

**ENGLISH STUDENTS' PERCEPTION ON THE UTILIZATION OF
SOCIAL MEDIA PLATFORM IN ONLINE LEARNING
CLASSROOM**

**(A Descriptive study in English Tadris Study Program of IAIN Curup
in the 2019-2020 academic year)**



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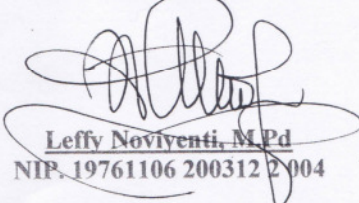
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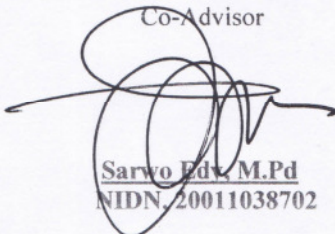
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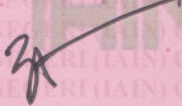
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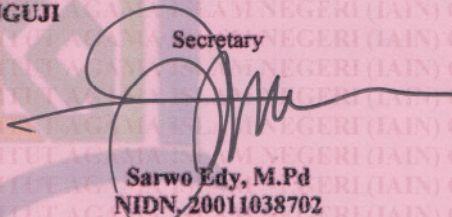

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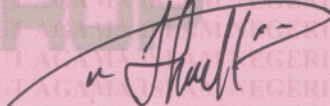


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PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, he really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, 17 August 2020

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The researcher finished this thesis entitled "**STUDENTS' PERCEPTION ON THE UTILIZATION OF SOCIAL MEDIA PLATFORM IN ONLINE LEARNING CLASSROOM**" This thesis is presented in partial fulfillment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, support, suggestion and motivation from others. in this chance the researcher would like to express his deepest gratitude for:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect. And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Subhaanahu Wa Ta'ala bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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MOTTO

*“You’re born original, don’t die
a copy”*

DEDICATION

Allah, is only the reason why I can finish this thesis. Immeasurable *syukur* for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

- ✚ My heartbeat, my lovely parents, Mr. Effendi and Mrs. Ema Fitriana thank for support and love that you give.
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ABSTRACT

Reynaldi, 2020. “ENGLISH STUDENTS’ PERCEPTION ON THE UTILIZATION OF SOCIAL MEDIA PLATFORM IN ONLINE LEARNING CLASSROOM”

Advisor : Leffi Noviyenty, M.Pd

Co- Advisor : Sarwo Edy, M.Pd

The study investigates students’ perception on the utilization of social media to support the online learning during the 2020 Covid-19 Pandemic. It is concerned with how the students perception on the online learning, what are the benefits of social media in online learning and, the issues of online learning felt by students in TBI IAIN Curup. The social media used in this research was the dominantly used social media by the students which is WhatsApp and Zoom. The researcher used quantitative method with descriptive design to analyze the data. The population of the study were the students of TBI IAIN Curup consist of 211 students but the students answered the research question was only 136 students. The instrument used in this research was the close-ended questionnaire. The data from the questionnaire was accounted descriptively to find out the students perception. The findings revealed that during the pandemic situation, the online learning in applien in TBI IAIN Curup got 39,22 % negative perception from the students, 33,12% Neutral perception from the students, and 28,07% positive perception from the students. The benefits of utilization social media in online learning was as the engagement tools. The issues of online learning in TBI IAIN Curup were the thecnological support issues, the cos of online learning, and the adaptiation issues.

Keywords: *Online learning, Social Media, Covid-19.*

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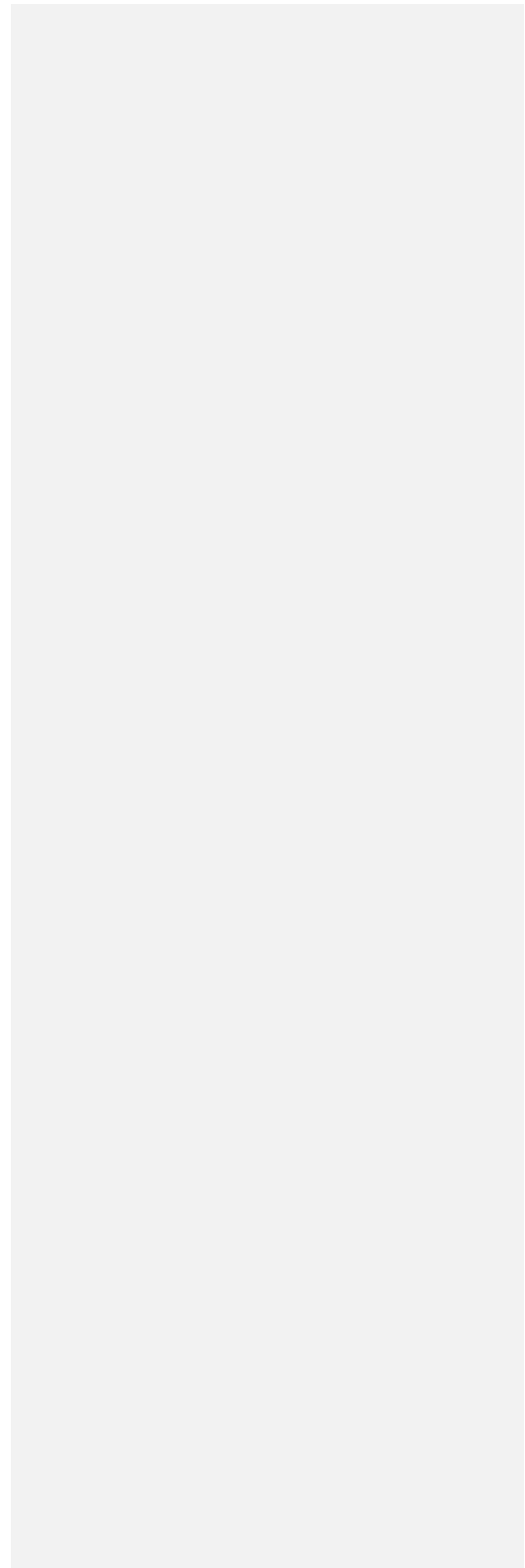
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CHAPTER I

INTRODUCTION

A. Background of The Study

People in early 2020 were shocked by COVID-19 disease. It is the disease caused by SARS-CoV-2 virus which first appeared at the Chinese province of Wuhan in November 2019, and quickly spreading overseas. 4 months later, on March 11, the World Health Organization (WHO) Declared the COVID-19 as pandemic.¹ This pandemic situation and global physical distancing policy forced everyone in the world to act virtually. It was forbidden for everyone to interact directly to each other since it was one of the ways for the viruses to spread out. This pandemic situation has changed the way people work, communicate, socialize, and learn. Indonesian's government also took their best steps to minimize the impact of the pandemic.

In Indonesia to save the teaching and learning process, the minister of education and cultural affair issued the leaflet for every education institution to apply distance learning, including all the education institutions under the minister of religious affair. It is stated in the leaflet number 4 of 2020 regarding the implementation of education in the coronavirus disease (Covid-19) emergency period. One of the key point in the leaflet was that every education institutions should run the test, teaching and learning

¹ Murillo de Oliveira Dias and Raphael de Oliveira Albergarias Lopes, "Will COVID-19 Pandemic Reshape Our Society?," *EAS Journal of Humanities and Cultural Studies* 2, no. 2 (2020). Page 94

process virtually in a distance learning.² Since the leaflet issued, started from the middle of even semester, the teaching and learning process occur virtually in online learning environment.

Education core systems, teachers and schools, need to be able to maintain and save the process of teaching and learning. They need to develop the creative way to use current digital technology devices to meet students' learning needs. Meanwhile, they also need to help students to focus on understanding and engaging with real world data and tool. Regarding to this situation, several frameworks proposed by education experts to help teachers teach their students, and online learning is one of options in consideration. Teachers might use technological device and social media to facilitate the language learning for a better interaction. They could encourage the students to use their smartphone for doing something meaningful. Compared to the traditional classroom teaching, online learning truly overcomes drawbacks that are inherit from the conventional classroom especially in the term of space, resources, and time scheduling. However, despite some studies had exposed benefits of the utilization of intercommunication media and devices to support the online learning process, a deeper look to the students is necessary. As the online learning trends now expanding during the global pandemic situation, especially in Indonesia , there is a need for draw its

² Retrieved from <https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19>, accessed on July 8th 2020

outcomes and effect on the teaching and learning process, and how is it received by students.

In TBI IAIN Curup, during the pandemic situation, online learning were applied by lecturers to maintain the teaching and learning process. Online learning in TBI IAIN Curup used WhatsApp and Zoom as media to maintain the classroom. Most of the students agreed that using WhatsApp and Zoom was an acceptable choice to be applied in online learning. firstly because WhatsApp had been widely used by the students, and zoom was the one of the free and friendly downloadable app for the students.

For a half of the semester of online learning application, a lot of things felt by the students toward the application of online learning. Students stated that all the subjects was studied online during the pandemic situation. This situation created several issues and unreadiness of online learning application for the students. Most of the students stated that technological devices was one of the factors influenced their online learning experience. Students also mentioned that with online learning applied, their internet package was quickly drained out to send the tasks and homeworks given by the students. On current pandemic situation, where the economy in shock, students complaining that they couldn't always afford the internet package. Moreover, both lecturer and students should adapt new learning activity on online learning environment. In the term of satisfaction, students claimed that they didn't satisfied with the online learning since they previously stated that online learning wasn't hep

tem much. This statement strengthen by a survey done by English Tadris Department to see how online learning accepted by the students. From the researcher pilot study revealed that most of the students seen the online learning gave them new learning experiece because they can learn anywhere and anytime, the students agreed that by able to learn from home the learning experiences become way more fun to the students. Nevertheless, some students stated that online learning didn't help them much in learning process. It aslo strengthen by the study done by TBI Prody IAIN Curup where the result showed that most of the students were unsatisfied with the application of online learning in TBI IAIN Curup.

However, regarding to this, there should be a furhter discussion on how was the student's perception on the online learning applied by in TBI IAIN Curup. Since students learning can be influenced by their satisfaction with their learning experience, it is important to consider the students' viewpoint on how this teaching and learning method.³ One of the process to establishing the current application outcome was by providing a deeper discussions on what was actually the student's perception on online learning were constructed from, so there would be a guideline for managing and maintaining online learning in the future. By understanding the students' perception the institutions and the lecture could make a further and better decision to apply the online learnig. Finally, troughout the aformentioned explanation mentioned above, the

³ Janet W H Sit et al., "Experiences of Online Learning : Students ' Perspective" (2005): 140–147. Page 141

researcher decided to conduct a research on student's perception of online learning in English Department of State Institute for Islamic Studies (IAIN) Curup entitled: **ENGLISH STUDENTS' PERCEPTION ON THE UTILIZATION OF SOCIAL MEDIA PLATFORM IN ONLINE LEARNING CLASROOM .**

B. Research Questions

Based on foregoing issues to be discussed and the purposes to be achieved in this study, the researcher summarized the problems into the following research questions:

1. How do the students perception on the online learning applied in TBI IAIN Curup?
2. What are the benefits of the utilization of social media in online learning classroom applied in TBI IAIN Curup?
3. What are the issues of online learning felt by the students in TBI IAIN Curup?

C. Purpose of The Research

In conducting the study, the researcher has certain purposes as main target to achieve in this research paper. The purpose of the study is to describe the students' perception on online learning that applied in TBI IAIN Curup. The study also purposed

to find out the advantages and disadvantages of online learning tools used by the lecturers of TBI IAIN Curup during the online learning process.

D. Significance of the Research

This research paper is expected to give some benefits as follows:

- a. For school/university, this study showed that online learning, whether in pandemic situation or not, will be applied soon or later. It's mean that there must be a study that give illumination on how the online learning application should be applied. At least, this study could be a benchmark for the institution to decide how will the online learning applied in their environment.
- b. For the lecturers, this study exposed a certain outcomes and effect on the application of online teaching and learning. Hopefully, the result could be a reference for the lecturers for a better understanding on how the students perception on online learning actually is, so lecturers could decide the best way to teach on their online learning classroom.
- c. For the students, this research gave a conclusive defintion of how an online learning is. As the students, they are need to understand that although the learning occur online in digital classroom, they need to accept the lesson well and focused on the lesson given.

- d. For further researcher, this research will open a new gate to a wider digital education study research. The digital life and education to come is undoubtfull fact. This research is one of many gates on technological based learning tools applied.

E. Operational Definition

The Operational definition in this study is as follows:

1. Perception

Perception understood as a process where an individual have the ability to give a respond from message, information, thoughts, feelings, and experiences accpeted through their five senses and use it to give interpretations, opinions, suggestions, and information based on his experiences.

In this research, what the researche mean by perception is the respond from the students toward the issues and benefits of online learning on the utilization of social media platform in online learning classroom either it is positive, negative, or neutral based on their experiences. The “respond” refers to the confirmation or declination toward the ideas stated in the statement.

2. Online Learning

Online learning could be defined as the shift of teaching and learning process from conventional face-to-face classroom to digital teaching and learning

process that occur virtually with the support of technological device, media, and internet connection. Fundamentally, this mean as there is a help of technological devices to support the distance learning. The technological devices could be computer, laptop, tablet, or a smartphone, while the media could be a website, a community, a social media, or an instant messaging app. In the context of the research, online learning is the online teaching and learning process maintained by the lecturers of TBI IAIN Curup and supported by technological devices and social media..

3. Social Media

Social media is a term that describes various technologies being used to engage people in collaboration, the exchange of information, and interactivity with Web-based content. Because the Internet is always evolving, the technologies and features available to users are always changing. This makes social media more of a hypernym (or blanket term) than a specific reference to any particular use or design. There are several kinds of social media platform used by internet user such as social networks, blogs, micro-blogs, wikis, bookmarking, media sharing, and RSS. In this research, social media used is social network. Social network is an online community that brings people with common interests, opinions, activities and experiences together by sharing their news, photos, videos, and events.

In this research the social media refers to the dominantly used social media by the students and it is used to support the online learning during the pandemic situation which is WhatsApp and Zoom.

4. Utilization of Social Media

The supportives tools of social media, when it applied in the classroom can be merely practical to support the learning process.⁴ For instance as it used in online learning the feature of social media such as giving comments, feedbacks, and posting feed can be seen practically as a support for learning process. Moreover, as it defined in Merriam webster that the term “utilize” refers to the turn to practical use of an object.⁵ The term practical refers to the social media benefits that is such practice to be used to support the teaching and learning process. Hence, the utilization of social media can be defined as the practical use of social media as supportive tools in online learning classroom.

F. Systematic of the Research

This thesis consist of five chapters and each chapter is subdivided into subquent divisions. The thesis is arranged as follows:

⁴ Ibid. Page 53

⁵ Retrieve from <https://www.merriam-webster.com/dictionary/utilization> on September 18 2020

Chapter I Introduction, this chapter consist of background of the research, research questions, the objective of the research, limitation of the research, operational definitions, hypothesis of the research, and systematic of the research.

Chapter II Literature Review, is the review of the literatures nd previous related findings related to the research.

Chapter III Research Methodology, this chapter provide the methodolgy of the research. Consists with the kinds of the research, subject of the research, technique of collecting data, research instrument, and technique for data analysis.

Chapter IV Finding and Discussion, This chapter presents the findings and discussions related to the predetermined topic.

Chapter V Conclusion and Suggestion, this chapter provide the conclusion and further suggestion regarding to the research.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical reviews and related findings of the study. It consists of the definition of the perspective, the definition of online learning, and brief review of several previous study.

G. Review of the Related Literatures

1. Online learning

a. Definition

Over the last decade, online learning or also known as distance learning has become a relatively new concept in Indonesian modern educational practices. It is simply understood as where learning process occur outside of a typical conventional classroom. A definition given by Simon Lei that state that distance education refers to technology-based instruction in which students are at a location physically separated from their instructor during the entire course or study.⁶ Coldwell used a concept from Deakin University to give a conclusive definition of online learning based on the level of online presence. *A wholly online* course is defined as one where all teaching

⁶J.E. Ormrod Educational psychology: Developing learners (5th Edition), in Simon A Lei and Rajeev K Gupta, "College Distance Education Courses: Evaluating Benefits and Costs," *Library* (2010). Page 616

and administrative support is provided online.⁷ In the substance, this means that there is no face-to-face teaching in the course at all. The key characteristic of this wholistic definition is that everything in the course is designed to help students in developing their communication skills and collaborating in an online environment while studying the course curriculum.

