participants experiences related to object or phenomenon being investigated. Fite (2012) viewed that the participants awareness or conscious strongly influenced the research success.

The awareness and consciousness is an important factor to understand participants point of views when conducting the (Padilla-Díaz, 2015). Padilla-Díaz later argued that this aimed to gain the information empirical science. Doing so, the researchers must know about probing process to guide the participants to present their views based on the topic investigated in the study. (Smith, 2017). This technique can make the students give the real answer as hoped by the researchers.

B. Participants and Procedures

The participants in this study are seven students of English department of state Islamic institute of Kerinci. The reasons for choosing this institution as research sites were: first, data accessibility as the researcher works at one of these institutions, and second, these institutions responded to the researcher's intent when the researcher confirm them.

We sent written permission in the form of letters to get the agreement from Rectors Islamic higher education institution where we conducted the research, then followed by asking English department students' willingness to participate in the study. This was administered before conducting the research. Mukminin (2013) stated that contacting participants and explaining the research purpose before they participate in the study is very important. It is a research ethic that must be done by every researcher who want to conduct the research.

Then, participants were selected with using purposive sampling technique. Purposive sampling is a sampling technique which guide the researcher to select the participants to learn about the central phenomenon (Cresswell, 2012, p. 206). These criteria aimed to ensure that the selected couples had common experiences regarding the studied phenomenon (Padilla-Díaz, 2015). Therefore, the research used this sampling technique as the technique of selecting the participants in this study. This sampling technique usually used by the researcher of phenomenological research (Padilla-Díaz, 2015), and characterized by specific criteria based on the research goals. The participants of this study are the students of English department who live in rural area

The participants in this study were selected based on the Ritchie & Lewis (2003, p. 78). the sample is chosen based on the topic or problems of research that the researchers wish to study. Seven students' of English department one Islamic institute in Jambi, Indonesia were selected as the participants of this study. They were selected using purposive sampling technique. Through this sampling technique potential participants were gathered according to needs of the research (Fadillah, Wahab, & Ayriza, 2020). The English department students of one islamic institute in Jambi, Indonesia who live in rural area was used as the criteria of selecting the participants of this study. The data of the students demogrpahic was taken from English department data. Therefore, seven students were selected as the participants of this study. After getting the data of the participants, intial contact with the participants through whatsapp messenger was conducted to ask their agreement for participating in the study. The pseudonym was used to protect identity of the participants as well as name and their district.

Table 1. Participants' Background Information

No	Name	Gender	Major
1	Jane	Female	English Education Program
2	Linda	Female	English Education Program
3	Jacky	Male	English Education Program
4	Ann	Female	English Education Program
5	Bill	Male	English Education Program
6	Winslet	Female	English Education Program
7	Andrew	Male	English Education Program

C. Data Collection

The data were collected through triangulation technique. This technique of the data collection can make us getting rich data from participants. Cohen et al., (2007:141) stated that triangulation refers to using two or more method to collect the data of the study from the participants. Therefore, it need to be considered to obtain multiple perspectives on the same reality and also make the data more credible (Wa-Mbaleka, 2017). Observation field note, interview, and transcript were used in this study.

Using triangulation as the technique of data collection was based on the previous research conducting Goodroe who conducted a research on CTL through observation and interview. In this study, the observation was employed to ensure that the targeted participants study English through online learning method, and interview was to gain rich answer of students' experience in using online learning method. But, during the interview concerted effort are made to protect respondent confidentiality in answering the interviewer question (Thompson et. al, 1989). It is also used in this study to obtain a broad portrait of lecturers' experience and beliefs about online learning experiences from home. The interviews were expected to generate "unique information or interpretation held by the person interviewed" and "a thing" that the researchers were unable to observe themselves (Stake, 2010, p. 95).

Observation

We asked the lecturers before directly asked to the students about their learning method during Covid-19 Pandemic. The observation was conducted to

make sure that the students was really used online learning method from home. Cresswell (2012, p. 214) argued that the researchers can record information during the students' do teaching and learning process. The observation usually takes place in community setting (Mack et al, 2005, p. 13). In doing so, we observed directly to each participants house. However, it requires seeking permission to to the participants and assuming a comfortable role as observer in the setting.

