

ENGLISH STUDENTS' PERCEPTIONS OF THE USE OF ONLINE LEARNING PLATFORMS DURING THE COVID-19 PANDEMIC

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ABSTRACT

This study explores English students' perceptions of the use of online learning platforms during the COVID-19 pandemic. It focuses on students' participation, accessibility, material & assignment delivery, and the preferences of online learning platforms. The researcher conducted a qualitative study by using the survey design method. It used a questionnaire as the instrument; it was then distributed and collected through Google form. There were open-ended questions that required a free text response which was used to gain the students' perception regarding online learning implementation, while close-ended questions were used to obtain the percentage of the analyzed topic. The received responses were calculated, analyzed, and described narratively. The respondents were 87 students of three departments of STIKES Cendekia Utama Kudus in the odd semester. The result presents that students showed a positive attitude during English online learning. Since they had an unstable connection, they showed their positive effort. Their response to the material & assignment delivered by their lecturer was positive. However, the students had many obstacles during the process; accessibility still becomes their main problem. Unstable Signal strength, full smartphone storage, and given assignments need to be considering too. They need extra time to submit their assignments because of the connection. Since their connection is limited and unstable, WhatsApp, Google Meet and YouTube studio became their most favorite platform. It was quota-friendly, had a stable connection, and was flexible. They can re-play/re-read their material wherever and whenever they need it.

Keywords; English students' perception, online learning platforms, pandemic COVID-19

INTRODUCTION

In an educational sector, previously before COVID-19 pandemic the term blended learning is quite familiar and used by educators to give comprehensive experience to their students. It combines face-to-face interaction and online learning.

According to Handoko & Waskito (2018; 8), Blended learning is a learning model which combines traditional classrooms and online classrooms (e-learning). Rubenstein, (2003); Ward & LaBranche, (2003) as cited in L. Smart & J. Cappel, (2006; 204)

assumed that blended learning is a hybrid instructional approach that combines elements of e-learning with the traditional classroom environment. E-Learning elements can be used after class meetings to maintain an ongoing dialogue among a community of participants about course-related topics through chats or discussion board posting. The situation has changed since a dangerous virus was identified in Wuhan China in November 2019 which is called COVID-19. It is rapidly spread around the world including Indonesia. The government then urged the public to apply social distancing even to work and study from home to decline the spread of the virus. This situation has impacted many sectors, including the educational sector. The Indonesian Minister of Education and Culture then encourage the educational institution including higher education to study from home and conduct virtual learning process through e-learning as the alternative to replace traditional classroom or face to face teaching and learning activities. This situation is challenging for both lecturers and students.

Although blended learning or e-learning has grown tremendously and it may sound familiar, however not many classes combined both traditional and e-learning elements in learning activities. English

class of STIKES Cendekia Utama Kudus previously used e-learning only for sharing the material and held final assessment. Then, in a short time the learning activities which are usually done traditionally switched into the online learning system. At this moment, both lecturers and students need to force their selves to master the technology media to implement online learning. Aparicio et al., (2016; 292) divided two main areas in online learning, those are; learning and technology. Learning refers to a cognitive process for achieving knowledge, while technology refers to the tools which support the process to achieve it. Reimers et al.,(2020) stated that online learning is one of the supporting media to conquer the problems in the educational world and to support the continuity of learning activity during the COVID-19 pandemic. Gomez (2016) as cited in Bagata et al., (2020) stated that an online learning platform is a way to structure the instruction, which encourages optimal content organization and student interaction. It is software including services to assist lecturers in the management of their course, it is a computing device that groups several tools and ensures the educational lines (Ouadoud et al., 2016; 582). From those statements, it can be stated that the online

learning platform is a supporting media which used to support and manage the class so the teaching and learning activity keep running. During the process of online learning the lecturer needs to pay attention not only to the students' cognitive skills but also to the technology which supports the online learning process and it needs to suit students' conditions since the class is completely online. There are many free online learning platforms that are used to support learning activities, those are; e-learning Zoom Meeting, Google Meet, Kahoot, YouTube, etc.