There are further two levels of online presence given by the university. *A basic online presence* entails administrative support, providing students with a first and main point of administrative contact for the course online. *An extended online presence* is one where at least one major teaching activity, such as lectures, tutorials, assessment, or workshops, occurs wholly online or is significantly supplemented by online technologies.⁸ Essentially, both basic and extended presence of online course are the elucidation of the concept of wholistic presence. By the separation of the presence level, it is easier for other institutions to decide whether they want to have a basic online presence for only managing their students' administrative support, or an extended presence where they want to have the online teaching and learning process.

In short, online learning is essentially shifting of teaching and learning process from a conventional face-to-face classroom to a virtual classroom whether it occurs wholly online or separated into basic or extended level of

⁷ Jo Coldwell-Neilson, Annemieke Craig, and Annegret Goold, "Student Perspectives of Online Learning," *ALT-C 2006 Research Proceedings*, no. January (2006). Page 97

⁸ *Ibid.*

presence in a virtual classroom environment and significantly supplemented by online technological devices and media.

b. Online learning Platform

On the surface, online learning is an typically easy concept to understand for a public. It is merely the shifting of instruction delivery from the instructor or teacher through an internet connected device to their distanced student. However, this concept become way more difficult to grasp when it comes to consideration of approaches diversity and the kind of online learning to be applied in learning activity. Adding to this challenge, the mechanism given by the Deakin University that separating the course based on the presence level could be taken into the consideration as one way out from the challenge. The further description of these mechanism is explained as follows:

1) Wholly Online Learning

The fundamental concept of this wholly application of online learning is that everything inside and outside the learning process are done in online environment. The online media in this wholistic application is used to manage all the students needs inside the virtual classroom. Usually, this kind of online learning is a web-based virtual classroom provided by an organization or corporation. In Indonesia, there are several wholly online courses available for the students, among them the top three most

used by the students are RuangGuru, Zenius, and Quipper. Each of these apps are differ in their features and services to engage the student's comfortability. Unfortunately, the cost of these online learning media is quite spendy for Indonesian students. For the membership of 6 months, the costs are in range of Rp. 600.000 to Rp. 1.100.000.

2) Basic presence level of Online Learning

In this level of presence, the online learning media are only used to manage the student administrative support. the administrative support such as checking the schedule, choosing the subject, checking the score and credits are done on in online environment. Teaching and learning process still occur in a conventional face-to-face meeting in a classroom. In Indonesia, this kind of online presence level is mostly used in school/university academic portal. The school or university use the academic portal to help students managing their administrative support and find the necessary information for their study. For instance, portal.iaincurup.ac.id, portal.universitاسbengkulu.ac.id, and portal.universitasterbuka.ac.id are the example of the based level of online presence in online learning. These online learning media are usually provided freely by school or university.

3) Extended presence of Online Learning

This type of online learning is the most flexible type of learning that could be applied by education institutions. In this type of online learning, online media is significantly used as supplementary tools to support the teaching and learning process. The online media used to support the teaching and learning process could be blogs, micro-blogs, media sharing, RSS, and social network. As it stated previously that the online media are only used to support the teaching and learning process, teacher may use the online media to encourage students to use their technological devices such as smartphone for doing something meaningful. For instance, teacher may ask students to have a group discussion in social networking sites or apps and provide the interesting topics to be discussed.

This supplementary usage of online media could provide a better feedback for the students since it is easier to access social networking tools and students could receive immediate response and feedback. Thus, could create more efficient and effective communication as Archambault, Wetzel, Foulger, and Williams stated that the use of social networking tools accommodate feedback between instructors and students, and it makes them communicate more efficiently and effectively.⁹

⁹ Laxmi Mustika Cakrawati, "Students' Perceptions on the Use of Online Learning Platforms in Efl Classroom," *English Language Teaching and Technology Journal (ELT-Tech Journal)* 1, no. 1 (2017): 22–30. Page 23

Each of these types of online learning platforms have their own conformity. Wholly online learning presence would be suitable for having an additional course to support the study process in the classroom. The basic online presence would be the one that suitable to be applied to manage the student's administrative problems. The students don't need to wait too long for registration, credits taken, and seek for important information for their study. The extended presence of online learning would be the one that flexible the most when students or teachers are unable to attend the school due to social, medical, financial, or geographical reasons.

However, as it aforementioned previously in this study, during the 2020 pandemic situations, the disability caused mostly teachers used the extended presence of online learning to save the teaching and learning process. The social network seems to be the best option to adopt since it is user friendly and mostly free of charge. Moreover, teacher also able to distribute the assignment, set the submission, deadline, and monitor student's progress.¹⁰ Due to these reasons, the researcher took the extended online learning presence as the definition of online learning in this research.

c. Issues of Online Learning

¹⁰ Ibid.

Initially, online learning was invented to overcome the problem where some students were unable to attend school. This is a same way as Holmberg stated that in the form of “pure” correspondence study, distance education was created to give those students a chance to study who could not attend ordinary school or university due to social, medical, financial, or geographical reasons.¹¹ By this time, in the 2020 pandemic situation where both students and teacher are unable to come to school or university due to the social distancing policy, it is impossible to have a conventional face-to-face classroom. Due to the aforementioned reasons, online learning then become popular as one way to sustain the teaching and learning process, where teaching and learning process moved to the virtual environment. Nevertheless, since online learning is a new thing in some education institutions there are several issues to be discussed that influence students’ perception toward online learning classroom. In what follows, researcher would provide several issues related to online learning.

1) Logistics components

Restauri stated that improperly functioning technology could hinder learning and engagement if students and instructors must devote

¹¹ Simon A. Lei and Rajeev K. Gupta, *Loc. Cit*, P. 616

time and resources to simple content access.¹² It's necessary to consider the technological support before deciding to choose the online learning. When the network coverage, the technological media, or the devices are failing or burdening, the learning experiences will be impacted. Moreover, if students or teachers are using less user-friendly user experience app, the uncomfortable feeling will influence how the learning accepted by the students.

Moreover, according to VOA Indonesia, students state they need to go to somewhere with better computer specifications and better internet access. For example, a student in UGM needs to go to Public Library where they provide a better computer with better internet access. Some others went to a cafe because they provide free Internet access. These problematic technological support needs to be considered by university or school in order to decide for applying the online learning. So, in order to meet a better online learning experience, user friendly design and proper technological support must be considered differently within online education.

2) Costs of Online Learning

¹² Amber D. Dumford and Angie L. Miller, "Online Learning in Higher Education: Exploring Advantages and Disadvantages for Engagement," *Journal of Computing in Higher Education* 30, no. 3 (2018): 452–465, <https://doi.org/10.1007/s12528-018-9179-z>.

Analysis of benefits and cost of online learning should be considered in deciding to choose distance education. Although distance education may reach a much larger audience, students with lower socioeconomic are generally difficult to target and recruit.¹³ Students will need to pay some online needs fee namely balance, internet plan, or additional internet package. For instance, a news by VOA Indonesia on 18th March 2020 exposed that students are complaining how they need additional internet plan to access the online learning.¹⁴

Another problem stated in the news that due to the slow internet speed of Internet Service Provider, students need to change their simcard to the better Internet Service Provider with higher costs. According to one of the students, she needed approximately Rp. 200.000 a month just for an internet package, which without the online learning they only need less than Rp. 100.000. This significant increase of monthly cost is problematic for students with lower socioeconomic. Hence, this high cost of distance education should be considered deeply by the educational stakeholders and university.

¹³ Simon A. Lei and Rajeev K. Gupta., College distance education courses: Evaluating benefits and costs from institutional, faculty and students' perspective, (Las Vegas: university of Nevada, 2017), Page 6

¹⁴ Retrieved from <https://www.voaindonesia.com/a/kuliah-daring-karena-corona-mahasiswa-keluhkan-paket-data-5333590.html>, accessed on 8th of July 2020.

3) Activity Adaptation

Shuey indicates that it could be difficult for instructors to adapt certain activities (such as performance assessments, continuous assessment, and proctored tests) to the online format without losing content knowledge or interaction between classmates and/or instructors.¹⁵ Feedbacks and interaction are one of key elements of effective teaching and learning process. By moving the class to the online environment, teachers need to adapt their conventional face-to-face classroom to online environment. The feedback loop between teacher and students that taken for granted need to be adjusted. Regarding to this consequences, teacher need to develop appropriate activities to be applied in online learning environment since students will feel more isolated from their teachers if the traditional assessment like multiple-choice quizzes and exams are used to heavily.

4) Behaviourial Problems

In online learning environment, students are in distance from their teachers. In current days, the rapid rate of changes in technology often

¹⁵ *Ibid*

exceeds the readability of the education actors. In addition to issues of cheating, overreliance on the summative feedback from graded quizzes and exams might limit the formative feedback given to students during the learning process, which could also be problematic.¹⁶ With the easier and faster data transfer in modern online media, students are less than an inch from their classmates in online classroom. This could be seen as the open opportunity for students to copy assignments from their classmates. As this problem seen as crucial in learning experiences, schools and universtity need to help teacher to develop a way to overcomes students cheating and plagiarism probability problem

¹⁶ A. D. Dumford and Angie L. Miller., Online Learning in Higher EducaionL: Exploring advantages and disadvantages for engagement, (Journal of Computer for Higher Education, Springer Science and Bussines Media, 2018), Page 3

Table 1
Issues in Online Learning

No.	Online Learning Issues	Explanation
1.	Technological media support	The improperly functioning technology could hinder student's learning engagement
2.	User friendly interface	It would be impacting the learning experience if students and instructors must devote time and resources to access simple content.
3.	Network Problems	In order to participate in online learning student's need good network coverage. If the network they have is troubling it would influence their perception
4.	Student's Costs	Student's need to pay some online needs fee namely balance, internet plan, additional package or Other better network sim card.
5.	Assessments adjustment	Teachers need to adapt certain assessment activities without losing content knowledge.
6.	Interaction adaptation	By moving the class to the online environment teacher need to adapt the conventional face-to-face meeting to the online format to create an effective teaching and learning process.
7.	Student's unfair behaviour	With the easier and faster data transfer in modern online media, student have more opportunity to copy assignments from their classmates.

2. Social Media

a. Definition

The use of social media has exploded massively in the last few years, making it easier for everyone to contact others and get their message across to larger audiences like never before. An article by wearesocial.com revealed that by January 2020 more than 4.5 Billion people now use the internet, while social media users have passed 3.8 billionmark, with 80% of them interacting regularly with other social media users.¹⁷ According to this result social media is truly encompass a wide range of audience and subsume tools that integrate technology, social interaction and content creation.

b. Social Media Platforms

With social media the interaction and information are sent out and transmitted in a way that allows two-way communication with people and other user could respond to a post immediately creating a conversation. Unlike traditional mediums, boundaries are broken down; anyone could become the writer any time he or she wants. The user could even go and create their own blogs, allowing them to write about any topic they want or share a free flow of ideas. Beside the blogs, there are other kinds of social media platform used by

¹⁷ Retrieved from <https://wearesocial.com/blog/2020/01/digital-2020-3-8-billion-people-use-social-media>, accessed on 4th July 2020.

internet user such as social networks, micro-blogs, wikis, bookmarking, media sharing, and RSS.

Based on the service, content, and features, all these social media platforms could be classified into three major categories. The first category includes social network sites like Facebook, Ning, MySpace and Twitter that serve as online communities via which users connect with friends or colleagues, and share ideas and resources. The second category consists of content sharing and organizing sites like Delicious, Digg, Flickr, YouTube, Dailymotion and RSS readers. The third category is composed of content creation and editing websites such as Blogger, Google Docs, Wikipedia and WordPress. Often times, however, the features and functions of a social media network could overlap, making a tool appropriate for more than one category.

Social media have exponentially grow due to recent addition to the internet lanscape. It is now infiltrating to nearly every field, including the educational area. These online social media are increasingly being used for different reasons not only by students but also by teachers. After a thorough examination of wide range social media, social network is the one most used social media by people especially in Indonesia. Given to this reason, the majority of internet users which are students, use social network mostly to keep in touch wth friends, colleagues, peers and family. These web-based platforms

could also actually be used to enhance communication between teacher and students in online interaction.

Moreover, since march 2020, educational institutions actor namely teachers, professors, trainers, instructors, after an initial shock and panic, gradually joined the efforts to devise ways to avoid a complete stop in classes. In other words, educational actors need were trying to save the teaching and learning process as soon as possible as well as find the efficient and creative ways to engage students in online learning. For instance, videoconferences and online social networks including chat service through peer-to-peer software platforms, such as skype, Google Duo, Hangouts, WhatsApp, and Zoom, with respective limitations, were adopted.

In TBI IAIN Curup, due to the effectiveness and accessibility for the students, WhatsApp and Zoom was adopted in order to bail out the teaching and learning process from a complete stop. Both WhatsApp and Zoom were use interchangeably or in coloboration and has been dominantly used by the students. WhatsApp is choosen because it is used by nearly every student's in TBI IAIN Curup. It also support media sharing and group chatting. Zoom™ is choosen because of the stable video conference service and the number of group video discussion is way more abundance than WhatsApp.

c. Potential Benefits of Social Media for Education

Features offered by social media in general mostly are interactions, collaborations, feedbacks, and involvement of the users. This is where studies see the potential educational benefits from the features of social media since mostly students are digital native. These online social networks are increasingly being used for different reasons not only by students but by teachers as well.¹⁸

Furthermore, understanding the impact of social media on the educational system is very complex. After a thorough examination of wide range of social media, studies found that these tool provide many educational advantages for both students and teachers. The potential advantages explained explained as follows:

1) Social Media as Communication Channels

The more connected the teachers are to their students, the more likely they are able to help students learn quickly and at a high level.¹⁹ The succesful running of learning experience depends on many things and one of which is an effective communication between teacher and students. An

¹⁸ Joseph P. Mazer, Richard E. Murphy, and Cheri J. Simonds, "I'll See You on 'Facebook': The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate," *Communication Education* 56, no. 1 (2007): 1–17.

¹⁹F. V. Jones ad L Jones (1981). Responsible Classroom Discipline. Boston: Allyn and Bacon in Rdouan Faizi et al., i-JEP, Exploring the Potential Benefits of Using Social Media in Education, (Morocco: Mohammed V Souissi University, Vol. 3 No. 4, 2013), Page 51

unproper communication between teacher and students will lead to the more difficult teaching and learning process. For this reason, teachers need to perpetually monitor students in order to be sentient of any trouble that latter students might be having. Actually, experience has shown that if there is not enough communication between teacher and students, the feedback process remains thin or vague and optimal learning is not achieved. Proper communication between both parts could remedy this problem.

As it stated previously that most of students use social networks mostly to keep in touch with friends, colleagues, pers and family, it's mean that social media has important benefit it offered as networking tools to modern education. These web-based platformcould actually be used to enhance the communication for both parts. For instance, facebook, Twitter, and WhatsApp could serve as backchannels for communication among students and between teachers and student. They latter could use social media to talk about upcoming assignment or test, or get details from their classmates about material that will be covered for test or assignment. If they are having trouble with a certain topic, they could go to teacher or classmate in social network site to get assistance and catch up online.

On the whole, seeing all these benefits of social media, it could be conclude that with the communicative features its offer using social media in online learning as a communication channels could make the students be more

connected to both teachers and classmates, it's mean that this benefits could help students learn quickly.