Interview

The researcher conducted the interview to get the data about the EFL leaners' experiences in learning English during Covid-19. It was used to obtain unique information or interpretation held by the person interviewed, to collect a numerical aggregation of information from many persons, to find out about "a thing" that the researchers were unable to observe themselves (Stake, 2010, p. 95).

In interviewing the participants' experience of online learning, we used semi-structure interview. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided (Harell, 2009, p. 27). Choosing this technique is based on the consideration that this interview type is more suitable for the exploration of the lecturers experience and belief of reading text in teaching vocabulary. The researcher was able to get the information deeply through this interview, because the interview question can be developed by the researcher based on the interview guide provided in the research.

Administering in-depth interview as the data collection, we stimulate the participants to response our question in detail as stated by Ritcie and Lewis (2003,

p. 153), in depth question consist of detail answer not yes or no. in this study, the interview were conducted through online interview with using zoom meeting and mobile phone for each participants' in the placed promised based on the agreement. Mack et al (2005, p. 29) stated that in doing in-depth interviews, the researchers should design a neutral question by no interfering them followed by follow-up question based on the participants' answers. We gave opportunity for the participants to provide their own answer related to the question.

The question probed to the participants must be understandable and avoid the temptation to showcase ego-centric or confessional tales about the researcher which can troubled or confused the participants (Masson, 2002, p. 5). The researchers asks the questions more deeply carefully by using open-form questions to gain in-depth answers from the participants (Abdullah & Raman, 2001). The questions of interview must be probed by the researchers as clear as possible and related to the research conducted or not asking the question out of participants view or experience.

Interview data consist of tape recordings, typed transcripts of tape recordings, and the interviewer's notes. In this research, the interview is recorded by recording machine. Each interview is transcribed in written form. It will be done by hearing the recording result for several times to get a better transcription. Having recording the participants experiences' online learning, we asked the participants to verify the result of their interview by listening the recording to avoid mistake and misunderstanding.

The interview protocol was used to guide the researchers to gathers in-dept information related to participants experiences and challenges in using online learning as the learning media during Covid-19 pandemic. Online interview zoom meeting was used to avoid spread of Covid-19 in this study. In this interview method, the students were given a link code to log in to interview zoom meeting. Each participant was interviewed in different time based on the agreement between researcher and the participants as interviewee. The interview consists of demographic information and view the of the participants about their challenges using online learning method during Covid-19. It ranged from the participants address in the rural area follwed by the main interview question related to students' challenge in teaching English through online learning method during Covid-19 pandemic. Each of the individual interview were recorded by using mobile recording application which lasted 45 minutes in duration. This recording application was considered appropriate as a tool of recording in qualitative research because easy to be operated by every researcher. The interview transcript then transcribed through speech note which can help the author in transcribing the interview.

Transcript

Transcription is the process of converting audiotape recordings or field notes into text data (Cresswell, 2014, p. 239*)*. It is written verbatim in line format aligned according to the questions from the interview to help match or contradict corresponding responses from the different cases (Merriam, 2001). In other word, the transcription is based on the interview conducted between each participant and

the researcher. In this research we used a recording machine to enable the transcriber to start and stop the recording or to play them at a speed, so that the transcriber can easily follow them, it qualified recording machine which can be started, stopped, played at speed when we transcribe the result of interview. It is used as a tool of recording based on my consideration that it is not intrusive as to make the participant uncomfortable, however before recording we told the lecturers to get permission of my intent.

D. Data Analysis

A thematic analysis was used in this study to analyze the participants' interview result. Creswell (2014) stated that thematic analysis use to interpret the participants interview results. The interview transcript data of each participants were translated into English before analyzing through thematic analysis. The English translation is to make the readers easily to understand interview transcript when it presented in findings section. Then, the researchers identified and coded words or statements related to students' experiences and challenge in learning through online learning method during Covid-19 and compared to search similarities and differences among the participants' transcript.