The implementation of technology usage on online learning has many obstacles. One of them was instability connection when using Zoom Meeting / Google Meet as learning media. Many students of STIKES Cendekia Utama Kudus did not join the class completely because of their bad connection or unstable connection so the students come in and out of the room automatically. They did not get the material clearly because the trouble happened. This situation will swing their mood, and then it will decrease their motivation and affect their perception. Perception is the process of human thinking about a certain phenomenon (Walgito, 2003; 87). It is the experience of an object, event, and relationship acquired

by resuming information and interpreting a message. It gives meaning toward stimulus-response in resuming information and predicting messages which involve attention, hope, motivation, and memory (Rackhmat, 2000). Students' perception is very important for evaluating the effectiveness of teaching and learning (Chen & Hoshower, 2003). Motivation also becomes a key factor in affecting student performance and learning, particularly online learning success (Cole et al., 2004).

Koohang & Durante (2003) as cited in L. Smart & J. Cappel (2006) stated that;

“Developers and deliverers of online learning need more understanding on how students perceive and react to elements of e-learning (since students perception and attitude are critical to motivation and learning) along with how to apply these approaches most effectively to enhance learning.” (L. Smart & J. Cappel, 2006: 202)

Since the pandemic is still running and does not end yet, this situation is still challenging. The lecturer as a deliverer of online learning needs to understand how their students perceive, access, and react to online learning. In this situation, the lecturer needs to use friendly online learning platforms to gain students'

participation. So, it is crucial to find the best online learning platforms which suit the students' needs and conditions to support their learning. Therefore, this research will explore English students'

LITERATURE REVIEW

2.1. Perception

Perception is the process that takes place within the individual that begins with receipt of excitatory until it is realized and understood by the individual so that the individual can recognize himself and his surroundings. Individuals try to rationalize the environment, objects, people, and events through perception (Walgito, 2002; 69). It is the process of human thinking about a certain phenomenon (Walgito, 2003; 87). Meanwhile, Rackhmat (2000) stated that perception is the experience of an object, event, and relationship acquired by resuming information and interpreting a message. It gives meaning toward stimulus-response in resuming information and predicting messages which involve attention, hope, motivation, and memory. From those statements, it can be stated that perception is a process of human thinking, how an individual is selecting, organizing, and interpreting the experience and information.

perceptions which focus on students' participation, accessibility, and material & assignment delivery, and their preferences on online learning platforms.

2.2. Online Learning Platform

In the education sector, the use of technology has grown rapidly. Cakrawati (2017; 23) stated that teachers should be able to develop the ability to creatively use technology to meet students' learning needs. The learning process not only happened in the classroom, technological devices can be used to facilitate language learning. Online learning platforms are technological devices that can be used to support the learning process. It is a learning tool that brings lecturers, students, and parents have access to general resources, communication tool, and information both inside and outside the classroom (Bagata et al., 2020). Gomez (2016) as cited in Bagata et al., (2020) stated that it is a way to structure the instruction, which encourages optimal content organization and student interaction. Meanwhile, Ouadoud (2016) in his research stated that an online learning platform is software including services to assist lecturers to manage their

courses. It can be assumed that an online learning platform is a supporting media that can be used to support and manage the classroom. So the learning process is not only taken traditionally but we can hold it virtually. Since the pandemic happened it completely used to support and manage the class so the teaching and learning activity keep running.

2.3.Previous Study

Many researchers had investigated concerning on students' perception of online learning. Coldwell (2006) conducted the research to ascertain students' perception about their learning experience in the online learning environment at Daikin University. The results indicate that overall students were enthusiastic about learning in such an environment. The advantages are the flexibility that it provides and the ability to study when it suits students. While the disadvantages include technical issues such as speed of access and the need to participate regularly. Cakrawati (2017; 22) investigated students' perceptions of the use of Edmodo and Quipper as online learning platforms. It is effective and efficient in terms of time although slow-speed internet is considered to be one of the difficulties in using the platforms.

Haryati (2021; 48) conducted a survey related to the implementation of online platforms. The survey consisting three major questions, those are platform reference, the advantages, and challenges. The finding revealed that the students prefer having Screen Recording, Google Meeting, Kahoot, and Edpuzzle. The advantages of the platforms are time flexibility, platform effectiveness, quota friendly, interactive fun application, and mastery of grammar. The challenges are monotonous activities, the students' boredom, and difficulties to create an account, poor responses, poor internet connection, and a different schedule. Agung & Surtikanti (2020; 225) identified three major obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino; the first is availability and sustainability of internet connection, the second is the accessibility of the teaching media and the last is the compatibility of tools to access the media. The results suggest that accessibility still becomes the major factor influencing the success of online learning. From those studies above, it can be seen that internet connection is still being the main issue. This situation still happens until the middle of the COVID-19 pandemic. Since the pandemic is still

running and does not end yet, this situation is still challenging. So the lecturer needs to understand how their students perceive, access, and react to online learning. It is crucial to find the best online learning platforms which suit the students' needs and conditions to support their learning.