2) Social Media as Engagement Tools

Social media has attracted attention of millions of people around the world. The interactive features, engagement, and instant feedbacks have become top features in social media where users have opportunities to ask questions, make comments, give or receive the feedback. users of social media will have more chances to develop supportie relationship with other users. This same features are also capable of drawing the attention of students to the learning opportunities provided by their academic institutions.²⁰

Many students often complain of getting bored or intimidated at school, moreover the case of shy students is also become the concern of teachers. Using social media could enhance the learning experience. In fact, inviting students to participate in the different learning activities available on social learning platforms would serve to support academic engagement by extending the amount of time a student spends in doing his homework or related school projects. For example, a student who hardly ever participates in class may get actively engaged in co-constructing his learning experience with his teachers, collaborating with his fellow colleagues, and may feel more comfortable to

²⁰ Rdouan Faizi et al., Exploring the Potential Benefits of Using Social Media in Education, (Morocco: Mohammed V souissi University Vol. 3 No. 4, 2013), Page 52

express himself and to share his resources and ideas on Facebook, Twitter, YouTube or Instagram.

Following numerous studies, the major factor that students frequently as the cause of their boredom at school is that the materials are not always interesting or relevant. Some other bored students, however, indicate that the source of their boredom is mainly due to a lack of interaction with their teachers.²¹ To counter classroom boredom and enhance the student's engagement, social media features and tools could be used to design learning activities that are both social and interactive. The dynamic and participatory nature of many social media resources could be used to engage or re-engage bored or shy students. Collaborative and participatory tools like Wikis, blogs, Google Docs could encourage students to become active participants or even co-producers rather than passive consumers of content

As such, they will have more chances to develop the supportive relationship with their instructors²². Consequently, teachers could overcome the barriers of shy, bored, and intimidated feeling from students. Students will have enough opportunities to ask question, make comments, as well as get feedback.

²¹ *Ibid*

²² Rdouan Faizi et al., Exploring the Potential Benefits of Using Social Media in Education, (Morocco: Mohammed V souissi University Vol. 3 No. 4, 2013), Page 52

3) Social Media as Collaborative Platforms

Ingram and Hathorn stated that true collaboration consist of three critical elements: Participation, interaction, and synthesis.²³ This mean that in the true collaborative works, in educational setting, students are required to move beyond only “dividing up assignment” understanding. For teachers, true collaboration shoul be understood as not only asking students to independtely produce separe part of a project; it’s actually mean morking together on shared tasks. Within an online learning community, collaboration refers to any instructional method in which students work together in groups toward a common goal. As such collaborative learning could be viewed as encomapssing all-group based instructional method, including cooperative learning.

Furhtermore, prince claimed that the core element of collabroative learning is that emphasis on student interactions rather than on learning as a solitary activity.²⁴ Given the imprtance of collaboration in the learning, numerous social media tools could serve as platform for learner to gather and share imformation and resources. In this case, social media are the effective

²³ Ingram, A. L. & Hathorn, L. G. (2004). In Rdouan Faizi et all Exploring the Potential Benefits of Using Social Media in Education, (Morocco: Mohammed V souissi University Vol. 3 No. 4, 2013), Page 52

²⁴ Prince, M. (2004). in Rdouan Faizi et al., Exploring the Potential Benefits of Using Social Media in Education, (Morocco: Mohammed V Souissi Universiy, Vol. 3 No. 4 2013), Page 52

ways to create collaboration channel between teachers and students and amongst students.

Research has demonstrated that students learn better when they are actively involved in the process, and that students working in groups tend to learn more and retain it longer than in other instructional formats.²⁵ As opposed to classical instructional models that tend to concentrate on individual processes of learning, social media collaboration platforms enable a shift in individual thinking about the energy and intelligence that could be produced collaboratively. Acquiring information simply could be carried out alone, students' problem-solving skills are often better enhanced in a collaborative environment. Social media actually allow students to work together on projects beyond an individual's capability. Hence, in order to boost collaborative study from to students, teacher could use numerous features of social media so the students would have better learning experiences.

²⁵ *Ibid* Page 53

Table 2
Benefits of Social Media for Education

No.	Educational Benefits of Social Media	Explanation
1.	Monitoring student's in online learning	Teacher perpetually able to monitor the students if they may having trouble within the online learning
2.	Communicate with other students	Students could use social media to talk about upcoming assignment, test, or get details from their classmates about a topics
3.	Communicate with teacher and students	Students could use social media to go to friends or theteacher when they're having porblem
4.	Engagement Tools	Inviting students to participate in the different learning activities available on social learning platforms would serve to support academic engagement by extending the amount of time a student spends in doing his homework or related school projects
5.	Attracting the students attention	The interactive features of social media are capable of drawing the attention of students to the learning opportunities provided by their academic institutions.
6.	Encounter the classroom boredom	Social media features could be used as a tool to design learning activites that are both social and interactive to encounter classroom boredom and enhance student's engagement.

	As Collaborative Platforms	Teacher invite students to work collaboratively on shared task using social media to achieve a common goal.
7.	Involving students in collaborative group learning	Students learn better when they are actively involved in the process, and that students working in groups tend to learn more and retain it longer than in other instructional formats.

3. Utilization of Social Media Platform

As it stated previously in this research that social media has been used widely by younger generation especially students. In recent years, some researchers had worked on the impact of social media on education. Especially, these researches, that are mostly on e-learning and distance education, have been usually realized with university students. Researches were carried out in online, classroom, and blended environments.²⁶ These researches had been carried out the role of using social media for educational purpose including in distance education and online learning. Furthermore, Rdouan stated that there are several benefits of social media for educational purpose that could be carried out as the tools to support the educational process, which is teaching and learning process. These supportives tools when it applied in the classroom

²⁶ Feridun Özçakir, Mehmet Fatih Erkoç, and Şahine Özçakir, "The Use of Social Media in Education: A Review of Recent Research.," *International Conference The Future of Education Edition 5*, no. June (2015): 35–55. Page 53

can be merely practical to support the learning process.²⁷ For instance as it used in online learning the feature of social media such as giving comments, feedbacks, and posting feed can be seen practically as a support for learning process.

Moreover, as it defined in Merriam webster that the term “utilize” refers to the turn to practical use of an object.²⁸ The term practical here refers to the social media benefits that is such practice to be used to support the teaching and learning process. Hence, the utilization of social media can be defined as the practical use of social media as supportive tools in online learning classroom.

4. Perception

a. Definition

Sarlito state that perception is the ability to organize observation. Perception is a process starts from a vision to form a response that occurs within an individual so he or she aware of everything happen in the environment through his/her senses.²⁹ Perception is one of the psychological aspects that are important to human to respond to the presence of different aspect and symptoms in the vicinity. Perception contains a very broad sense,

²⁷ Ibid. Page 53

²⁸ Retrieve from <https://www.merriam-webster.com/dictionary/utilization> on September 18 2020

²⁹ Sarlito Wirawan Sarwono, Psikologi Umum, (Jakarta: Bulan Bintang, 1976), Page. 90

concerning internally and externally. Various expert has given definition of perception, although in principle at same meaning. In the other word, the term perception is a process of activities of a person in giving the impression, opinion, feeling, and interpretation something based in information displayed from other sources.³⁰

In short, the researcher conclude perception as a process where an individual have the ability to give a respond from message, information, thoughts, feelings, and experiences accpeted through their five senses and use it to give interpretations, opinions, suggestions, and information based on his experiences.

b. Forms of Perception

The general perception is a response based on an evaluation directed toward an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus effect. Thus, it could be seen that there are two forms of perception, they are positive perception and negative perception. The terms will be explained as follows:³¹

³⁰ Sarlito, *Loc. Cit*

³¹ Walgito, Bimo. *Pengantar Psikologi Umum*, (Surabaya: Bina Ilmu. 1989), Page 102

1. Positive Perception

The positive perception is perception or view of an object toward situation where the subject likely to receive an object arrested for his personal suit. It's mean the positive perception is where the receiver of the stimulus receive the object because it match their personal preferences or it's match with their previous experiences related to the object of the perception.

2. Negative Perception

Negative Perception is perception or view of an object and refers to circumstances in which the subject receives the object captured tend to reject because it does not correspond to his personal. In brief, negative perception is totally the opposite of positive perception, it is where the receiver of the stimulus reject the an object because it doesn't match with their personal preferences or their previous experiences.

3. Neutral Perception

Neutral perception is actually the bias from positive perception and negative perception. Itis the condition where the view from an individual could be positive or negative toward the object based on the factors affecting their previous experiences. Sobur explained that there are two factors that could influence an individu perception toward an object

namely: Internal Factor and External Factors.³² These factors are influencing individual's view toward the object. Hence, this factors could drive whether individe receive or reject an object based on their personal preferencesaffected by the factors mentioned previously

H. Review of Related Findings

The first related finding was from laxmi mustika cakrawati's article entitled "Students' perception on the use of online learning platforms in EFL classroom". This study focuses on students' perceptions on the use of online learning platform in English as a Foreign Language (EFL) Classroom. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms could help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson. The result indicate that students show positive response towards the use of online learning platforms suchas Edmodo or Quipper. The students perceive the online learning platform as edmodo and quipper as a user friendly learning tool which encourage them to interact with their teachers.³³

The second finding was from Hendy Reginald Cuaca Dharma, Dhaniar Asmarani , and Udiana Puspa Dewi Basic Japanese Grammar and Conversation e-

³² Alex Sobur, Psikologi Umum, (Bandung:Pustaka Setia, 2003, Page 452

³³ Laxmi Mustika C., (2017) English Language teaching and Technology journal, Students' perception on the use of online learning platforms in efl classroom, (Bandung: Universitas Pendidikan Indonesia, Vol. 1 No.1)

learning through Skype and Zoom Online Application. The objective of this research is to observe the advantages and disadvantages of Basic Japanese online learning through Skype and Zoom application. The result of the analysis indicates that online learning medium could be effectively done for grammar and conversation learning. The advantage of the online media learning webinar, such as Skype and Zoom, is its capability to make the participants are able to interact written and orally and to share presentation screen through sharing display feature. Since one of the most crucial factors of online learning is internet, Zoom is more recommended compare to Skype. The observation shows that Skype is often disconnected in the middle of learning process. Also in this research, it is suggested that the developer of each applications to improve over time. This is necessary to support the process of e-learning. Through the improvement of the application, the e-learning could be developed to wider areas which still have limited mobility access and limited number of Japanese teachers.³⁴

The third finding was from Izyani binti Mistar and Mohamed Amin Embi entitled students' perception on the use of WhatsApp as a learning tool in ESL classroom. This research is aimed to examine the use of WhatsApp as a learning tool and how it could help the students to enhance their language learning. Besides, it also investigates the significance of using the tool and defines its use based on students' perceptions as it suits with recent young generations' lifestyle. The findings of the

³⁴ Hendy Reginald Cuaca Dharma, Dhaniar Asmarani, and Udiana Puspa Dewi, "Basic Japanese Grammar and Conversation E-Learning through Skype and Zoom Online Application," *Procedia Computer Science* 116 (2017): 267–273, <https://doi.org/10.1016/j.procs.2017.10.055>. Page 269

study suggested that the use of WhatsApp is significance in helping the students learning the language better and enhancing their proficiency in using the English language. This study implies that the usage of WhatsApp should be encouraged to the students and institutions should provide internet facilities as a top priority in today's education.

However, differ from these related findings, in this research the focus is on students' perception toward the utilization of social media platform in online learning. The social media platform used in this research is WhatsApp and Zoom. This reseach is not examine nor evaluate the use of social media in online learning, yet providing the result on how the students perception on th utilization of social media during the pandemic situation. This research also provide what are the benefits of utilization of social media platform in online learning , and what are the issues felt by the students during online learning. Thus, by contracting the issues and the potential benefits of online learning, this research give broader review on how the students perception in online learning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provide the methodology of the research. Consists with the kinds of the research, subject of the research, technique of collecting data, research instrument, and technique for data analysis.

I. Kind of Research

This research was a descriptive quantitative research. According cresswell, descriptive study is the study focused in describing any situation or condition in population systematically, factually and accurately.³⁵ In this research, the researcher describes the students'perception on the utilization of social media platform in online learning during COVID-19 pandemic situation in TBI IAIN Curup in a systematic, factual, and accurate ways.

In this research, the researcher collected and analyzed the data using the quantitative approach. Muijs stated that quantitative research is about explaining phenomena by collecting quantitative data which are analysed using mathematically based methods.³⁶ It could be understood in brief that quantitative research is explaining phenomena by analyzing the collected data using mathematical method. The data collected in quantitative method is numerical

³⁵ John W. Creswell, *Research and Methodology: Methods and Techniques*, (California: SAGE Publication ltd., 2004), Page 42

³⁶ Danie Muijs, *Doing quantitative research in education*, (California: Sage Publication, 2004), Page 11

data and analyzed using the mathematical based method. This approach help the researcher embeds a quantitative component to describe the students' perception on utilization of social media platform in online learning during pandemic situation in TBI IAIN Curup.

In brief, the aim of this research was to give a description about students' perception of utilization of social media in online learning applied by lecturers in TBI IAIN Curup using mathematically analyzed data.

J. Population and Sample

a. Population

Rumble stated that population is the group of interest to the group of interest to the researcher, the group to which the researcher would like of the study to be generalizable.³⁷ It means that population is the general area from where the researcher would to investigate in depth and take the conclusion regarding to his research. In brief, it could be defined as the whole subject of a reseach.

In this research, the population was the students of English Tadris Department in IAIN Curup from second to sixth semester. The population consisted of three semester with the total of 211 students. They are 2017

³⁷ Lorraine Rumble Gay, Educational Research Competencies for Analysis and application.(New Jersey:Imprint of Prentice Hall, 2000), Page 122

academic year, 2018 academic year, and 2019 academic year students. Each academic year consist of 3 clases with 28 average students for each class. During the pandemic situation, all the classes were experiencing online learning supported by social media.

b. Sample

Sample is the representative of the group population from which it is drawn, or simply known as the people take part in a study. To determine the sample of this research, the researcher used total sampling. Total sampling is a sampling technique which the sample is taken from whole of the population.³⁸ It means people who are sampled are those from the population itself.

The purpose of taking all members within the population as sample in this research due to the researcher wanted to figure out and describe the students perception toward online learning applied in TBI IAIN Curup. Therefore, in digging up the perception the more responses received toward the statements, the stronger the result will be. By the total of 211 students of the population, the sample would be the same amount of the population.

The researcher choose the second to sixth semester of TBI IAIN Curup was because they were experiencing the online learning in the pandemic situation. The eighth semester had also been experiencing online learning but wasn't in the

³⁸ Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2006), Page 116

pandemic situation, so they couldn't be included in the sample of the research. For the second to sixth semester, although they might not have experienced the online learning by a lecturer but they have it with another lecturer, they are included in the subject of this research. For instance, if the students didn't experience an online learning in writing classroom but they had it in speaking class they are considered as the subject of the research.

However, after the researcher distributed the questionnaire, there were only 136 responses from the students on the questionnaire out of 211 students. It means that there were 64,5 % of the population answering the questionnaire delivered by the researcher. The data to be analyzed was from these 136 respondents of the questionnaire

K. Technique of Collecting Data

1. Questionnaire

According to Catherine, questionnaire is a written collection of self-report questions to be answered by a selected group of research subjects.³⁹ The researcher tried to use questionnaire to get responses from the students about how they perceive the online learning applied by lecturers in TBI IAIN Curup and what are the advantages and disadvantages of utilization of Social Media in online learning applied by lecturers in TBI IAIN Curup. . In this

³⁹ Catherine Dawson, *Practical Research Method*, (Cromwell Press: Wiltshire, 2002) Page 28

research, questionnaire was very important to collect data in detail. The questionnaire prepared by researcher is close-ended type questionnaire. It is aimed to get a solid and clear response from the students.

The questionnaire was consist of 49 statements and the content of the questionnaire has been validated by validator, some revision done during the validity process. The questionnaire then translated to Bahasa Indonesia to make it easier for the students understanding the questions given. The translation of the questionnaire was translated by the researcher and then validated (Proofread) by the competent translator. After the questionnaire was validated and proofread, the researcher distributed the questionnaire to the students.

Since it was difficult to distribute the questionnaire in person during the pandemic situation, the questionnaire was given to the students in the form of online questionnaire, which is google form. The questionnaire then distributed to the students through Student's WhatsApp group with the help of Prodi. The link to access the questionnaire was available for one week to be accessed by the students. After the student accessed the link to the questionnaire, the students need to give their answer by choosing the option indicate their choice. The link to access the questionnaire was available for one week from July 29th to august 5th 2020.