Identifying and coding words or statements began with reading and re-reading the first participant interview transcript (Banerjee & Dixit, 2021). Flick (2013) mentioned that there are three general aims of the analysis of qualitative data. Firstly, it attempts to describe a specific individual or group subjective experiences. Secondly, it aims is to identify such difference conditions of the

individual or group who have the same experience. And the last aim is to develop a theory of the phenomenon under study from the analysis of empirical material. However, it depends on researcher plan in communicating the findings (Kumar, 2011).

Before starting analyzes the data of this study, we checked specific conventions made in the interview transcripts. On the top corner of the first page, the student's pseudonym and the date of the interview in the first line written, for example Budi-18/03/14, meaning that the interview is conducted with a student whose pseudonym is Budi, on 18 March 2018. The length of the interview is written in the second line, for instance 00:15:10, meaning that the interview took 15 minutes 10 seconds.

After checking each participant's transcript, we started to analyze the data by implementing two phase of data analysis which usually conducted in analyzing qualitative research data. They are narrative analysis and comparative thematic analysis. Narrative analysis is phase of data analysis which exploring the participants understanding. It derives from narrative materials with verbatim transcripts from the in-depth interviews (Chan et. al, 2013). Thematic analysis is the type of data analysis for identifying and analyzing patterns in qualitative data (Braun and Clarke, 2006).

Narrative analysis

Narrative analysis offers a way to describe the structures of a stories, which elicited by interview (Silverman, 2011, p. 75). It is a technique used by the researcher to interpret the way in which the participants perceive their experience.

The narrative provides the realm of experience of the individual about certain event (Bamberg, 2012, p. 77). In line with Bamberg, Smith & Sparkes (2008) argues, narrative analysis is about how person tell a story and what it contains by using conventional of realist tale which include the participants experience and their point of view. It attempts to explain what has occurred on the individual.

Narrative analysis provides a way to interpret a conversation or story which emphasized on embedding meaning and to evaluate of the participants and their context (Wiles et. al. 2005). It examines the participants' experiences and point of views expression that is expressed to the researchers in the interview to gather deep understanding. The narrative itself is developed from the stories report of the participants' experience view in the interview by asking each participant to describe their experience of an event (Stake, 1995).

In this study, we asked each participant to tell me their experience during implementing reading text strategy in teaching vocabulary in the classroom. The participants' experience will be recorded by using recording machine provided, then followed by transcribing the interview it. The transcription of each participant is constructed by listening to interview recording for several times.

Comparative thematic analysis.

Before defining comparative thematic analysis, it is important for the researchers to define about thematic analysis as foundation in explaining comparative thematic analysis. Thematic analysis is used to analyze classifications and present themes (patterns) that relate to the data (Alhojailan, 2012). It is might be a particularly useful method when we would like to

investigate the participants in a practical way in order to and identify how current situations are influenced by their points of view.

Thematic analysis complemented the research questions by facilitating an investigation of the interview data from two perspectives: first, from a data driven perspective and a perspective based on coding in an inductive way; second from the research question perspective to check if the data were consistent with the research questions and providing sufficient information (Jugder, 2016). Inductive and deductive approach is implemented in analyzing themes. Inductive approach starts with a precise content and then move to broader generalizations and finally to theories. Deductive approach is the approach used to compare the data collected with the perceptions of the participants.

Moreover, Clarke and Braun (2013) describe the appropriateness of thematic analysis employment for qualitative research:

It works with a wide range of research questions, from those about people's experiences or understandings to those about the representation and construction of particular phenomena in particular contexts, it can be used to analyze different types of data, from secondary sources such as media to transcripts of focus groups or interviews, it works with large or small data-sets; and it can be applied to produce data-driven or theory-driven analyses.

Having analyzed the theme of each participant; we compared them in comparative thematic analysis. Thus, comparative thematic analysis is discovering themes that emerge of the that involves a detailed categorization

of all major points of each participant, then comparing the focal points throughout all of the participants (Goodroe, 2010; Weis et. al, 2013). In this study, we compared each participant theme to explain the data finding related online learning experiences.