METHOD

This research method is descriptive qualitative. Stake (2010) stated that qualitative research relies on human perception about the subjects and time used, and they can access it wherever they are. Since it focuses on students' perception about their personal experience in using online learning platforms during the COVID-19 Pandemic, the received responses were calculated, analyzed, and described narratively.

The participants of this research were 87 students of three departments of STIKES Cendekia Utama Kudus which study English in the odd semester. Those are Bachelor's degree of pharmacy, diploma of Pharmacy, and diploma of the nursing department.

The instrument of this study was used questionnaire. There were open-ended and close-ended questions. Open-ended questions required a free text response used to gain the students' perception

Therefore, this research will explore English students' perceptions which focus on students' participation, accessibility, and material & assignment delivery, and their preferences of online learning platforms.

regarding online learning implementation, while close-ended questions were used to obtain the percentage of the analyzed topic. The questions were based on similar surveys from the literature and developed by a researcher as she was likely to information about students' perceptions and their preferences of the online learning platforms. It was distributed and collected through Google form.

The questionnaire consists of 29 questions which covered;

1. Students' background
2. Students' participation
3. Accessibility of teaching media
4. Material and assignment delivery
5. Preferences of the online learning platform

In analyzing data, the result of the close-ended question was computed statistically to find out the percentage of the analyzed topic, it was then interpreted descriptively.

RESULTS AND DISCUSSION

RESULTS

The findings of the survey are presented below;

Table 1. Students' Background

No	Questions	Number	Percentage
1.	Gender		
-	Male	12	12,6 %
-	Female	76	87,4 %
2.	Department		
-	S1 Pharmacy	60	69 %
-	D3 Pharmacy	13	15 %
-	D3 of Nursing	14	16 %
3.	Skill in technology usage		
-	Medium	80	92 %
-	Advance	7	8 %
4.	Have experiencing online learning before the pandemic		
-	Yes	24	27,6 %
-	No	63	72,4 %
5.	Places during online learning		
-	Kudus	31	35,6 %
-	Jebara and around	9	10,3 %
-	Pati and around	36	41,5 %
-	Demak and around	11	12,6 %

Table 1 presents Students' background; 87,4% of the participant were 'female', 12,6% were 'male'. They were from different department, 69% students of 'S1 Pharmacy', 15% students of 'D3 Pharmacy' and 16% students of 'D3 of Nursing'. The students' skill in technology usage showed that 92% of them in 'average level' while 8% of them are in 'advanced level'. 27,6 % of students had 'experience with online learning before

pandemic', 72,4 % of students 'had no experience with online learning before pandemic'. 35,6 % of students were from 'Kudus', 10,3 % of them from 'Jebara and around', 41,5 % from 'Pati and around', and 12,6 % stayed in 'Demak and around'.

Table. 2. Students' Participation on English online learning

No	Questions	Number	Percentage
6.	I enjoy English online learning		
-	Yes	71	81,6 %
-	Neutral	2	2,2 %
-	No	14	16,2 %
7.	I actively participate in English online learning		
-	Yes	61	70,2 %
-	Neutral	25	28,7 %
-	No	1	1,1 %
8.	I feel enthusiast in English online learning		
-	Yes	55	63,2 %
-	Neutral	29	33,3 %
-	No	3	3,5 %
9.	I completely join English online learning		
-	Yes	83	95,4 %
-	Neutral	4	4,6 %
-	No	-	-
10.	I find difficulties during English online learning		
-	Yes	70	80,5 %
-	No	17	19,5 %

Table 2 shows that 81,6 % of students 'enjoyed English online learning', 2,2 %

were 'Neutral, and 16,2 % 'did not enjoy English online learning'. 70,2 % of students were 'actively participated', 28,7 % students were 'neutral' and 1,1 % students 'did not actively participate in English online learning'. In the statement of 'students' enthusiasm in English online learning' showed that 63,2 % stated 'yes', 33,3 % stated 'neutral' and 3,5 % stated 'no'. 95,4 % of students stated that they 'completely join English online learning', and 4,6 % stated 'no'. 80,5 % of students stated that they 'find difficulties during English online learning, while 19,5 % stated 'no'.