L. Research Instrument

Research instrument could be understood as devices to obtain information relevant to the research.⁴⁰ In research, instrument plays an important role since it is one of the significant steps in conducting the research. The success of research is much decided by instrument used, since data to answer the research questions and examine the hypothesis are gained through instrument itself. In this research, to obtain the data on students' perception of utilization of social media in online learning, the researcher took close-ended type of questionnaire as the instrument.

1. Questionnaire

a. Close-ended type

Close-ended type of questionnaire is question that include multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even number or in odd number. The purpose of the close ended-question was to know about students' perception on utilization of social media in online learning applied by lecturer in TBI IAIN Curup.

Closed-ended format questionnaire is questions that include multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even numbers or

⁴⁰ David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), Page 3

in odd numbers. By including closed format questions in the questionnaire design, researcher could easily calculate statistical data and percentages.⁴¹

The questionnaire designed by researcher used Linkert Scale Likert scale is the most common used in measuring attitude, opinion, perception of respondents toward an object.⁴² The option of the Likert scale are:

Score for each options in likert scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The options of Linkert Scale could be shortened in the forms as bellow:

Strongly Agree : SA Disagree : D

Agree : A Strongly Disagree : SD

Neutral : N

In this technique, the students only need to put their chouce toward the question of the questionnaire. The researcher belief that obtaining the

⁴¹ Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), Page 199

⁴² Amirul Hadi et all, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1993) Page 107

data with the questionnaire is the best way for collecting data in this research because it will be easier for the students to give information based on their answers that suitable to the questions in the questionnaire.

b. Blueprint of questionnaire

The questionnaire the researcher used in this research divided into two parts. The first part was to dig up students perception on online learning in general based on the issues of online learning metnioned by Dumford and Angie L. Miller and Simon A. Lei and Rajeev K. Gupta. The second part was to find out about benefits of online learning based on discussion explained by Rdouan Faizi.

Table 3

Questionnaire of Issues of Online Learning

Theory	Indicators	Sub-indicators	Statements
Improperly functioning technology could hinder learning and engagement if students and instructors must devote time and resources to	1. Improperly funtioning technology	Technological Devices problem 1) Smartphone / laptop compatibility	1. The technological devices I used in online learning run smoothly.
			2. Mobile devices with small screen were difficult to be used.

simple content access.			3. The device I used in online learning often error.
			4. I've got no technical problems in online learning.
			5. I have network problems in my area.
			6. I often experienced network error during online learning.
	2. Easy to be used by the user	2) Smartphone / laptop's network coverage	7. Network coverage in my area inhibited me in learning.
			8. The interface of the social media used was understandable and easy.
			9. I could easily access the documents shared by lecturer in online learning.
Students with lower socioeconomic	1. Lower economical	3) User Friendly Interface of the media a) Buying additional internet package	10. In current economical condition, I couldn't afford

are generally difficult to target and recruit	students problem		to buy additional internet package
			11. I couldn't join online learning because I didn't have internet package.
			12. Sending tasks, assignment, and homework in social media need extra internet package.
			13. I need additional internet package since online learning applied.
			14. My monthly internet fee increased since online learning applied.
			15. It is burdening me to buy additional internet package.
			16. I need to change my internet provider to get a better connection.
			17. In online learning, the

Instructors need to adapt certain activities to the online format without losing content knowledge or interaction between classmates and/or instructors.	1) Activities adaptation	a) Interaction adaptation.	lecturer developed a better learning activity.
			18. Online learning applied by lecturers increased participation in classroom compared to face-to-face classroom.
	b) Assessment adaptation		19. Instead of current online learning assessment, I would prefer the homework or test on paper.
			20. I would prefer the assignment, quizzes, and other tasks given by lecturer in online learning rather than face-to-face meeting.
			21. Instead of current online learning assessment, I would prefer the homework or test on paper.
			22. The multiple choice assessment was

			not suitable for online learning.
In addition to issues of cheating, overreliance on the summative feedback from graded quizzes and exams might limit the formative feedback given to students during the learning process, which could also be problematic.	1) Student's unfair behaviour	a) Easier and faster data transfer in smartphone/laptop	23. Technological device in online learning features allowed me to easily shared the work's file with friends.
		b) Sharing works to other students	24. Being able to share and access other student's files/answers leads to cheating.
			25. I could easily ask for other students answer in online learning.

Table 3.1
Potential Benefits of Social Media

Theory	Indicators	Sub-Indicators	Statements
The more connected the teachers are to their students, the more likely they are able to help students learn quickly	1. As a communication channel	a) Monitoring the students	1. Social media used in online learning allow me ask question to lecturer.
			2. Lecturers didn't understand when students have trouble within the online learning.

and at a high level.			3. Lecturers understood the needs of the learning for the students in online learning
		b) Communicat ing with other students	4. I prefer to ask questions in face to face meeting rather than social media used in online learning
			5. Social Media used in online learning hasn't improved my communication with others.
			6. I enjoy to ask my friends for help when I had problems in online learning media.
		c) Communicat e with lecturer and students	7. The communicative features of social media used in online learning improved my learning experience.
			8. Social media used in online learning allowed me to easily participate with my classmates and lecturer about assignment, group task and other learning activities.
Students would have enough opportunities to ask questions, make comments, as well as get feedback. As	2. As an Engagement tools	a) Students enjoying learning in online classroom	9. Learning online in social media is a pleasant idea.
		b) Students confidence enough to	10. I am more engaged in face to face learning activities rather than online learning activities.

such, they will have more chances to develop supportive relationships with their instructors.	learn in online learning classroom	11. I feel more confidence in asking question in social media used in online learning.
		12. Using online learning couldn't enhance my learning.
		13. Interaction via social media didn't help me to become active in language acitivity.
		14. Giving comments in social media is a pleasant idea for learning.
	c) Attracting student's attention	15. Interaction via social media in online learning helped me to increase my confidence.
		16. Lecturers used social media in various interesting ways for learning.
		17. The feedback I received in online learning interaction didn't increas my desire for the course.
	d) Encounter classroom boredom	18. I always have so much fun learning in online learning via social media.
		19. The learning activity in online learning is less interactive.
		20. The social media used in online learning
Teacher invite students to	a) Students work	20. The social media used in online learning

work collaboratively on shared task using social media to achieve a common goal	3. As collaborative platforms	together on shared task with friends	allowed me to work collaboratively with my friends.
			21. The features in social media used in online learning didn't engage me to work collaboratively.
		b) Students are involved to learn in online learning environment	22. The lecturers invited the students to work together on a task in online learning.
			23. I couldn't easily work together with my friends in social media used in online learning.
		24. I always joined the group discussion arranged by lecturer in online learning classroom.	

M. Validity and Reliability

1. Validity

After the researcher made the blueprint of the questionnaire, the blueprint then validated by the expert in the related field. Some revisions done during the validating process. After the blueprint validated by the expert, in order to make it easier to be understood by the respondents, the researcher translated the questionnaire to Bahasa Indonesia. The translated questionnaire then validated (Proofread) by the competent translator in order to check whether it is acceptable

or not. Finally, after validating and proofreading, the questionnaire was ready to be tested in try out.

2. Try Out

The validated and proofread questionnaire then tested to respondents. The respondents in try out were the part of the population but not the sample of the research. Because the sample of the research was the students of TBI that experienced the online learning, the researcher need to test the questionnaire to the population that not included in the sample. In this try out, the questionnaire was distributed to English Department student's of Universitas Bengkulu who were experiencing online learning in the classroom. There were 17 respondents included in try out.

The result from the validity and try out then counted in the validity and Reliability test. The result of Validity and Reliability Test of the questionnaire are provided as follows:

a. Validity Test

According to riduwan, the valid instrument means it shows the measurement to be used for colecting the data is valid, so the validity means the instrument could be used to measure what should be measured. In brief, an instrument whether it is a test or questionnaire, could be

defined as a test to measure whether the instrument could measure what intended to be measured.

A non test instrument must require construct validity where the instrument could be used to measure variable appropriate to its definition. In this research, the researcher used construct validity, content validity, and face validity. To examine construct validity, the researcher used judgement experts at least people, and then the item of the questionnaire would be counted for the correlation between item score of instrument and the total score of the instrument.⁴³

In addition , purposing to get the valid questionnaire, the researcher tried out the questionnaire to 17 students form English Department of Universitas Bengkulu as respondents for try out. After the tried out, the data obtained then counted using formula of Validity and Reliability to analyze the data . Using the value of the validity of the questionnaire based on the correlation coefficient “Y” table of Pearson Product Moment by the number of 17 respondents, namely $Df = 17-2 = 15$. After that, the researcher counted the value of “r table” at the significance level of 5% is df 15 is 0,514. Then, the researcher counted the correlation of the result of “Y “ table of pearson product moment to the value of “r table” and “r

⁴³ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, kualitatif, dan RnB*, (Bandung, Alfabeta 2010), p. 135

hitung". From the analyzed result of the questionnaire's try out, it could be conclude that the item of test is valid because the value correlated item-total correlation is bigger than 0,514.

b. Reliability

Reliability defines whether an instrument could be measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.⁴⁴ It means that the instrument used to retrieve data must be consistency or unchanged in order to obtain accurate data and could be used many times.

After the instrument test and questionnaire have been validated, the researchers then done reliability questionnaire used the Cronbach's alpha formula. According Nunnaly, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90.⁴⁵

1) Reliability of questionnaire

Interpretation of Cronbach Alpha

$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable

⁴⁴ Syaifudin Azwar, *Penyusunan Skala Psikologi*, (Yogyakarta: Pustaka Pelajar, 2006), p.99-103

⁴⁵ Nenny M Utami, p. 55

$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The result analysis of questionnaire's try out could be seen on the table below:

Table 4.2
Reliability of Questionnaire

VAR TOTAL	903,22
SUM VAR BUTIR	52,82
ALPHA CHORN	0,96

Could be concluded based on the table of reliability above that cronbach alpha of questions were **0,9611** it means the questionnaire's reliability were excellent.

N. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from the questionnaire. After the data about students' perception of online learning applied by lecturer in TBI IAIN Curup, the data were collected and displayed in percentage.

The steps were: The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire in this

study used Linkert Scale which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject the maximum score in the linkert scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. In this research, to count the point the researcher used rating scale that has been explained before. The researcher divided the students answer in group with same categories. It means the questionnaires were classified into each item question to check students' opinion about online learning applied by lecturer in TBI IAIN Curup.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was used to get the students' perception on online learning in TBI IAIN Cruru. The formula was described as follow:

$$X = \{(f SA \times 5) + (f A \times 4) + (f N \times 3) + (f D \times 2) + (f SD \times 1)\}$$

Where:

F : Frequency

SA : Strongly Agree

A : Agree

SD : Strongly Disagree

D : Disagree

N : Neutral

The third steps were accounting the percentage of each items of questionnaire based on the students answer in questionnaire.

Table 4.3

Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive Perception
Agree		
Neutral		Neutral Percetion
Disagree	Combined	Negative Perception
Strongly Disagree		

Table 4.3

Agreement of the Term for Negative Perception

Scale	Category	
Strongly Agree	Combined	Negative Perception
Agree		
Neutral		Neutral Percetion
Disagree	Combined	Positive Perception
Strongly Disagree		

The table above was categorized from Linkert scales that divided the students' perception in the five categorized. Based on the accounted with five the categories, the

result of much calculation was categorized by positive, neutral and negative perception.⁴⁶

The result of data from questionnaire, it showed the presentage and then the category divided into 3 categories, there are:

a. 70% - 100% = Positive

b. 60% - 69% = Neutral

c. 10% - 59% = Negative

⁴⁶ Muslim, Imam., English Tadris and Study Program, "An Analysis of English Lecturer's Techniques in Teaching English to Islamic Education (Pai) Study Program in Stain Curup" (2018). Page 76

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

The aims of the research are to see how's the students perception on the utilization of social media in online learning applied by lecturers, what are the benefits from utilization of social media as online learning media, and what are the issues of online learning felt by the students in TBI IAIN Curup. The term "perception" itself means response, opinions, or thought from a person based on their experiences. Hence, in this research, the goal that the researcher wanted to achieve was how is the students' response, opinions, or thought toward the utilization of social media used in online learning. Regarding to this, the researcher used admix the theory of issues of online learning and benefits of social media to find out the students' perception on online learning

1. Students' perception on online learning applied in TBI IAIN Curup

Table 4.4
Resuming Students perception on online learning

No.	Indicators	Frequency	Percentage	Average Percentages	Students' Perception
1.	Technological support	3319	15,53	54,2 %	<i>Negative</i>
2.	Cost of online learning	2818	13,19	59,2 %	<i>Negative</i>

3.	Adaptation of online learning	1880	10,5	55,1 %	<i>Negative</i>
4.	Student's Behaviour	1329	6,22	65,1 %	<i>Neutral</i>
5.	Social Media as Communication channel	3490	16,34	64,2 %	<i>Neutral</i>
6.	Social media as engagement tools	5997	28,07	80,2 %	<i>Positive</i>
7.	Social media as collaborative platforms	2257	10,56	66,4 %	<i>Neutral</i>
Total		21366	100%		

In order to find out the students perception on online learning, the researcher delivered the questionnaire to the students. In what follow, the researcher provide the percentage of each items from close-ended questionnaire. The questionnaire provide 5 options of possible responses. The respondents should choose one of five alternative responses for each items. Each item of options contains their own score: Strongly agree (Score 5), Agree (Score 4), Neutral (Score 3), Disagree (Score 2), and Strongly Disagree (Score 1). In the following table, the research provide the elaboration of each statements under the indicators of the questionnaire where the researcher used frequency of the number of students' in choosing the option. The frequency of the students choosing the option then multiplied by the score of each options and served in the table. The result of the

score then summarized to find the F Score for the indicators. After that, the score for the indicators divided by the total score and multiplied by 100. These calculation are from the formula:

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency Score

N: Number of Items⁴⁷

The result of questionnaire is displayed as follows:

Table 4.5

Result of Student's Perception toward technological support of online learning

State ments	OPTIONS										F Score	Total (%)	Ave rage
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S1	20	14,7	33	24,3	40	29,4	32	23,5	11	8,1	427	62,8	54,2
S2	23	16,9	41	30,1	35	25,7	31	22,8	6	4,4	364	53,5	
S3	37	27,2	54	39,7	21	15,4	20	14,7	4	2,9	308	45,3	
S4	7	5,1	26	19,1	20	14,7	52	38,2	31	22,8	334	49,1	
S5	50	36,8	45	33,1	21	15,4	18	13,2	2	1,5	285	41,9	
S6	32	23,5	50	36,8	23	16,9	19	14,0	12	8,8	337	49,6	
S7	38	27,9	37	27,2	24	17,6	31	22,8	6	4,4	338	49,7	
S8	22	16,2	31	22,8	50	36,8	27	19,9	6	4,4	444	65,3	
S9	23	16,9	56	41,2	32	23,5	22	16,2	3	2,2	482	70,9	

⁴⁷ Herzberg Paul, *Principle of Statistics*, (New York: University Press, 1983), p.73

a. Technological Support

Based on the finding of the technological support items in questionnaire, the research's result about students perception toward discussion technique will be explained as follow:

For statement number 1 with the statement "the technological devices I used in online learning, run smoothly", the researcher got the highest score is in neutral option depends on 40 students with the percentage 29,4%. Based on the data and calculation, it means that sometimes the devices used by the students in online learning run smoothly, and sometimes not.

While for statement number two that stated "Mobile devices with small screen were difficult to be used", the researcher got the highest score on the agree option with 41 students (30,1%) choose the option. Based on the data and the calculation it means that the student's feel that mobile devices with smaller screen was difficult to be used.

For statement number three with the statement "The device I used in online learning often error", the researcher got the highest score is on agree option with 54 students (39,7%) choose agree. It means that from 136 students responded the questionnaire, majority of the students feel that devices such as smartphone and laptop they used in online learning were experiencing error.