E. Trustworthiness of the Study

Qualitative descriptive phenomenological research design contributed toward truth (Groenewald, 2004), therefore trustworthiness or validity of the data needed to be considered in qualitative research, because it relates the research quality and credibility. The quality and credibility of the research finding can be increased through triangulation. Triangulation may confirm the researchers may have the meaning right or perhaps that they need to examine differences for possible multiple meanings (Smith, 2017, p. 68).

Triangulation is the utilization of three data sources to verify the integrity of the inferences made (Schwandt, 2007). In this study, we used four data sources, the data utilized within this study are observation, field notes, interview, and transcription as explained in the data collection. These four data are related each other. This mean that they can't be separated one another in gathering an effective result of a research.

To gain a valid data, we used member checking. It based on the assumption that it can serve accuracy verification, provide clarification on interview conversation, and provide possible suggestion to be considered by the researchers. (Smith, 2017, p. 69). In this study, we gave opportunity for each

participant to rehear his/her recording result to make sure the data and analysis was representative of case and to avoid misunderstanding. Then, we transcribed the data by listening to the participants' recording result for several times. It is based on consideration, by listening to participants recording result; we have deeper understanding about the information supplied by the participants.

F. Subjectivity of the Researcher

We are lecturers of Islamic institute of Kerinci. We have taught at this institute for more than twelve years, as lecturers we responsible to teach at least six class every semester. Most of us had hold doctoral degree, this doctoral inspired us to conduct the research because it is our responsibility as lecturers. Our knowledge related research method guides us to be professional researchers in conducting the research and lecturers to prepare all of teaching equipment before teaching in the class, such as, finding a related book, preparing a teaching syllabus before coming to class, designing a teaching slide to be presented in the process of teaching and learning. After graduated from doctoral degree, we efforted to conduct the research as professional as possible starting from taking observation data for our all research until administering interview and questionnaires in the field. We were also confirmed the data gathered with research participants as the way of validation.

G. Research Ethic

The approval of the stakeholders where the research conducted always bear in mind. In other words, the research is began with permission from the participants and legal gurdians. In this study the initial contact with the rector, dean, head of the English department, and the students were made before starting the research. It is very important the people aware for the nature of the study (Olmo, González, & Celada, 2021). It is by contacting the Rector and Dean of the institute using mobile phone as the face-to-face interaction was forbidden during Covid-19 pandemic. The rector instructed the dean to give opportunity for cunducting the research in English department.

H. Participants Narrative

Before each theme of the study was presented, we firsly analyzed the participants narrative. In selecting the participants of this study, I used the criteria of the based on the purpose of my study and qualitative research, because qualitative research uses certain criteria in selecting participants (Creswell, 2003). The following criteria were used in selecting the participants of this study: (a) English department students of State Islamic Institute of Kerinci who were actively followed online learning (b) English department students of State Islamic Institute of Kerinci who live in rural area. After determining the criteria of the participants, we called them to be part of my research as the participant. We chose eight students. We sent them an invitation letter and participant questionnaire as the way to know their readiness in involving in my research, but only seven

students came to participate in our zoom meeting interview. Therefore, seven students met the criteria as the participants of our study. They are; Jane, Linda, Jacky, Ann, Bill, Winslet, and Andrew.

Jane: Coming from a family of farmer, Jane studied to finish his study as soon as possible in order she could achieve her dream to be an English teacher at school. Jane included one of five intelligent students in English department among many students. This was proved by her GPA that higher than 3,50 from semester to semester. Although gaining good grade for each subject in the English department, however she always keeps studying English to achieve better grade for next GPA. Currently, she learns about research methodology about how to conduct the research with certain methodology that usually used in social research. As result, she can understand both quantitative and qualitative research methodology. During the online learning, she faced problems to follow the learning process, because of unsupported internet connection from the area where she lives. But this problem did not reduce his motivation to study. She tried hard to find area that make her easier to connect to internet.

Linda: as a diligent student, she always come to class a half hour before the learning process was started. This learning enthusiasm made her as an icon in her class for other students, and got better grade in all semester during She studied at English department. Linda enjoys studying hard even though in online learning during Covid-19. She stated that although she lives in rural area with limited internet connection, however it is not a problem for him as long as she can find the area which can make her connect to internet. Linda found that online learning is a new challenge for her in the process of teaching and learning. This learning

method contribute a new learning experiences, because she can learn everywhere without attending face-to-face class.