Table 3. Accessibility during English online learning

No	Questions	Number	Percentage
11.	I have Wi-Fi at home		
-	Yes	35	40,2 %
-	No	52	59,8 %
12.	My Signal strength during English online learning		
-	Stable	24	27,6 %
-	Unstable	44	50,6 %
-	Poor	19	21,8 %
13.	My internet data Sufficiency		
-	Sufficient	69	79,3 %
-	Not sufficient	18	20,7 %
14.	My Devices used during English online learning		
-	Laptop/computer	17	19,5 %
-	Smartphone	70	80,5 %

15.	My device Compatibility		
-	Compatible	70	80,5 %
-	Not compatible	17	19,5 %

Table 3 showed that 59,8 % of students 'do not have Wi-Fi' at their home, while 40,2 % stated 'yes'. 27,6 % of students stated that their Signal strength during English online learning was 'stable', 50,6 % 'unstable' and 21,8% 'poor'. 79,3 % of students stated that their internet data was 'sufficient', while 20,7 % 'not sufficient'. 19,5 % of students used 'laptop/computer during English online learning process' while 80,5 % used 'smartphone'. 80,5 % of them stated that it is 'compatible' and 19,5 % stated 'not compatible'

Table 4. Material & assignment delivery on English online learning

No	Questions	Number	Percentage
16.	Material which delivered is Comprehensive		
-	Yes	73	84 %
-	No	14	16 %
17.	Material which delivered is Relevant with the course		
-	Yes	85	97,7 %
-	No	2	2,3 %
18.	Lecturer provides discussion & question answer session		
-	Yes	87	100 %
-	No	-	-

19. Lecturer gives feedback			
- Yes	87	100 %	
- No	-	-	
20. Lecturer gives assignment			
- Yes	87	100 %	
- No	-	-	
21. Assignment & material given are relevant			
- Yes	84	96,5 %	
- No	3	3,5 %	
22. Assignment given			
- Fun and easy	48	55,2 %	
- Fun but difficult	30	34,5 %	
- Difficult and stressful	9	10,3 %	
23. Direction given is Comprehensive			
- Yes	84	96,5 %	
- No	3	3,5 %	
24. There is assignment feedback			
- Yes	77	88,5 %	
- No	10	11,5 %	

From the table above, it can be seen that 84 % of students stated that the material delivered by lecturers was ‘comprehensive and easy to understand’ and 14 % stated ‘no’. 97,7 % of students stated that the ‘material delivered by their lecturer was relevant to the course’ but 2,3 % of students said ‘no’. The lecturers provide

DISCUSSION

Since the pandemic happened, in a short time, traditional English learning switched to online learning. It’s quite shocking and forces both lecture and student to master

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discussion and question-answer sessions, feedback, and assignment during the learning process. 100 % of students stated ‘yes’. On the assignment relevancy, 3,5 % of students think that ‘given assignments were irrelevant with delivered material’, while 96,5 % of students do agree with that statement. 55,2 % of students stated that the given assignments were ‘fun and easy’, while 30 students, or 35,5 % said that it is ‘fun but difficult’. The others students (10,3%) think that the assignments were ‘difficult and made them stress’. 96,5 % of students stated that the directions delivered by their lecturer were ‘easy to comprehend’. They understood the direction clearly; although there were 3.5 % of students who need extra effort to comprehend the direction even need more explanation. Their lecturer also provided feedback on the students’ assignments. 88.5 % of students agree with this statement. On the other hand, 11,5 % of students did not think that their lecturers gave them some feedback on their assignments.

technology to implement online learning. In this situation, the background or skill in operating technology is useful. 92% of students' skill in technology usage was on 'average level'. Since their skill was on the average level, they could operate the technology easily. 27, 6 % of students had experience with online learning before the COVID-19 pandemic made them familiar with technology usage which was implemented in their previous learning. Coldwell & Wells (2003) in their study concluded that;

“Experience with a new learning tool needs to be gained before the online learning encounter. This suggests that students need to use the software before the semesters start in some capacity and allowances are made within the unit structure to provide them with time to become familiar themselves with the learning tools without pressure”.