The previous statements were strengthened by the fourth statement that stated “I’ve got no technical problems in online learning”, the researcher got the highest score where 52 students (38,2%) choos disagree. It means that most of the students had technical problems in online learning related to the technological devices they used in online learning.

In statement number five with the statement “ I Have network problems in my area”, the researcher got the highest score is in strongly agree where 50 students (36,8%) choose the option. Based on the percentage, it means that in their area the students mostly had network problems to join the online learning.

The previous statement strenghten by the staements number six where the statement is “I often experienced network error during online learning”, the researcher got the highest score in agree option where 50 students (36,8%) choose the option. Based on the calculation, it means that during the online learning, the students onften experiencing network error.

While in statement number 7 with the statement “Network coverage in myarea inhibited me in learning”, the researcher got the highest score on strongly agree option where 38 students (27,9%) choose the option. It means that the network coverage or the signal availability was inhibiting the students in their leaning in online classroom.

For statement number eight regarding to the accessible of the app, the statement “the interface of she social media used was understandable and easy” got neutral response from the students. There were 50 students(36,8%) chose the neutral option. Based on the data, it means that the students were unsure whether the interface of social media used was undersandable and easy, or not.

The last statement for the first indicator with the statement “I could easily access the documents shared by lecturer”, got agree as the highest chosen option. There were 56 students (41,2%) chose agree to the statement. It means that in online learning using social media, the documents shared by the lecturer were could easily accessed by the students.

Table 9.2

Result of students’ perception on cost of online learning

State ments	OPTIONS										F Score	Total (%)	Ave rage
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S10	34	25,0	41	30,1	26	19,1	24	17,6	11	8,1	345	50,7	59,2
S11	21	15,4	40	29,4	35	25,7	31	22,8	9	6,6	375	55,1	
S12	30	22,1	29	21,3	35	25,7	32	23,5	10	7,4	445	65,4	
S13	51	37,5	41	30,1	16	11,8	19	13,9	9	6,6	302	44,4	
S14	62	45,6	33	24,3	16	11,8	21	15,4	4	2,9	536	78,8	
S15	37	27,2	38	27,9	30	22,01	20	14,7	11	8,1	338	49,7	
S16	34	25,0	42	30,9	24	17,6	31	22,8	5	3,7	477	70,1	

b. Cost of online learning

The needs of online learning in 2020 pandemic situation where everyone's economical problems it at risk, force student to get additional internet package to join the online learning. However, since the cost of internet package is quite costly students with lower economical status were hard to invite and join the online learning process. This could be seen in statement number 10 that majority of the students chose agree with the option stated "In current economical condition, I couldn't afford to buy additional internet package", the highest score found in agree option where 41 students (30,1%) agreed with the statements. It means that most of the students, in current economical situation, couldn't afford if they have to buy additional internet package for online learning.

When the student's couldn't afford the additional internet package, they couldn't join the online learning. It was prove in statement number 11 where 40 students (29,4%) chose agree option. The statement was "I couldn't join the online learning because I didn't have internet package. Based on the calculation it means that most of the students confirm that they couldn't join the online learning because they didn't have internet package.

In the statement number 12 most of the student's choose neutral option over the statement. There were 35 respondents (25,7%) choose neutral option toward the statement "sending tasks, assignments, and homeworks in social media need extra internet package". It means that half of the students confirm

that sending the task through in online learning is data consuming while others belief not.

As online learning need extra internet package and data consuming in sending the task, in statement number 13 with the statement “I need additional internet package since online learning applied”, 51 students (37,5%) choose strongly agree option toward the statements. It means that students truly need additional internet package since the application of online learning.

By the application of online learning, in statement number 14 with the statements “My monthly internet fee increased since online learning applied”, 62 respondents (45,6%) choose strongly agree option. It means that the students confirm that they monthly internet balance increased since online learning applied.

The cost of buying additional internet package has burdened the students. It is proven from the statement number 15 with the statement “it is burdening me to buy additional internet package”, most of the students chose agree with 38 students (27,9%) to the statements. This result means that buying additional internet package for online learning was burdening the students.

In addition to the cost problem, some students needed to change their internet provider to get a better connection. This could be seen in students' response in statement number 16 with the statement “I need to change my

internet provider to get a better connection” with 42 students (30,9%) chose agree toward the statements. It means that in this point the students confirm that they need to change their internet provider to get a better connection.

From the explanation above, the researcher conclude that the cost of online learning in this case is additional internet package, has negative perception from the students. It means that the students confirm that cost of online learning is an issue in online learning. It could be seen by the total of average score is 59,2 %. Based on the categories provided in advance, it is a negative perception from the students.

Table 9.3

Result of students' perception on the adaptation of online learning

State ments	OPTIONS										F Score	Total (%)	Ave rage
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S17	13	9,6	29	21,3	44	32,3	37	27,2	13	9,6	400	58,8	55,1
S18	11	8,1	25	18,4	30	22,1	44	32,3	26	19,2	359	52,8	
S19	22	16,2	40	29,4	36	26,5	26	19,1	12	8,8	374	55,0	
S20	15	11,1	33	24,3	29	21,3	33	24,2	26	19,1	386	56,8	
S21	24	17,6	37	27,2	44	32,3	24	17,6	7	5,2	361	53,1	
S22	30	22,1	31	22,8	37	27,2	24	17,6	14	10,3	369	54,3	

c. Adaptation

In transforming the classroom the lecturers need to do adaptation to the learning process. I statements number 17 with the statement “in online learning

the lecturer developed a better learning activity”, there are 44 students (32,4%) chose neutral option toward the statement. It means that, at this point almost half of the students unsure whether the lecturers developed a better learning activity in online learning, or not.

For the statement number 18 with the statement “online learning applied by lecturers, increased participation in classroom compared to the face-to-face classroom” the majority of the students choose disagree option with 44 respondents (32,4%). It means that the online learning applied by lecturer hasn't increased their participation in online learning compared with face-to-face class.

While the statement number 19 with the statement “Instead of current online learning assessment, I would prefer the homework or test on paper”, the researcher got the highest score in agree option by 40 respondents (29.4%) agree to the statement. It means that students prefer the paper based task homework in face-to-face classroom over the online task from the lecturer.

The statement number 20 strengthen the previous statement where the statement was “I would prefer the assingment, quizzes, and other tasks given by lecturer in online learining rather than face-to-face meeting”, the highest score found in negative option there where 33 (24,3%) students choose negative option toward the statement. It means that the students prefer the quizzes, tasks,

and homework delivered by lecturer face to face meeting rather than in online classroom.

In statement number 21 the students choose neutral option toward the statement “instead of current one and only assessment, I prefer paper based task and assignment”, the researcher found the highest score on 44 respondents (32,4%) chose neutral option. It means that at this point instead of tests the student have in online learning, the students prefer the homework or task on a paper.

In the statement number 22 with the statement “The multiple choice was not suitable for online learning”, the researcher found the highest score on neutral option where 37 respondents (27,2%) choose neutral. It means that in this point, the students unsure that multiple choice is suitable for the online learning.

Overall, the researcher conclude that the adaptation in online learning has negative perception from the students. It means that the students perceive the adaptation in online learning applied by lecturer negatively. It could be seen by the total of average score was 55,1%. Based on the categories provided in advance, it is a negative perception from the students.

Table 9.4

Result of Students Perception on Students Behaviour in online learning

State ments	OPTIONS										F Score	Total (%)	Ave rage
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S23	29	21,3	41	30,1	28	20,6	30	22,0	8	5,9	461	67,8	55,1
S24	40	29,4	34	25,0	16	11,8	28	20,6	18	13,2	458	67,4	
S25	21	15,5	30	22,1	31	22,8	38	27,9	16	11,8	410	60,3	

d. Students unfair behaviour

In online learning using technological media, it was so easy to share documents that the students worked on to other students. It is proved in the statement number 23 with the statement “technological device in online learning allowed me to easily shared the works file with friends”, the majority of the students choose agree toward the statement. There were 41 students (30,1%) agree to the statement. It means that more than half of the students agree that media used in online learning made the students able to share their work to other students.

The easier documents share in online learning lead to student’s cheating. As statement number 24 stated that “being able to share and access other student’s files/answers leads to cheating”, there were 40 students (29,4%) choose strongly agree option to the statement. It means that by the easier documents transfer and sharing sharing in online learning lead to student’s cheating.

In statement number 25 with the statement “I could easily ask for other student’s answer in online learning” the majority of students choose disagree toward the statements with 38 respondents (27,9%). It means that although file transfer and sharing has become easier, the students couldn’t easily ask for other students work in online learning.

In sum, the researcher conclude that the student’s neutrally perceive the unfair behaviour in online learning. It could be seen by the average total score 65,15% percentages. Based on pre determined theory, it is neutral perception from the students.

Table 9.5

Result of Student perception on social media as communication channel

State ment s	OPTIONS										F Scor e	Total (%)	Ave rag e
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S26	37	27,2	41	30,1	29	21,3	2	16,2	7	5,1	487	71,6	64,2
S27	11	8,1	29	21,3	30	22,1	4	34,7	19	14,0	442	65,0	
S28	25	18,4	41	30,1	41	30,1	2	16,3	6	4,4	464	68,2	
S29	13	9,6	33	24,3	37	27,2	3	26,6	17	12,5	419	61,6	
S30	20	14,7	41	30,1	39	28,7	2	21,9	7	5,1	370	54,4	
S31	16	11,8	52	38,2	42	30,9	1	8,1	13	9,6	449	66,0	
S32	23	16,9	46	33,8	33	24,3	2	18,5	9	6,6	457	67,2	

S33	15	11, 0	39	28, 7	37	27, 2	2	19, 7	9	18	13, 2	402	59,1	
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e. Social media as communication channel

Based on the finding of social media as communication channel, the researcher found that in statement number 26 with the statement “Social media used in online learning allow me to ask question to the lecturer”, there are 41 students (30,1%) agree toward the statement. It means that in this point, the student’s agreed that social media used in online learning allow them to ask question to the lecturers.

While for statement number 27 with the statement “lecturers didn’t understand when students have trouble within the online learning” the highest score found on disagree option with 47 students (34,6%) disagree toward the option. It means that the lecturer understand when students were having problem in online learning.

In statement number 28 the students the researcher found the highest score with 42 students (30,9%) choose agree option toward the statement “lecturers understood the needs of the learning for the students in online learning”. It means that in this point, the students confirm that the lecturers understand the student’s learning needs in online learning.

In statement number 29 the researcher found that the highest score was the neutral option with 37 students (27,2%) choose disagree toward the statement

“I Prefer to ask questions in face to face meeting used in online learning rather in online learning”. It means that sometimes the students prefer to ask questions in social media and sometimes they prefer to ask questions in face to face meeting.

In statement number 30 with the statement “Social media used in online learning hasn’t improved my communication with others”, the researcher found the highest score in agree option with 41 respondents (30,1%). It means that the majority of the students agree that the social media used in online learning improve their communication with other students. This statement proved by the next statement.

In statements number 31 where 52 respondents (38,2%) agree toward the statement “I enjoy to ask my friends for help when I had problems in online learning. Based on the calculation, it means that when the students were having problem in online learning they enjoy to ask their friend for help in social media used in online learning.

For statement number 32 with the statement “the communicative features of social media used in online learning improved my learning experience”, the majority of the students chose agree option to the statement with 46 respondents (33,8%) agree. It means that the communicative features of social media used in online learning, improved the students learning experiences.

This communicative benefits was strengthen in the statements number 33 with the statement “social media used in online learning allowed me to easily participate with my classmates and lecturer about assignment, group task and other learning activities”, gained highest score with perception 39 respondents (28,7%) agree. It means that the the socialmedia used in online learning allowed the students to participate with friends and lecturers about assignment, group tasks, and other learning activities.

After all, with the total average of 64,2 %, based on the categories determined before the researcher conclude that the potential benefits of social media as communication channel were perceived neutrally by the students.

Table 9.6

Result of Student perception on social media as Engagement Tools

State ments	OPTIONS										F Score	Total (%)	Ave rage
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S34	62	45,6	40	29,4	14	10,3	11	8,1	9	6,6	543	79,8	80,2
S35	9	6,6	12	8,8	8	5,9	46	33,8	61	44,9	546	80,3	
S36	72	52,9	42	30,9	9	6,6	7	5,1	6	4,4	575	84,6	
S37	13	9,6	12	8,8	10	7,4	42	30,9	59	43,4	530	77,9	
S38	9	6,6	6	4,4	8	5,9	45	33,1	68	50,0	565	83,1	
S39	64	47,1	43	31,6	12	8,8	9	6,6	8	5,9	554	81,47	
S40	62	45,6	47	34,6	9	6,6	11	8,1	7	5,1	554	81,47	
S41	59	43,4	50	36,8	9	6,6	10	7,4	8	5,9	550	80,88	
S42	11	8,1	21	15,4	24	17,6	27	19,9	53	39,0	498	73,24	
S43	8	5,9	9	6,6	11	8,1	39	28,7	69	50,7	560	82,35	
S44	15	11,0	11	8,1	8	5,9	49	36,0	53	39,0	522	76,76	

f. Social media as engagement tools

Based on the finding of social media as engagement tools the researcher found that in statement number 34 with the statement “learning online in social media is a pleasant idea”, the highest score was on the option strongly agree with 62 students (45,6%). It means most of the students agreed that learning online on social media is a pleasant idea.

The previous statement the strengthen by the statement number 35 with statement “I am more engaged in face to face activities rather than online learning activities”, got 67 respondents (44,9%) in strongly disagree. Based on the calculation’s interpretation, it means that by using social media in online learning activities the students feel more engaged.

In statement number 36 the students gave their positive perception to the statement with 72 students (52,9%) agreed to the statement “I feel more confidence in asking question in social media used in online learning”. It means that social media used in online learning increased the student’s confidence in asking question during the lesson in online learning.

The previous statement was strenghtened by the statement number 37 where half of the students with 59 students (43,4%) were strongly disagree to the statement “using online learning couldn’t enhance my learning”. It means

that the students feel that using social media in online learning has enhanced their learning.

In statement number 38 related to the engaging the students, the statement “interaction via social media didn’t help me to become active in language activity” responded with 68 students (50%) chosen strongly disagree toward the statement. It means that the interaction in social media helped the students to be more active in language activity.

Regarding to the interaction in social media for online learning, in statement number 39 with the statement “giving comments in social media is a pleasant idea for learning”, there were 64 students (47,1%) choose strongly agree. It means that giving comments, response, and status in social media used in online learning is a pleasant idea for learning.

It was also confirmed by the statements number 40 that 62 students (45,6%) choose strongly agree toward the statement “interaction via social media in online learning helped me to increase my confidence”. It means that students interaction in social media helped the students to improve their self confidence.

Classroom boredom is one of the problem in classroom, and the social media used in online learning has a potential to overcome this problem. This statement proved by the statements number 41 with the statement “lecturers

used social media in various interesting ways for learning”, the researcher got the highest score on strongly agree option with 59 students (43,4%). It means that the students agreed that in online learning, lecturer used social media in various interesting ways for learning.

The upcoming statements also strengthen the previous statements related to encounter classroom boredom, as in statement number 42 with the statement “The feedback I received in online learning interaction didn’t increased my desire for the course”. There were 53 students (39,0%) strongly disagree. It means that the feedbacks they received in online learning increased their engagement to the learning.

The result of statement number 43 also strengthen the previous statements where 69 students (50,7%) strongly agreed to the statement “I didn’t have so much fun in online learning via social media”. It means that the students always had so much fun in online learning via social media.

In statement number 44 with the statement “the learning activity in online learning is less interactive”. The researcher found that 53 students (39,0%) were totally disagree toward the statement. It means that the learning activity using social media by lecturer was so much interactive students perceive the interactivity of social media in online learning neutrally.

To sum up, with the total average of 80,2% , based on the categories determined before the researcher conclude that the potential benefits of social media as engagement tools were perceived positively by the students.