Jacky: Jacky live about thirty kilometers from her college, everyday she had to woke up earlier in the morning in order to be able to follow teaching and learning process. Since the government obligated learning from home, she just study from home with limited internet connection. This problem sometimes made him difficult to follow online learning, however she solved the problem by finding the area which could make him easy to connect to internet. In other words, his learning ambition made him enjoyed the learning method obligated by the government. When there is no online class, Jacky used her time to reread material taught by lecturers.

Ann: Ann interested to take English department when she was studied in senior high school, especially second class. She stated that English is very interest for her because she can interact with people from other countries on the world. Ann practiced her English with her teachers and classmates without afraid making mistake during the conversation. She passionate in memorizing vocabularies to support her English learning So that her hard struggle made her able to use English in conversation. Her ability in English brought her to take English department at Islamic institute higher education. This institute is only one state Islamic higher education in Kerinci where she lives. Beside low fee, this institute also taught by qualified lecturers, especially English department.

Bill: although online learning just implemented as a learning in his college, however Bill accepted it happily because this government can be used to stop the

spread of Covid-19 in Indonesia. As a student who live rural area with unstable internet connection, of course he faced problem to follow the learning process effectively. This problem makes him more motivated to follow the learning process to support the government policy. Bill hoped through online learning he can learn new thing like the students from the advance countries who accustomed to study through the online learning. He solved the internet problem connection by finding the place which stable internet connection so that the online learning process can be followed by him smoothly.

Winslet: Winslet was fanatical with internet. The unstable internet connection made her difficult to follow the online learning from home, because the internet connection could be unstable if the there is rain and electricity problem. This situation is a challenge for her to maintain her motivation in learning during Covid-19 Pandemic. She never bored to follow the learning process with limited internet connection from home. Winslet is a student with high motivation, he never gave up how difficult assignment given by lecturers in every semester. The assignment was finished by her happily without feeling fee bored. She believed that hard work can bring her to be success to reach her dream in the future.

Andrew: Andrew is a creative student in his class. He always finished his assignment on time for each subject based on the schedule given by lecturers. This habit made him well-known among many students in his class, and lecturers always phrase for every thing he did. As a creative student, Andrew got responsibility to control his classmates' assignments and submitted them based on

the schedule made. Andrew was also an intelligent student, so that many of his friend discussed the learning material with him at home. He explained the learning material patiently until his classmates understand the material.

CHAPTER 4

FINDINGS AND DSICUSSION

A. FINDINGS

This section describes the data collected through semi-structured interview. The data of the study were analyzed through using thematic analysis which usually used in qualitative research. The data were collected by interviewing each participants of the study each participants of the study. We presented the findings of this study in three parts based on the research questions First, experiences of the participants in using online learning as the learning method. Second the problems faced by the participants in using online learning as the learning method. Six factors of using online learning as the learning method that emerged in this research were adapting to on-line learning, internet access at home, home learning environment, building learning autonomy, and mmaintaining learning motivation. The result showed that our participants have little beat similar learning experiences during Covid-19 Pandemic.

1. Adapting to Online Learning

The impelementation of online learning is new experience for some higher educations lecturers and students in Indonesia since the government obligated learning from home (LFH) for the students. It was used to stop the spread of Covid-19 pandemic. In this learning method, our participants need to have skill in using advanced technological tools as the solution of blended learning that usually used before Covid-19 pandemic. Most of our participants reported that although

online learning was new method for them, however they feel challenge to adapt with the method. Our participants reported:

> *Jane : When online learning was applied for the first time through zoom, I was a bit uncomfortable because I was not used to learning with this system, but I became used to it and began to understand that learning through zoom is also effective because we can learn anywhere as long as there is an internet network.*
>
> *Linda : The first thing I have to do is accept the current situation, then I try to optimize myself in using the zoom media used during online learning, for example learning to share screens when I am asked by the lecturer to present group discussion material during the discussion. I also have to understand about other applications that are used for online learning.*
>
> *Jacky : As a student who is new to online learning, I certainly face difficulties. I was anxious when I first started online learning because I was not used to this kind of learning system. From day to day I'm getting used to it because if I have problems I discuss with my friends via cellphone.*
>
> *Ann : For the first time, online-learning was a bit difficult for me because I had never learned using zoom media before, so I learned from my classmates about how to use it when studying.*
>
> *Bill : First time learning through Zoom, I didn't understand how to use this online learning media. This problem often makes me late to join zoom meetings when studying. Then, I learned by myself through YouTube about how to use zoom meeting to enable me following learning process like my classmates.*
>
> *Winslet : I have to be able to adapt to this online learning because as a good citizen I have to obey government regulations. Although online learning is new to me, I always try to understand the material presented by the lecturer.*

Andrew : At first it was difficult for me to adjust to online learning during Covid-19, but I am used to study through this learning system from to time, because there is no choice for me except receiving this system to avoid the spread of Covid-19 that have killed many people on the world.

Based on the excerpt above, although our participants were not accustomed to the learning system, however they tried hard to adapt with it in order they can affectively involve in the process of teaching and learning. The hard struggle makes our participants willingly receive the learning system implemented by lecturers.

2. Internet Access at home

Internet access at home is very important during LFH, because enough Internet access supports the learning equality among students. Most our participants reported that they faced inequality internet access when they would like to the access internet at home. They reflected,

Jane : The internet network at my house is not good. If there is a class schedule, I usually look for a place with a good network so that I can attend lectures without internet connection problems

Linda : When it rains, the internet network is not stable in my village. As a solution, I looked for a place with a good internet connection by studying at a classmate's house from another village that had a good internet connection.

Jacky : Depending on the weather and electricity, sometimes when the lights go off, the internet connection sometimes disappears immediately. I had ever experienced no internet connection at all when the teaching and learning process was about to begin, so that I

could continue to attend lectures I asked my father to take me to a place with a good internet connection.

__Ann__ : around my house the internet network is pretty good, but when it rains the internet network becomes unstable. I could not hear the material taught by the lecturer clearly, especially for listening and pronunciation courses.

__Bill__ : The internet connection at my place is not so bad, but when it's raining or in certain situations sometimes the internet isn't stable. The first thing I do is looking for a place with a good internet connection, for example at my grandmother's house or my uncle.

__Winslet__ : During my online learning, sometimes I can't follow the teaching and learning process properly because the internet network is not good. I have to look for an area with a good internet connection every day. But when it rains, sometimes I can't connect to the zoom link given by the lecturer, so I tell the lecturer via cellphone that I can't attend lectures that day because the internet connection is not good.

__Andrew__ : Internet access around my house is not good, so I sometimes go to my friend's house even to a campus with a good internet network so I can connect with the zoom link given by the lecturer.

Based on the excerpt above, most of our participants admitted in their report that weather and electricity disturb the stability of internet connection. To solve this problem, our participants try to find the place which makes them easily connected to internet to support their online learning.

3. Home learning environment

Home learning environment influence the students online learning success. A supported learning environment can support the students to follow the process of teaching and learning maximally compared to the students with unsupported learning environment. Most of the students stated that there supported by their parent when they study at home since online learning implemented in their institution. For example,

> ***Jane*** *: during online learning, my parents always remind me to follow the process of teaching and learning fully, they convince me that digital learning is not too difficult as long as I have intent to study to gather the knowledge.*
>
> ***Linda*** *: my parents always support me during this online study, such as buying internet quota to support my online learning during this Covid 19. Then, when doing online classes my parents try not to disturb me. I mean, if there anything to do, they just let me finishing my online class first.*
>
> ***Jacky*** *: my parents fully support this online learning. The support is in the form of spending money to buy internet quota, because they understand that to study during this online learning, I need internet quota. So, they give me money when I need it to buy internet quota.*
>
> ***Ann*** *: my parents provide Wi-fi to support my online learning, because parents can understand that learning through mobile-phone hot spots is not effective and can affect the understanding of the material given by the lecturer during the teaching and learning process*
>
> ***Bill*** *: Although my father and my mother are farmers, they understand what I need to support my online learning. I mean, they support everything I need during this online learning. For example, the give me spirit in finishing the assignment given by lecturers.*