In this situation, the students' previous online learning experience is useful to support their online learning. Meanwhile, 72, 4% of students had no experience with online learning, they were experiencing online learning since the pandemic happened. In a short time, they forced their selves to master and use technology on English learning. This condition switched the students' mood easily when they lost

their connection during the learning process. The location during online learning also plays a crucial role, the stability of their internet connection depending on where the study took place. 41,5 % of students stayed in Pati and around. Most students in a rural area had unstable internet connection and it affected their participation in English online learning.

The Students' Participation during English online learning

It showed that 95,4 % of students joined the learning completely, 81,6 % of them enjoyed the lesson, and 70,2% of students actively participated during English online. 63,2 % of students were enthusiasts during online English learning. From those high percentages of positive statements, it can be seen that the students' have positive attitude during English online learning. On their online learning implementation, 80,5 % of students did not find many obstacles during the learning process, while 19,5 % of them meet some obstacles like; internet connection, smartphones space (RAM) which not supported and it needs much internet data.

This situation is quite similar to the study conducted by Agung & Surtikanti (2021; 229), their result study showed that most

of the students who had a problem joining the class and who were very passive dealt with a lack of data plan/internet quota. Few of them had no proper gadgets like android or laptops. In this research, although 70 students stated that they did not meet any difficulties but in the implementation, 29,8 % of students tend to be passive and not responding. They were not enthusiasts in online learning but still joining in the learning process.

Students' perceptions during English online learning were recorded as follow;

"The method is very fun, sometimes we are watching movie or video, and sometimes we are listening to music. To be honest it is very interesting and I enjoy it because it is not boring"

"I enjoy because I can understand and repeat lessons that I do not understand by rereading WA group"

"I like this lesson and I want to improve my English skill"

"I enjoyed English online learning because it can be done anywhere and can save time"

"I enjoy it because English online learning makes us more independent"

"I enjoy it because can learn English with a variety of methods, not only by writing and reading, it makes me happy and does not get bored"

From those responses, it can be concluded that most students enjoyed English online learning. They have great motivation to study English, although it is a compulsory subject, they know how crucial it is for

their future. Most of them also stated that the method which used by lecturers was fun and interesting, so they do not get bored easily. It also made them become a more independent learner. The flexibility also made them enjoy the learning. While the other statements are like;

"I enjoy English online learning even though sometimes there is no signal problem. I hope that I can do face to face learning on campus"

"Sometimes I enjoy it, sometimes I do not because usually, I do not understand the material which presented by my lecturer"

"I feel enjoy because the method is fun, but sometimes I feel bored and sometimes it's hard to understand the material miss"

"It can be more relaxed and save money, although sometimes there are signal problems"

"Less happy because learning is more understood clearly when offline"

"I enjoyed English online learning, but less effective and lack of real socialization, our focus is easily distracted"

"I enjoy learning English because the material delivered by the lecturer is very understanding but not effective because our focus is often diverted"

Although they enjoy learning, the internet connection becomes a problem. Some of them do not understand the material so they only participating during online learning. Most of them prefer face-to-face learning rather than online learning. In their perception, online learning is less

effective rather than offline learning, it is more understandable and not distracted.

The accessibility during English online learning

Then, on the accessibility during English online learning, most of the students were using internet data to support their English online learning. A half of students (50,6%) had unstable internet connection during the learning, 27,6% was stable and 21,8 % was poor. 79,3 % stated that their internet data is sufficient, while 20,7 % were not. Only 19,5% of students used their laptops during online learning and 80,5 % used their smartphones. 80,5 % stated that their technology device is compatible (80,5%), the others said that theirs were not compatible.

Compared with the previous study conducted by Agung & Surtikanti (2020; 230), the results show that only 24,3 % of students had good signals while the other had unstable even poor signal or not at all because they were in a very remote area. In this study, although the students' location was not in a very remote area, the internet connection still becomes a big problem. This situation happened because their quality of internet provider did not support in their area, the other reason is related to the economical aspect. Most of

the students tend to use cheaper provider which provides much internet data. In this case, the lecturer needs to use friendly online learning platforms to gain students' participation. So, all the students could join the class.