Table 9.7

Result of Student perception on social media as Collaborative Platforms

State ments	OPTIONS										F Score	Total (%)	Ave rage
	SA		A		N		D		SD				
	F	%	F	%	F	%	F	%	F	%			
S45	47	34,6	27	19,9	31	22,8	21	15,4	10	7,4	488	71,8	66,4
S46	17	12,5	41	30,1	33	24,3	32	23,5	13	9,6	391	57,5	
S47	18	13,2	38	27,9	47	34,6	23	16,9	10	7,4	439	64,6	
S48	8	5,9	49	36,0	34	25,0	37	27,2	8	5,9	420	61,8	
S49	51	37,5	41	30,1	20	14,7	16	11,8	8	5,9	519	76,3	

g. Social media as collaborative platforms.

With numerous feature its offer, social media used in online learning has a potential benefits as collaborative platforms. Based on the findings of social media as collaborative platforms, in statement number 45 with the statement the “social media used in online learning allowed e to work collaboartively with my friends”, the researcher foundthe highest score was in option strongly agree with 47 students (34,6%). It means that the social media used in online learning supported the students to work collaborativel with their friends.

For the statement number 46 there are 41 students (30,1%) disagreed to the statement “the features in social media used in online learning didn’t engaged me to work collaboratively. It means that the collaborative feature in social media engaged the students to work collaboratively with their friends.

In statement number 47 with the statement “the lecturers invited the students to work together on a task in online learning”, the researcher found the highest score was in neutral option with 47 students (34,6%) choose neutral option. It means that on a shared task in online learning using social media some students unsure that lecturers invited the students to work collaboratively.

While the statement number 48 with the statement “I couldn’t easily work together with my friends in social media used in online learning” there were 49 students (36,0%) disagree toward the statement. It means that using the social media used in online learning the student could easily work together with their friends.

Last, in statement number 49 there were 51 students (51%) strongly agree to the statement “I always joined the group discussion arranged by lecturer in online learning classroom”. It means that the students always joined the group discussion in online learning utilized by social media arranged by lecturers.

From the explanation above, the researcher conclude that potential benefit of social media as collaborative platform has neutral perception from the

students. It could be seen by the average of the total score with 66,4% percentages. Based on the theory that mentioned above, it is neutral perception from the students

Percentage	Result	Explanation
70% - 100%	Positive	The students perception toward the aspect of online learning in online learning was beneficial for them
b. 60% - 69%	Neutral	The aspects of online learning are beneficial or problematic for the students in the aspects influencing them such as the subject, the topics, and the lesson.
c. 10% - 59%	Negative	The online learning is problematic for the students

2. The benefits of utilizing social media in online classroom

Based on the data gathered from the questionnaire, the benefits of online learning come from the positive perception from the students. If the respondents (students) give positive perception toward the statement, it means that it is the benefits of the utilization of social media in online learning classroom. Thus, there are some benefits of utilization of social media in online classroom. They are explained as follows:

No.	Aspects	Elements	Benefits
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1.	Engagement tools	1. Engaging students	<ul style="list-style-type: none"> - Online learning using social media enhanced students' confidence - Online learning activities using social media engaged students for the lesson
		2. Attracting students' attention	<ul style="list-style-type: none"> - Using social media for online learning helped the students to become active in language learning - Giving feedbacks on social media in online learning is a pleasant idea for students - Receiving feedback on social media used in online learning could increase the students desire for the course
		3. Encounter classroom boredom	<ul style="list-style-type: none"> - Lecturers could use social media in various interactive ways - Students feel so much fun when learning using interactive feature of social media

3. The issues of online learning in TBI IAIN Curup

Based on the data gathered from the questionnaire there were some issues of online learning applied in TBI IAIN Curup felt by the students. They are explained as follows:

No.	Aspects	Elements	Issues of Online Learning
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1.	Technological support	1. Technological device error	<ul style="list-style-type: none"> - Students smartphone/laptop oftenly error. - old smartphone with smaller screen was difficult to use
		2. Network Problems	<ul style="list-style-type: none"> - Signal error during the online learning - There were network error in students living area during the online learning - Low signal could inhibit students in learning
2.	Cost of online learning	1. Low economical problem	<ul style="list-style-type: none"> - Economical condition during pandemic made students unable to join the online learning - Students couldn't afford additional internet package for a better connection - Sometimes student couldn't join the online learning because they didn't have internet package
		2. Additional online learning needs	<ul style="list-style-type: none"> - Students need to have additional internet package since online learning - Students' monthly internet fee increased - Students need to change their internet provider for a better connection
3.	Adaptation	1. Interaction Adaptation	<ul style="list-style-type: none"> - The learning acitivity developped by the lecturers wasn't suitable for some subjects

			- The interaction applied by lecturers didn't increase the participation in classroom
		2. Assesment adaptation	<ul style="list-style-type: none"> - Current assessment have by lecturers was not suitable for online learning - Paper based assessment was still prefered by the students over the online assessment. - Multiple choice as in face-to-face meeting not suitable to be applied in online learning

B. Discussion

In this section, for ensuring the students perception on online learning, the researcher distributed the questionnaire to the students. In students perception on online learning applied in TBI IAIN Curup, the researcher found out some discussion based on the findings on the reserearch field. They were following:

1. Students perception on online learning applied in TBI IAIN Curup

In this part the researcher discussed how students' pereption toward online learning in TBI IAIN Curup. The researcher has distibuted the questionnaire to 211 students of TBI and got 136 respondsfrom the students. Based on the the findings above, the researcher got some conclusion that will be discussed bellow.

a. Positive

The students' positive perception toward the online learning is on the aspect of the potential benefits of online learning as engagement tools. It is proven by the score of indicators from social media as engagement tools where from all indicators that got positive perception. The indicators are (1) Engaging Students 80,66%, (2) Attracting Students 82,01%, and (3) Encounter Classroom Boredom 78,31%.

b. Negative

The students give negative perception on online learning in some aspect of online learning namely the technological support, the cost, and the adaptation of online learning. It is proven by the score of each sub indicators in indicators. In technological support, the technological device problem got 52,7%, and the network problem got 47,1%. In the cost of online learning the pandemic economical condition got 52,9%. In the term of adaptation, the activity adaptation got 55,8%, and the assessment adaptation got 54,8%.

c. Neutral

The neutral perception from the students come from some aspect of online learning namely the issues of unfair behavior, the potential benefits as communication channel, and the potential benefits as collaborative platforms, the cost, and the adaptation of online learning. In students' unfair behavior,

the easier and faster data transfer got 67,7% and the sharing works to other students got 63,8%. From the aspect of potential benefits as communication channel, the indicator of understanding the students got 68,3%, the communicating with other students got 60,7%, and the communicate with lecturer and students indicator got 63,2%.

Over all indicators in technological support problem of online learning there was one indicators that indicate neutral perception from the students. The issue was the user friendly interface, based on the data found from the questionnaire, the user friendly interface in technological support issues also got neutral perception with 68,1% in percentage. Another neutral indicators in negative perception that the additional online learning needs that got neutral perception from the students. The indicators was additional online learning needs, the cost of online learning with additional online learning needs indicators got 60,8% percentage by the students

2. The benefits of utilization of social media in online classroom

The interactive features, engagement, and instant feedbacks have become top features in social media where lecturers can use for educational purposes. These features can be used as the tools to support the supportive relationship with their instructor as what rdouan stated that the students will have mor chances to develop the supportive relationship with their

instructor.⁴⁸ In TBI IAIN Curup the benefits of social media as engagement tools got positive perception from the students. It means that the features of social media and its potential benefits of online learning as Rdouan stated was confirmed in this research in TBI IAIN Curup. The benefits of utilization of social media in online learning classroom felt by students in TBI IAIN Curup namely: (1) Engaging students toward the learning, (2) Attracting the students attention in the online learning, and (3) Encounter classroom boredom.

3. The issues of online learning in TBI IAIN Curup

There are several issues of online learning applied in TBI IAIN Curup felt by the students they are. Technological support, The cost of online learning, and the adaptation. Dumford has stated that the improperly functioning technological device could hinder the students learning experiences.⁴⁹ In TBI IAIN Curup the technological device support was the biggest issues felt by the students. Some issues of technological support felt by the students were the technological devices error where their device sometimes stuck and got error, and the network problems where the signal used for online learning often error and students also experienced low signal.

⁴⁸ Rdouan Faizi, Abdellatif El Afia, and Raddouane Chiheb, "Exploring the Potential Benefits of Using Social Media in Education," *International Journal of Engineering Pedagogy (iJEP)* 3, no. 4 (2013): 50. Page 52

⁴⁹ Dumford and Miller, "Online Learning in Higher Education: Exploring Advantages and Disadvantages for Engagement." Page 3

For the issues of online learning where Simon stated that the lower socio-economical status student are difficult to target and join.⁵⁰ In TBI IAIN Curup where most of the students come from lower economic students, the students give negative perception. It means that the issues of cost of online learning felt by the students. Some issues related to the cost of online learning are (1) Low economical problem where current pandemic situation and lower economical status make students couldn't join the online classroom due to they couldn't afford the additional internet package and sometimes they didn't have the internet package. (2) the additional online learning needs problem were they monthly internet fee increased and they need to change the internet provider for a better connection.

The issues of adaptation also felt by the students, the issues of adaptation namely (1) Interaction Adaptation, where the learning activity developed by the lecturers wasn't suitable for some subject and the interaction in online learning didn't increase the participation in classroom and (2) The assessment adaptation where students still prefer the paper-based assessment in face to face meeting rather than assessment in online learning classroom.

⁵⁰ Lei and Gupta, "College Distance Education Courses: Evaluating Benefits and Costs." Evaluating benefits and costs from institutional, faculty and students' perspective, (Las Vegas: university of Nevada, 2017), Page 6

CHAPTER V

CONCLUSION AND SUGGESTIONS

After analyzing and interpreting the obtained data and findings on this research, the conclusion and suggestion is the last part of this research are taken. In what follows, the researcher provide the conclusion as the answer of the research questions, while the suggestions intended to give information to the readers who are intereseted in foing further research in this area

A. CONCLUSIONS

Based on the finding and discussion in the previous chapter, the conclusins are:

First, The students perception on the online learning was positive, negative, and neutral depends on the aspect of the online learning namely the issues and the potential benefits.

Second, benefits of utilization of social media in online learning is as an engagement tools while the disbenefits of online learning was the cost of online learning, the technological devices issue, and the activity adaptation for online learning

Third, the issues of online learning in TBI IAIN Curup were the technological support, the cost of online learning, and the adaptation in online learning classroom in TBI IAIN Curup.

B. SUGGESTION

After conducting this research, the researcher would like to give some suggestions which may be useful for:

1. The institutions

The researcher expects this research could help the university to provide a policy where it may be helpful to overcome students with lower socioeconomic problems. The program to be provided could be the policy to support the internet package of the students

2. For English Lecturers

The findings of this research could be used as guideline to know how the online learning is perceived by the students and lecturer could develop a better learning method to support the online learning.

3. Future researcher

This research could serve as a finding to further a similar research in the online learning and the mixture of learning and online environment

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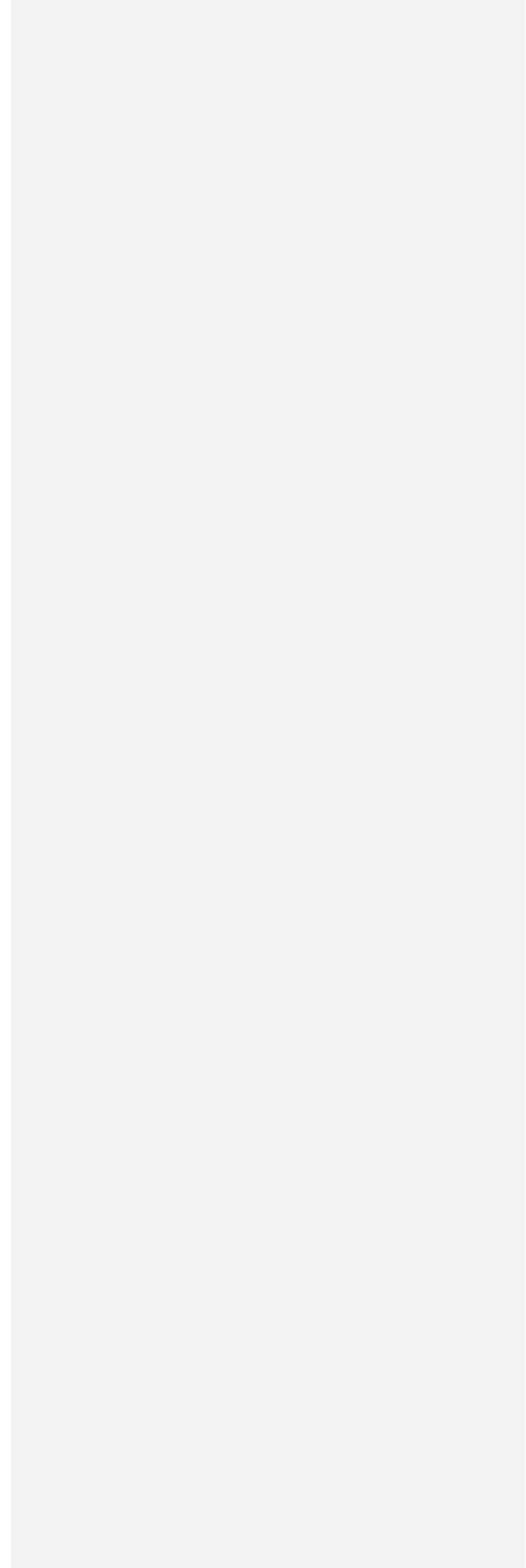
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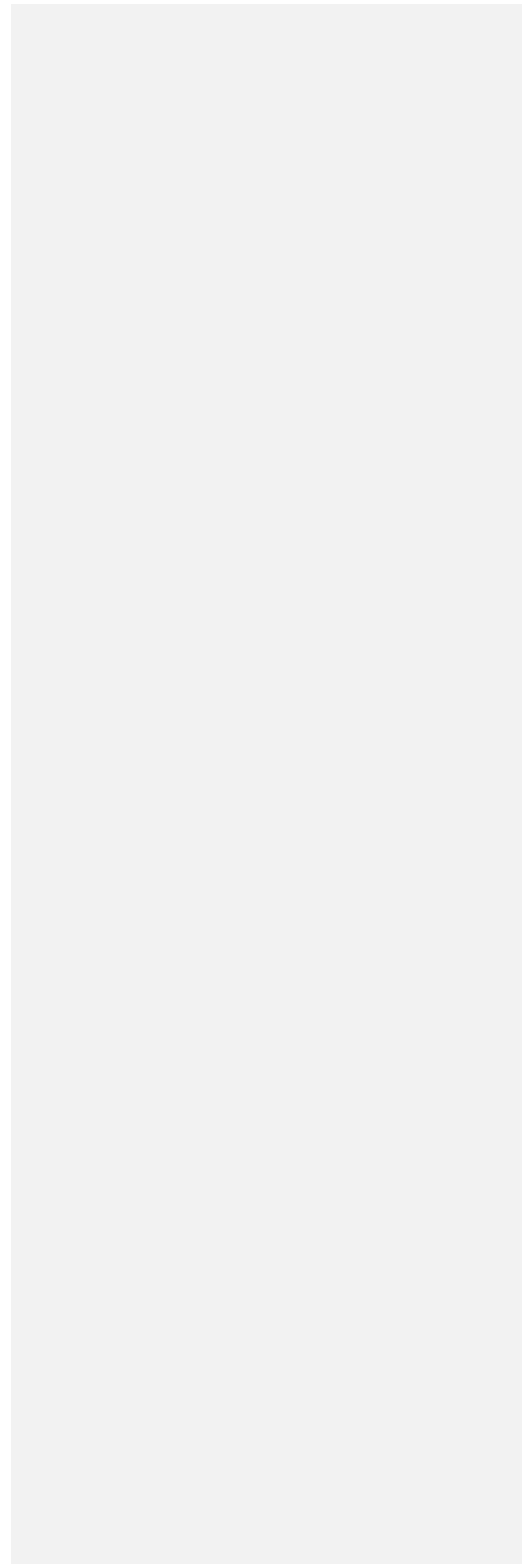
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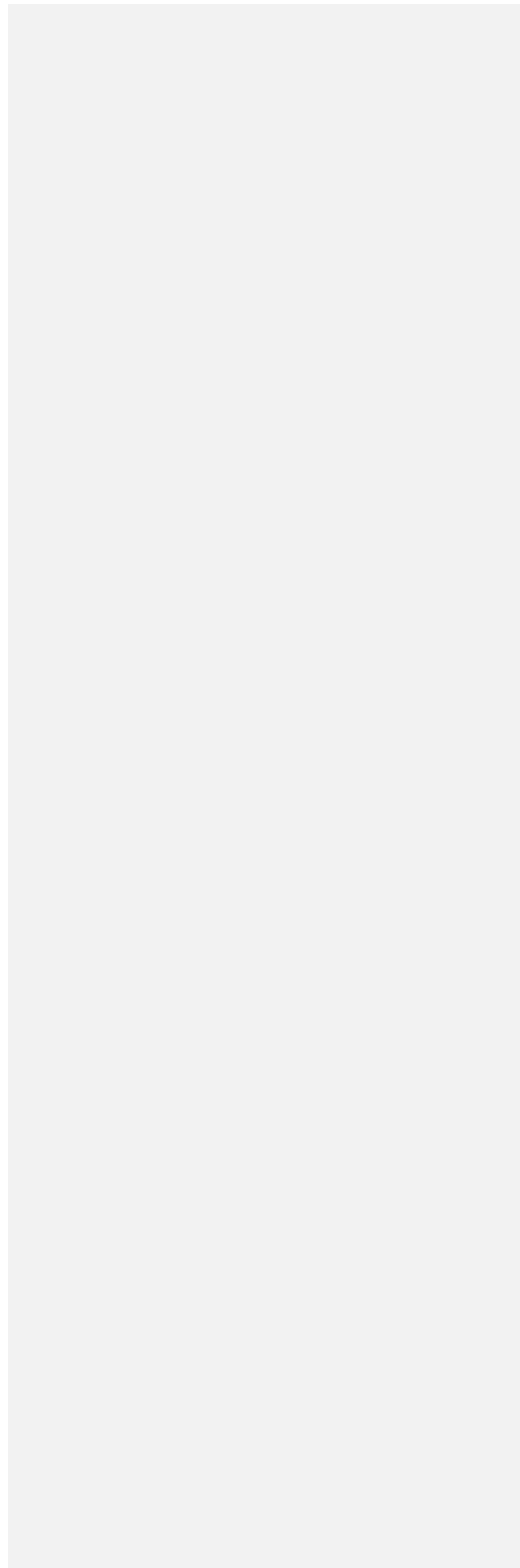
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Issues of online learning