> *Winslet : honestly, I am a low economic student. But my parents always try to struggle to encounter that problem patiently. They work hard to save money for my needs, especially for internet quota.*
> *Andrew : My parents supported me during this online learning. They prepared everything I needed, for example giving me money to buy internet quota and taking me to my friend's house if the internet network at home was unstable.*

Parents fully supported them during online learning at home. It was seen in the excerpt above that our participants got everything they need to support their learning. Their parents provided money for them to buy internet quota, set up wi-fi, and were willing to take them to find internet connection when it was unstable in their area.

4. Building Learning Autonomy

Online learning required the students to understand about how to use its learning method to support their learning. Peñarrubia-Lozano (2021) stated that learning autonomy is the students' ability and habit to use technology devices implemented by lecturers any time and everywhere during teaching and learning process. Our study finding indicated that participants encourage their selves to use online learning application used by lecturers. They reflected,

> *Jane : To understand more about this online learning application, I learned about how to use the technology used in this online learning, because this learning system is a new thing for me*
> *Linda : When I get an assignment from the lecturer, I try to finish it myself and then collect it on time.*
> *Jacky : I prepare everything I need to encourage this online learning. I think that learning equipment during covid-19 is very important,*

because it can influence the effectiveness of my learning process. For example, laptop, head-phone.

***Ann** : I always get used to studying on time so that I can listen to all the material taught by the lecturer.*

***Bill** : I often discuss with my classmates about the material that has been taught by the lecturer when I do not understand what is being taught via zoom. After that I looked for additional explanations through the internet*

***Winslet** : I don't just expect material from the lecturer during this online learning. I searched the related material myself from internet sources and libraries, because the explanations from lecturers are sometimes limited during this Covid 19.*

***Andrew** : although I feel not satisfied with the online learning during covid-19 Pandemic, however I always try to follow the process of teaching and learning happily, because I realize that this teaching and learning system is the government obligation that I have to obey.*

Although online learning was new learning method in their college, however our participants tried hard learning to use it their learning during Covid-19 pandemic. It was seen in the excerpt above that our participants struggle to equip their selves with learning equipment.

5. Maintaining Learning Motivation

The new learning method since the spread of Covid-19 encourage the students in every country on the world to maintain their learning motivation to face the learning system obligated by the government. Motivation in learning is considerably important for achieving the learning success, because it can make the

EFL learners actively involved in the learning process. Our participants reported that online learning did not reduce their motivation to study. For example:

Jane: This online learning does not reduce my motivation to learn optimally because as a student the learning system is not important, the most important thing is that I can follow the teaching and learning process and get an explanation of the material being discussed in learning.

Linda: For motivation to study, I'm inspired by my previous grades, in which I can study effectively and get good grades. During online learning I also have to get the same grades as face-to-face learning.

Jacky: I have to respect my parents who have spent money to buy internet quota so that I can follow the teaching and learning process. Therefore, I have to focus on studying so that I get good grades and don't disappoint my parents

Ann : For me, my motivation for learning is my parents. I can make my parents happy if I get good grades. That's why I always study hard even in this covid-19 condition.

Bill : I always pay attention to the material explained by the lecturer and finish the assignments the same as face-to-face learning before Covid-19. I also reread presented by the lecturer when studying, and also look for other sources in the library or on the internet.

Winslet : I think that learning motivation must be maintained in any condition and situation, especially during Covid-19 pandemic. I must maintain my learning motivation even though I only study from home because it has become my obligation as a student. I have to obey the rules that have been made by the government to prevent the spread of Covid-19.

Andrew : I try to maintain motivation to learn as before online learning was applied to higher education. I always remember about

my dream to become an English teacher. Of course, I must have sufficient knowledge to teach in class.