Students' perceptions on accessibility during English online learning were recorded as follow;

“My signal connection is poor and my smartphone storage is full”

“When blackout happened, Wi-Fi will off automatically”

“When it is rainy, the signal went and disturbs the learning”

“Suddenly, my handphone gets burn and hank”

“Poor or unstable signal on Google Meet/Zoom Meeting, the internet is unstable and I do not hear the voice clearly so I do not understand the material”

“When using Google drive, I need more time and more quotas in downloading the material”

“Because I do not have Wi-Fi at my home and I used internet data, it is quite difficult when downloading the material and uploading the task. Sometimes the process is pending”

“Internet connection runs well but it needs more quotas, really expensive”

“Internet connection is stable when using WhatsApp, unstable when using Google Meet/Zoom Meeting”

Based on those statements above, it can be seen that during their participation in online learning class they had many obstacles, those are; unstable signal connection, full smartphone storage, need

much quota in downloading material and uploading their assignments. Some of them stated that their connection runs well if they had a proper internet data provider in their area but it is expensive for them. This condition did not decrease the students' motivation during online learning. They still participated on the learning completely but the students need extra time especially in downloading the material or uploading their assignment. The lecturers need to understand this condition properly.

Material & assignment delivery on English online

The question result of the topic of material & assignment delivery on English online learning, it can be seen that 84 % of students stated that the material delivered by lecturers was 'comprehensive and easy to understand'. In their opinion, it is quite difficult to understand and they need extra effort to understand the material. 97,7 % of students stated that the material delivered by their lecturer was relevant to the course. The lecturers also provide discussion and question-answer sessions, feedback, and assignment during the learning process. All of the students agree with those statements. It means that there was good interaction during online learning.

However not all students agree with assignment relevancy, 3,5 % of students think that given assignments were irrelevant with delivered material, while 96,5 % of students do agree with that statement. 55,2 % of students stated that the given assignments were fun and easy, while 30 students, or 35,5 % said that it is fun but difficult. 96,5 % of students stated that the directions delivered by their lecturer were easy to comprehend. They understood the direction clearly. Their lecturer also provided feedback on the students' assignments. 88.5 % of students agree with this statement.

This research result is different from the previous study conducted by Agung & Surtikanti (2020; 230), their survey on the material relevancy was 54,5 %. This study shows that the percentage on the same topic was high. The Respondents were different; it was students of the English education department. They master various subjects related to English. All of them need deep comprehension. While in this research the respondents studied English as a compulsory subject. They need to focus only on one subject "English" in 2 semesters, odd semester, and even semester. The scope is narrow while the previous study was large.

Students' perceptions of material and assignment delivery during English online learning were recorded as follow;

"Sometimes I felt difficult to understand the material and the assignment come so fast"

"The explanation of the material and deadline of the assignment too fast for me"

"To be honest, the assignment is fun but because the direction of the assignment explained in the online system I didn't understand it"

"After the material explanation, there was a question and answer session. There was an assignment too and the deadline was not too fast"

"Assignment deadline too fast and too often, so I felt dizzy in doing that"

"Happy but sometimes make me stress"

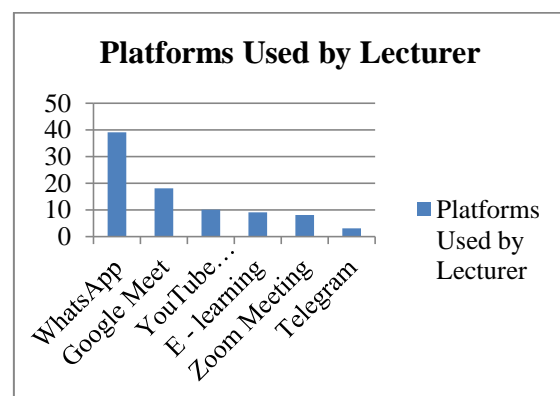
"Material & assignment delivery was efficient and fun, but the assignment sometimes made me confused"

Most of the students enjoyed English online learning, although they had many obstacles related to accessibility during the online learning they still showed their effort. In their point of view, the materials delivered were easy to comprehend. While the assignments given were too fast, although 55,2 % of students think that it is fun and easy, they still need extra time to submit their assignments. Some students also need extra effort to re-read the material and understand the assignment well. Then they need to upload it while their connection is limited. In this situation,

it seems that students did not ready to get continuous assignments with short deadline submission.