Theory	Indicators	Sub-indicators	Statements
Improperly functioning technology could hinder learning and engagement if students and instructors must devote time and resources to simple content access.	3. Improperly functioning technology	Technological Devices problem 4) Smartphone / laptop compatibility	1. The technological devices I used in online learning run smoothly.
			2. Mobile devices with small screen were difficult to be used.
			3. The device I used in online learning often error.
			4. I've got no technical problems in online learning.
		5) Smartphone / laptop's network coverage	5. I have network problems in my area.
			6. I often experienced network error during online learning.
			7. Network coverage in my area inhibited me in learning.
	4. Easy to be used by the user	6) User Friendly Interface of the media	8. The interface of the social media used was understandable and easy.

			9. I could easily access the documents shared by lecturer in online learning.
Students with lower socioeconomic are generally difficult to target and recruit	2. Lower economical students problem	b) Buying additional internet package	10. In current economical condition, I couldn't afford to buy additional internet package
			11. I couldn't join online learning because I didn't have internet package.
			12. Sending tasks, assignment, and homework in social media need extra internet package.
			13. I need additional internet package since online learning applied.
			14. My monthly internet fee increased since online learning applied.
			15. It is burdening me to buy additional internet package.
			16. I need to change my internet provider to get a better connection.

Instructors need to adapt certain activities to the online format without losing content knowledge or interaction between classmates and/or instructors.	2) Activities adaptation	c) Interaction adaptation.	17. In online learning, the lecturer developed a better learning activity.
			18. Online learning applied by lecturers increased participation in classroom compared to face-to-face classroom.
	d) Assessment adaptation	19. Instead of current online learning assessment, I would prefer the homework or test on paper.	
		20. I would prefer the assignment, quizzes, and other tasks given by lecturer in online learning rather than face-to-face meeting.	
		21. Instead of current online learning assessment, I would prefer the homework or test on paper.	
		22. The multiple choice assessment was not suitable for online learning.	

In addition to issues of cheating, overreliance on the summative feedback from graded quizzes and exams might limit the formative feedback given to students during the learning process, which could also be problematic.	1) Student's unfair behaviour	c) Easier and faster data transfer in smartphone/laptop	23. Technological device in online learning features allowed me to easily share the work's file with friends.
		d) Sharing works to other students	24. Being able to share and access other student's files/answers leads to cheating.
			25. I could easily ask for other students answer in online learning.

Potential Benefits of Social Media

Theory	Indicators	Sub-Indicators	Statements
The more connected the teachers are to their students, the more likely they are able to help students learn quickly and at a high level.	1. As a communication channel	a) Monitoring the students	1. Social media used in online learning allow me ask question to lecturer.
			2. Lecturers didn't understand when students have trouble within the online learning.
			3. Lecturers understood the needs of the learning for the students in online learning
		4. I prefer to ask questions in face to	

		b) Communicating with other students	face meeting rather than social media used in online learning
			5. Social Media used in online learning hasn't improved my communication with others.
			6. I enjoy to ask my friends for help when I had problems in online learning media.
		c) Communicate with lecturer and students	7. The communicative features of social media used in online learning improved my learning experience.
			8. Social media used in online learning allowed me to easily participate with my classmates and lecturer about assignment, group task and other learning activities.
Students would have enough opportunities to ask questions, make comments, as well as get feedback. As such, they will have more chances to develop supportive relationships	2. As an Engagement tools	a) Students enjoying learning in online classroom b) Students confidence enough to learn in online learning classroom	9. Learning online in social media is a pleasant idea. 10. I am more engaged in face to face learning activities rather than online learning activities. 11. I feel more confidence in asking question in social media used in online learning. 12. Using online learning couldn't enhance my learning.

with their instructors.		c) Attracting student's attention	13. Interaction via social media didn't help me to become active in language activity.
			14. Giving comments in social media is a pleasant idea for learning.
			15. Interaction via social media in online learning helped me to increase my confidence.
		d) Encounter classroom boredom	16. Lecturers used social media in various interesting ways for learning.
			17. The feedback I received in online learning interaction didn't increase my desire for the course.
			18. I always have so much fun learning in online learning via social media.
	19. The learning activity in online learning is less interactive.		
	Teacher invite students to work collaboratively on shared task using social media to achieve a common goal	3. As collaborative platforms	c) Students work together on shared task with friends
21. The features in social media used in online learning didn't engage me to work collaboratively.			
d) Students are involved to			22. The lecturers invited the students to work

		learn in online learning environment	together on a task in online learning.
			23. I couldn't easily work together with my friends in social media used in online learning.
			24. I always joined the group discussion arranged by lecturer in online learning classroom.

Curup, 21 Juli 2020

Validator

Henny Septia Utami, M.PdS

NIK. 17102010

Kuesioner Permasalahan Pembelajaran Online

Pernyataan	STS	TS	N	S	SS
1. Perangkat teknologi yang saya di gunakan dalam pembelajaran daring berjalan dengan lancar nya .					
2. Perangkat mobile seluler dengan layar kecil sulit untuk digunakan nya .					
3. Perangkat yang saya gunakan dalam pembelajaran daring sering kali mengalami kesalahan (<i>error</i>) nya .					
4. Saya tidak mengalami masalah teknis dalam pembelajaran daring nya .					
5. Saya memiliki masalah jaringan di daerah saya.					
6. Saya sering mengalami gangguan jaringan selama pembelajaran daring nya .					
7. Jangkauan jaringan internet di daerah saya menghambat saya dalam belajar					
8. Tampilan antarmuka media sosial yang digunakan dapat dimengerti dan mudah nya .					
9. Saya dapat dengan mudah mengakses dokumen yang dibagikan oleh dosen dalam pembelajaran daring nya .					
10. Dalam keadaan ekonomi saat ini, saya tidak mampu jika harus membeli paket internet tambahan.					
11. Saya tidak dapat bergabung dengan pembelajaran daring karena saya tidak memiliki paket internet nya .					
12. Mengirim tugas dan pekerjaan rumah di media sosial dalam pembelajaran daring menghabiskan paket internet saya.					
13. Saya memerlukan paket internet tambahan sejak pembelajaran daring diterapkan.					
14. Biaya internet bulanan saya meningkat sejak pembelajaran daring diterapkan.					
15. Merupakan hal yang membebani saya untuk membeli paket internet tambahan merupakan hal yang membebani saya nya .					

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16. Saya perlu mengganti penyedia layanan internet saya untuk mendapatkan koneksi yang lebih baik.					
17. Dalam pembelajaran daring, dosen mengembangkan kegiatan belajar yang lebih baik.					
18. Pembelajaran daring yang diterapkan oleh dosen meningkatkan partisipasi di kelas dibandingkan dengan kelas tatap muka.					
19. Dibandingkan penilaian pembelajaran online <u>daring</u> saat ini-, saya lebih suka pekerjaan rumah atau tes di atas kertas-.					
20. Saya lebih suka tugas, kuis, dan tugas-tugas lain yang diberikan oleh dosen dalam pembelajaran daring daripada pertemuan tatap muka-.					
21. Alih-alih <u>Daripada</u> penilaian pembelajaran satu-satunya saat ini-, saya lebih suka pekerjaan rumah atau tes di atas kertas-.					
22. Penilaian pilihan ganda -itu tidak cocok untuk pembelajaran daring-.					
23. Perangkat teknologi dalam fitur pembelajaran daring memungkinkan saya untuk dengan mudah berbagi file-dokumen <u>berbagi dikerjakan</u> dengan teman-teman secara mudah -.					
24. Mampu berbagi dan mengakses file-dokumen/ jawaban siswa lain mengarah pada kecurangan.					
25. Saya dapat dengan mudah meminta jawaban siswa lain dalam pembelajaran daring.					

Potensi Manfaat Sosial Media bagi Pembelajaran Daring

Pernyataan	SS	S	N	TS	STS
1. Media sosial yang digunakan dalam pembelajaran daring memungkinkan saya mengajukan pertanyaan kepada dosen.					
2. Dosen tidak memahami ketika siswa memiliki masalah dalam pembelajaran daring					

3. Dosen memahami kebutuhan belajar bagi siswa- dalam pembelajaran daring					
4. Saya lebih suka mengajukan pertanyaan di pertemuan tatap muka daripada media sosial yang digunakan dalam pembelajaran daring.					
5. Media Sosial yang digunakan dalam pembelajaran daring tidak meningkatkan komunikasi saya dengan orang lain.					
6. Saya senang meminta bantuan teman saya ketika saya memiliki masalah dalam media pembelajaran daring.					
7. Fitur komunikatif media sosial yang digunakan dalam pembelajaran daring meningkatkan pengalaman belajar saya-.					
8. Sosial media yang digunakan dalam pembelajaran daring tidak memungkinkan saya untuk dapat berpartisipasi dengan teman sekelas dan dosen tentang-dalam tugas kelompok dan kegiatan belajar lainnya.					
9. Belajar daring di media sosial adalah ide yang menyenangkan.					
10. Saya lebih tertarik dalam kegiatan pembelajaran tatap muka daripada pemdaring daripada pembelajaran daring.					
11. Saya merasa lebih percaya diri dalam mengajukan pertanyaan di media sosial yang digunakan dalam pembelajaran daring.					
12. Menggunakan pembelajaran daring tidak meningkatkan pembelajaran saya-.					
13. Interaksi melalui media sosial tidak membantu saya menjadi aktif dalam kegiatan bahasa-.					
14. Memberi komentar di media sosial merupakan cara yang menyenangkan untuk belajar-.					
15. Interaksi melalui media sosial dalam pembelajaran daring membantu saya meningkatkan kepercayaan diri saya-.					
16. Dosen menggunakan media sosial dengan berbagai cara yang menarik untuk belajar-.					
17. Umpan balik yang saya terima dalam pembelajaran daring tidak meningkatkan keinginan saya terhadap pembelajaran.					

Commented [VAU1]: Tidak dijelaskan di dokumen bahasa Inggris

18. Saya tidak selalu merasa senang belajar dalam pembelajaran daring melalui media sosial.					
19. Aktivitas pembelajaran dalam pembelajaran daring kurang interaktif.					
20. Media sosial yang digunakan dalam pembelajaran daring memungkinkan saya untuk bekerja sama dengan teman-teman.					
21. Fitur di media sosial yang digunakan dalam pembelajaran daring menarik saya untuk bekerja sama.					
22. Dosen mengajak siswa untuk bersama-sama bekerja <u>padamengerjakan</u> tugas dalam pembelajaran secara daring.					
23. Saya tidak dapat bekerja bersama dengan teman-teman saya di media sosial yang digunakan dalam pembelajaran daring dengan mudah.					
24. Saya selalu bergabung dalam diskusi kelompok yang diatur oleh dosen di kelas pembelajaran daring.					

Jakarta, ~~23~~ Juli 2020

Validator



Vania Ayu Utami, S.HumS

Notes From Validator:

Secara keseluruhan sudah cukup baik, hanya terdapat beberapa kesalahan tanda baca (spasi sebelum tanda baca), imbuhan, serta sedikit urutan kata agar lebih mudah dibaca dalam bahasa Indonesia

.....

Validity Result of the Questionnaire

No	R hitung	R tabel	Status
1	0,550	0,514	VALID
2	0,554	0,514	VALID
3	0,500	0,514	VALID
4	0,603	0,514	VALID
5	0,525	0,514	VALID
6	0,574	0,514	VALID
7	0,548	0,514	VALID
8	0,565	0,514	VALID
9	0,514	0,514	VALID
10	0,594	0,514	VALID
11	0,532	0,514	VALID
12	0,710	0,514	VALID
13	0,612	0,514	VALID
14	0,574	0,514	VALID
15	0,531	0,514	VALID
16	0,710	0,514	VALID
17	0,615	0,514	VALID
18	0,640	0,514	VALID
19	0,533	0,514	VALID
20	0,564	0,514	VALID
21	0,552	0,514	VALID
22	0,565	0,514	VALID
23	0,565	0,514	VALID
24	0,548	0,514	VALID
25	0,538	0,514	VALID

No	R hitung	R tabel	Status
26	0,688	0,514	VALID
27	0,586	0,514	VALID
28	0,687	0,514	VALID
29	0,724	0,514	VALID
30	0,625	0,514	VALID
31	0,603	0,514	VALID
32	0,566	0,514	VALID
33	0,730	0,514	VALID
34	0,575	0,514	VALID
35	0,611	0,514	VALID
36	0,630	0,514	VALID
37	0,652	0,514	VALID
38	0,543	0,514	VALID
39	0,792	0,514	VALID
40	0,727	0,514	VALID
41	0,845	0,514	VALID
42	0,809	0,514	VALID
43	0,523	0,514	VALID
44	0,662	0,514	VALID
45	0,515	0,514	VALID
46	0,733	0,514	VALID
47	0,584	0,514	VALID
48	0,668	0,514	VALID
49	0,551	0,514	VALID

Questionnaire filled by the students

Students 1

Questionnaires of Students' Perception on the utilization of social media in online learning classroom in Tadris Bahasa Inggris IAIN Curup

TERIMA KASIH karena telah meluangkan waktunya untuk mengisi kuesioner ini.

Kuesioner ini bertujuan untuk menggali pendapat siswa mengenai penerapan kelas daring dan manfaat penggunaan media sosial sebagai media pembelajaran daring selama masa pandemi di prodi TBI IAIN Curup.

Kuesioner ini terdiri dari dua bagian, bagian pertama berisi penerapan dan masalah dalam kelas daring secara umum dan bagian kedua berisi manfaat penggunaan sosial media sebagai media pembelajaran daring di prodi TBI IAIN Curup.