The excerpt above shows that our participants maintain their motivation as they did in face to face learning before the spread of Covid-19. Maintaining the learning motivation inspired by getting a good grade, making their parents happy, and to achieve their dream in the future.

B. Discussion

This study results provide evidence that our participants have their own experiences during the implementation online-learning for reducing the spread of Covid-19 Pandemic. We found that all of our participants struggling hard to adapt with online learning, although the learning method is strange for them because they were not accustomed to use it. It was indicated that the students face difficulties when firstly used this learning method and resulting ineffective learning process. However, the problems can be overcome by learning from their online learning activities. This study finding is consistence with (Besser et al., 2020), Israel's under graduate students struggling to adapt with new learning method implemented by lecturers although it was a new in their higher education system; they responded the government education system positively similar to the face to face learning before Covid-19. Similarly, Xu and Jaggars (2013) found that less academic preparation experiences influenced males' black students online learning adaptation.

With regard internet access, our participants reported that it was found unstable connection in certain situation such as rain and electricity problem. This

situation disturbs the online learning when the participants would like to follow learning process. The problem of internet connection faced by our participants similar to research finding of Barrot et al (2021), a student of lower socioeconomic strata find difficulty to access the qualified internet. In line with Barrot et al, Yuzulia (2021) found limited internet access around their living environment can loss the students' learning motivation to involved in online learning.

Our study was also found related to learning environment; the participants shared their experiences that parents supported them during online learning. Our participants stated that their parents provide everything they need to support the online learning process at home. Their parent also gave positive attention to face online learning. Parents attention during online learning can increase the students' awareness to follow the online learning process at home. Syakdiyah et al (2020), less internet facility support provided at home by their parents during on online can decrease the students' competence.

In building Learning Autonomy, our participants did self-learning to find additional material from internet. It was done by them to support the material given by lecturers during teaching and learning process through online method, because zoom meeting not enough for them to achieve comprehension. Ariebowo (2021) found in his research that the students were allowed to choose and decide learning to generate their own learning goals in online learning during Covid-19 Pandemic. Similarly, Dema and Sinwongsuwat (2021) revealed that the students were given autonomy to select learning materials, make decisions, and act

independently by lecturers in online learning through language-in-talk log assignments aided.

Furthermore, to maintain the learning motivation in online learning, our participants were inspired by their parents who have finance them to continue their learning in higher education, to achieve good grades, and to reach their dream to be an English teacher in the future. Our study result is in line with Gustiani (2020), the students were motivated by intrinsic and extrinsic motivation. She stated that intrinsic motivation related gaining the knowledge and enjoying the online learning method. While extrinsic motivation comprises of avoiding being absent in teaching and learning process and to get proper facilities of online learning.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. CONCLUSION

Having analyzed the interview data related to English online learning experiences of seven English department students during Covid-19 with two research questions, the conclusions are drawn. Although online learning has been introduced long time on the world, however it is new for most Indonesian higher education. So that become a problematic since this learning method implemented in the process of teaching and learning as an effort of overcoming Covid-19 pandemic spread. First of all is adaptation with online learning. Although our participants were firstly found problems in using this online learning at beginning of this method implemented in their college, however they struggled to learn from their classmates in order they can follow the teaching and learning process which presented by lecturers with using zoom meeting as the media. Second, the internet access; the participants were also having negative experience in connecting to the internet from the place where they live during obligation of using online learning. Third, learning environment. No knowledge of online learning does not make parents let their children following online learning without their control and support. Fourth, building learning autonomy; the participants study hard their selves during online learning in finding additional material they learnt from other source because they material presented through zoom meeting was limited. In addition, maintaining learning motivation; participants have similar learning motivation with face to face learning because they wanted to make their friend happy, gather good grades, and to achieve their dream in the future.

B. SUGGESTION

Based on the result of the study, we suggest the lecturers stake holders in higher education need to support the online learning method that is very important to stop the spread of Covid-19 by socialize about importance of the method as the alternative during Pandemic. This is needed to be considered because the method is new for students, and they can also follow the learning process similar to face-to-mate method. In other words, the students can interact with their lecturers through using online method; such as zoom and goggle meeting.

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