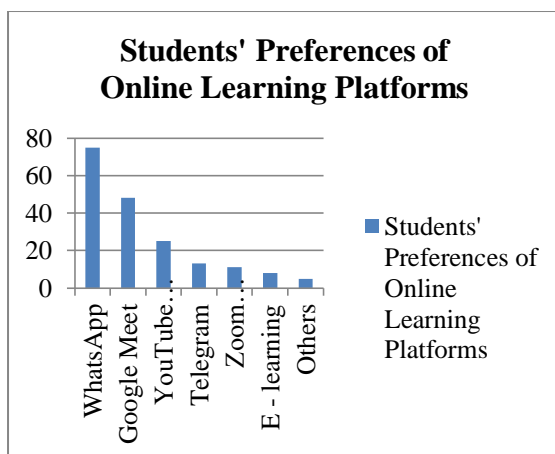
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Students' Preferences of Using Online Learning Platforms



Graphic 1. Online platforms used by lecturer

Graphic 3 showed 6 platforms used by lecturers. The usage of those platforms then classifies based on the usage intensity. WhatsApp was used often, and then continued by Google Meet, YouTube Studio, E-learning, Zoom Meeting, and Telegram. Usually, the lecturers combined 2 or 3 platforms to support the learning process, such as; YouTube studio was used to deliver the materials, so the students would understand the material clearly. Then the direction and discussion continued on WhatsApp group. It is used to support students' better understanding.



Graphic 2. Students' preferences on online learning platforms

In students' perception, WhatsApp becomes their most favorite platform. 75 students prefer to use this platform on their online learning because it was quota-friendly and had a stable connection. Google Meet became students' second option. In their opinion, this platform does

not need much internet data; it was quite stable if they had limited internet data. 48 students prefer to use this platform on their online learning. Then, 25 students prefer to use YouTube studio because it was flexible to use. They can watch the explanation material wherever and whenever they want. The students also can replay it many times if they still did not understand the material.

On the other hand, the results study conducted by Cakrawati (2017; 22) indicated that in the terms of time, the majority of participants considered using Edmodo or Quipper in English teaching and learning. Both of them were effective and efficient, although slow speed connection is considered to be one of the difficulties in using them. Haryati (2021; 48) in her research revealed that the students prefer having screen recording in the learning activity, Google Meet, Kahoot and Edpuzzle. There are so many learning platforms which can be used to support online learning activity. In this case, the lecturers need to find the best online learning platforms which suit to the students' need and condition.

The students' perception about their preferences on online learning platforms recorded as follow;

“By using WA, I think it is more

understandable because I can read the materials many times”

“WhatsApp is quota friendly”

“WhatsApp and Google Meet were simple and practice”

“Because the connection was not stable, WA be the best choice on online learning for me”

“I think the combination between WA and G meet or YouTube and WA were effective. No need big space for application on handphone and no much internet quota, it was cheaper”

“Google Meet was easy to access, no need much quota, connection with medium signal strength can be used Google Meet clearly (Not disconnect)”

“I want to use media that can reach by signal internet because the signal

internet at my place was poor. It made me not focus and difficult to understand the material”

“More understandable using Zoom Meeting/Google Meet”

From those statements above, it can be seen that in their perception, by using WhatsApp they can understand the material well because it can read many times. This platform is simple and quota-friendly. It does not need big data so the connection is quite stable when they had limited access.

CONCLUSION

Both lecturer and student need to be adaptive since the COVID-19 pandemic happened, especially related to online learning. The lecturer needs to consider the students' conditions and situations. How the students perceive, access, and react to online learning need to understand well. It is crucial to find the best online learning to support their learning.

In this research, it seems that students are not ready with online learning because their connection still becomes their main problem. However, in this situation, students' positive attitude, positive effort, and positive interaction appeared during the online learning process. Online

learning made the students become more independent learners. They enjoyed the process and it was flexible. They can re-read / re-play the explanation of the material many times wherever and whenever they need it. WhatsApp, Google Meet, and YouTube studio have become the most favorite platforms. These platforms were quota-friendly, flexible to use, easy to access, and had stable connections. The lecturer needs to use friendly online learning platforms to gain students' participation since accessibility becomes the major factor to support online learning.

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