Perlu dijelaskan bahwa yang dimaksud dengan perangkat teknologi di dalam kuesioner ini adalah smartphone, tablet, laptop, atau komputer yang digunakan siswa dalam pembelajaran daring.

NAMA LENGKAP *

Student 1

NIM *

123456

Semester *

Semester pada tahun ajaran 2020 awal.

Semester 2

Semester 4

Semester 6

Pernyataan	STS	TS	N	S	SS
1. Perangkat teknologi yang saya di gunakan dalam pembelajaran daring berjalan dengan lancar nya .					√
2. Perangkat mobile seluler dengan layar kecil -sulit untuk digunakan nya .		√			
3. Perangkat yang saya gunakan dalam pembelajaran daring sering kali mengalami kesalahan (<i>error</i>) nya .				√	
4. Saya tidak mengalami masalah teknis dalam pembelajaran daring nya .	√				
5. Saya memiliki masalah jaringan di daerah saya.					√
6. Saya sering mengalami gangguan jaringan selama pembelajaran daring nya .		√			
7. Jangkauan jaringan internet di daerah saya menghambat saya dalam belajar				√	
8. Tampilan antarmuka media sosial yang digunakan dapat dimengerti dan mudah nya .		√			
9. Saya dapat dengan mudah mengakses dokumen yang dibagikan oleh dosen dalam pembelajaran daring nya .					√
10. Dalam keadaan ekonomi saat ini, saya tidak mampu jika harus membeli paket internet tambahan.	√				
11. Saya tidak dapat bergabung dengan pembelajaran daring karena saya tidak memiliki paket internet nya .				√	
12. Mengirim tugas dan pekerjaan rumah di media sosial dalam pembelajaran daring menghabiskan paket internet saya.		√			
13. Saya memerlukan paket internet tambahan sejak pembelajaran daring diterapkan.					√
14. Biaya internet bulanan saya meningkat sejak pembelajaran daring diterapkan.		√			
15. Merupakan hal yang membebani saya untuk ## Membeli paket internet tambahan merupakan hal yang membebani saya.	√				
16. Saya perlu mengganti penyedia layanan internet saya untuk mendapatkan koneksi yang lebih baik.				√	

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17. Dalam pembelajaran daring, dosen mengembangkan kegiatan belajar yang lebih baik.		√			
18. Pembelajaran daring yang diterapkan oleh dosen meningkatkan partisipasi di kelas dibandingkan dengan kelas tatap muka.				√	
19. Dibandingkan penilaian pembelajaran online <u>daring</u> saat ini-, saya lebih suka pekerjaan rumah atau tes di atas kertas-.	√				
20. Saya lebih suka tugas, kuis, dan tugas-tugas lain yang diberikan oleh dosen dalam pembelajaran daring daripada pertemuan tatap muka-.					√
21. Alih-alih <u>Daripada</u> penilaian pembelajaran satu-satunya saat ini-, saya lebih suka pekerjaan rumah atau tes di atas kertas-.			√		
22. Penilaian pilihan ganda -itu- tidak cocok untuk pembelajaran daring-.		√			
23. Perangkat teknologi dalam fitur pembelajaran daring memungkinkan saya untuk dengan mudah berbagi file-dokumen <u>berbagi</u> berbagi <u>dikerjakan</u> dengan teman-teman secara mudah- .				√	
24. Mampu berbagi dan mengakses file-dokumen/ jawaban siswa lain mengarah pada kecurangan.		√			
25. Saya dapat dengan mudah meminta jawaban siswa lain dalam pembelajaran daring.					√

Pernyataan	SS	S	N	TS	STS
1. Media sosial yang digunakan dalam pembelajaran daring memungkinkan saya mengajukan pertanyaan kepada dosen.					√
2. Dosen tidak memahami ketika siswa memiliki masalah dalam pembelajaran daring		√			
3. Dosen memahami kebutuhan belajar bagi siswa- dalam pembelajaran daring				√	

4. Saya lebih suka mengajukan pertanyaan di pertemuan tatap muka daripada media sosial yang digunakan dalam pembelajaran daring.	√				
5. Media Sosial yang digunakan dalam pembelajaran daring tidak meningkatkan komunikasi saya dengan orang lain.		√			
6. Saya senang meminta bantuan teman saya ketika saya memiliki masalah dalam media pembelajaran daring.					√
7. Fitur komunikatif media sosial yang digunakan dalam pembelajaran daring meningkatkan pengalaman belajar saya-.		√			
8. Sosial media yang digunakan dalam pembelajaran daring tidak memungkinkan saya untuk dapat berpartisipasi dengan teman sekelas dan dosen tentang-dalam tugas kelompok dan kegiatan belajar lainnya.				√	
9. Belajar daring di media sosial adalah ide yang menyenangkan.	√				
10. Saya lebih tertarik dalam kegiatan pembelajaran tatap muka daripada pemdaring daripada pembelajaran daring.	√				
11. Saya merasa lebih percaya diri dalam mengajukan pertanyaan di media sosial yang digunakan dalam pembelajaran daring.					√
12. Menggunakan pembelajaran daring tidak meningkatkan pembelajaran saya-.		√			
13. Interaksi melalui media sosial tidak membantu saya menjadi aktif dalam kegiatan bahasa-.	√				
14. Memberi komentar di media sosial merupakan cara yang menyenangkan untuk belajar-.					√
15. Interaksi melalui media sosial dalam pembelajaran daring membantu saya meningkatkan kepercayaan diri saya-.	√				
16. Dosen menggunakan media sosial dengan berbagai cara yang menarik untuk belajar-.		√			
17. Umpan balik yang saya terima dalam pembelajaran daring tidak meningkatkan keinginan saya terhadap pembelajaran.					√
18. Saya tidak selalu merasa senang belajar dalam pembelajaran daring melalui media sosial.				√	

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19. Aktivitas pembelajaran dalam pembelajaran daring kurang interaktif.			√	
20. Media sosial yang digunakan dalam pembelajaran daring memungkinkan saya untuk bekerja sama dengan teman-teman.		√		
21. Fitur di media sosial yang digunakan dalam pembelajaran daring menarik saya untuk bekerja sama.			√	
22. Dosen mengajak siswa untuk bersama-sama bekerja padamengerjakan tugas dalam pembelajaran secara daring.				√
23. Saya tidak dapat bekerja bersama dengan teman-teman saya di media sosial yang digunakan dalam pembelajaran daring dengan mudah.		√		
24. Saya selalu bergabung dalam diskusi kelompok yang diatur oleh dosen di kelas pembelajaran daring.	√			

Try Out Questionnaire

Students 1

Try out questionnaires of Students' Perception
on the utilization of social media in online
learning classroom

NAMA LENGKAP *

Try Out Students 1

NIM *

A1B018045

Semester *

Semester pada tahun ajaran 2020 awal.

- Semester 2
- Semester 4
- Semester 6

Pernyataan	STS	TS	N	S	SS
1. Perangkat teknologi yang saya di gunakan dalam pembelajaran daring berjalan dengan lancar nya .					√
2. Perangkat mobile seluler dengan layar kecil -sulit untuk digunakan nya .				√	
3. Perangkat yang saya gunakan dalam pembelajaran daring sering kali mengalami kesalahan (<i>error</i>) nya .					√
4. Saya tidak mengalami masalah teknis dalam pembelajaran daring nya .			√		
5. Saya memiliki masalah jaringan di daerah saya.		√			
6. Saya sering mengalami gangguan jaringan selama pembelajaran daring nya .			√		
7. Jangkauan jaringan internet di daerah saya menghambat saya dalam belajar				√	
8. Tampilan antarmuka media sosial yang digunakan dapat dimengerti dan mudah nya .			√		
9. Saya dapat dengan mudah mengakses dokumen yang dibagikan oleh dosen dalam pembelajaran daring nya .					√
10. Dalam keadaan ekonomi saat ini, saya tidak mampu jika harus membeli paket internet tambahan.					√
11. Saya tidak dapat bergabung dengan pembelajaran daring karena saya tidak memiliki paket internet nya .				√	
12. Mengirim tugas dan pekerjaan rumah di media sosial dalam pembelajaran daring menghabiskan paket internet saya.					√
13. Saya memerlukan paket internet tambahan sejak pembelajaran daring diterapkan.					√
14. Biaya internet bulanan saya meningkat sejak pembelajaran daring diterapkan.					√
15. Merupakan hal yang membebani saya untuk ## Membeli paket internet tambahan merupakan hal yang membebani saya.					√
16. Saya perlu mengganti penyedia layanan internet saya untuk mendapatkan koneksi yang lebih baik.					√

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17. Dalam pembelajaran daring, dosen mengembangkan kegiatan belajar yang lebih baik.			√		
18. Pembelajaran daring yang diterapkan oleh dosen meningkatkan partisipasi di kelas dibandingkan dengan kelas tatap muka.		√			
19. Dibandingkan penilaian pembelajaran online <u>daring</u> saat ini-, saya lebih suka pekerjaan rumah atau tes di atas kertas-.					√
20. Saya lebih suka tugas, kuis, dan tugas-tugas lain yang diberikan oleh dosen dalam pembelajaran daring daripada pertemuan tatap muka-.					√
21. Alih-alih <u>Daripada</u> penilaian pembelajaran satu-satunya saat ini-, saya lebih suka pekerjaan rumah atau tes di atas kertas-.					√
22. Penilaian pilihan ganda -itu- tidak cocok untuk pembelajaran daring-.					√
23. Perangkat teknologi dalam fitur pembelajaran daring memungkinkan saya untuk dengan mudah berbagi file-dokumen <u>beryang dikerjakan</u> dengan teman-teman <u>secara mudah</u> -.					√
24. Mampu berbagi dan mengakses file-dokumen/ jawaban siswa lain mengarah pada kecurangan.				√	
25. Saya dapat dengan mudah meminta jawaban siswa lain dalam pembelajaran daring.					√

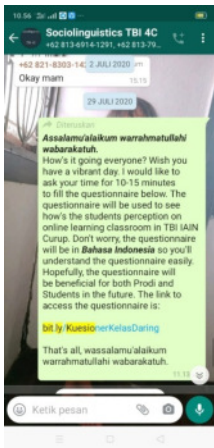
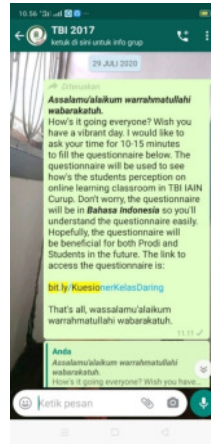
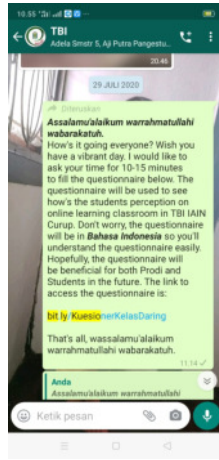
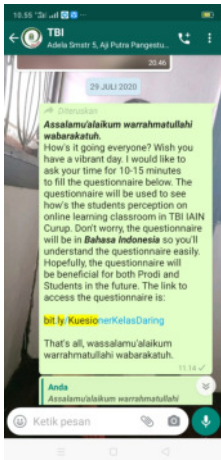
Pernyataan	STS	TS	N	TS	STS
1. Media sosial yang digunakan dalam pembelajaran daring memungkinkan saya mengajukan pertanyaan kepada dosen.					√
2. Dosen tidak memahami ketika siswa memiliki masalah dalam pembelajaran daring			√		
3. Dosen memahami kebutuhan belajar bagi siswa- dalam pembelajaran daring				√	

4. Saya lebih suka mengajukan pertanyaan di pertemuan tatap muka daripada media sosial yang digunakan dalam pembelajaran daring.		√			
5. Media Sosial yang digunakan dalam pembelajaran daring tidak meningkatkan komunikasi saya dengan orang lain.					√
6. Saya senang meminta bantuan teman saya ketika saya memiliki masalah dalam media pembelajaran daring.					√
7. Fitur komunikatif media sosial yang digunakan dalam pembelajaran daring meningkatkan pengalaman belajar saya-.					√
8. Sosial media yang digunakan dalam pembelajaran daring tidak memungkinkan saya untuk dapat berpartisipasi dengan teman sekelas dan dosen tentang-dalam tugas kelompok dan kegiatan belajar lainnya.				√	
9. Belajar daring di media sosial adalah ide yang menyenangkan.				√	
10. Saya lebih tertarik dalam kegiatan pembelajaran tatap muka daripada pemdaring daripada pembelajaran daring.		√			
11. Saya merasa lebih percaya diri dalam mengajukan pertanyaan di media sosial yang digunakan dalam pembelajaran daring.			√		
12. Menggunakan pembelajaran daring tidak meningkatkan pembelajaran saya-.		√			
13. Interaksi melalui media sosial tidak membantu saya menjadi aktif dalam kegiatan bahasa-.		√			
14. Memberi komentar di media sosial merupakan cara yang menyenangkan untuk belajar-.				√	
15. Interaksi melalui media sosial dalam pembelajaran daring membantu saya meningkatkan kepercayaan diri saya-.			√		
16. Dosen menggunakan media sosial dengan berbagai cara yang menarik untuk belajar-.					√
17. Umpan balik yang saya terima dalam pembelajaran daring tidak meningkatkan keinginan saya terhadap pembelajaran.			√		
18. Saya tidak selalu merasa senang belajar dalam pembelajaran daring melalui media sosial.			√		

Commented [VAU3]: Tidak dijelaskan di dokumen bahasa Inggris

19. Aktivitas pembelajaran dalam pembelajaran daring kurang interaktif.			√		
20. Media sosial yang digunakan dalam pembelajaran daring memungkinkan saya untuk bekerja sama dengan teman-teman.					√
21. Fitur di media sosial yang digunakan dalam pembelajaran daring menarik saya untuk bekerja sama.				√	
22. Dosen mengajak siswa untuk bersama-sama bekerja padamengerjakan tugas dalam pembelajaran secara daring.			√		
23. Saya tidak dapat bekerja bersama dengan teman-teman saya di media sosial yang digunakan dalam pembelajaran daring dengan mudah.				√	
24. Saya selalu bergabung dalam diskusi kelompok yang diatur oleh dosen di kelas pembelajaran daring.					√

Documentations





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 273 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II ;
 - Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing I dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** :
- Leffi Noviyenty, M.Pd** 19761106 200312 2 004
 - Sarwo Edy, M.Pd** 20011038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A

: Reynaldi

N I M

: 15551054

JUDUL SKRIPSI : Student Perspective of Online Learning Platform in EFL Classroom

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 27 Juli 2020

Dekan,



Tembusan :

- Rektor
- Bendahara IAIN Curup;
- Kabag Akademik kemahasiswaan dan kerja sama;
- Mahasiswa yang bersangkutan;

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.		Discussing literature		
2.		Discussing article		
3.		Revised Abstract		
4.		Technique for Collection		
5.		Discussion Chapter 3		
6.		Discussion Chapter IV		
7.		Discussion discussion		
8.		Approval		

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Discussion literature		
2.		Discussion Theory		
3.		Discussion Chapter I		
4.		Discussion Chapter II		
5.		Discussion Chapter II		
6.		Discussion Chapter III		
7.		Discussion Chapter III		
8.		Discussion Chapter III		

BIOGRAPHY



Reynaldi was born in Curup March 14th1996. He is the oldest son of Mr. Effendi and Mrs. Ema Fitriana. His younger one and only brother is Fatahuddin. Reynaldi finished his elementary school in 2008 from SD N 43 Air Putih Lama Curup, Reynaldi continued his study in SMP N 2 Rejang Lebong. Then, he continued his study to SMA N 1 Curup Utara and graduated in 2014. He had one gap year after graduated from senior high school to explore more about his self. Afterwards, he decided to go to college and took English Tadris Study Program as his faculty in State Institute for Islamic Studies (IAIN) Curup.

The man who loved English since junior high school was ever being called as "Walking Dictionary". He also was one of the awardee of International Pre service teaching in Hat Yai thailand in 2018. During his study, he was also one of the students scholarship awardee for 3 years. The man who love design and illustration usually spent his days in front of computer. For the next step of his life, he purposed to make everyone around him happy and make his mother proud.