

STUDENTS' PERCEPTION TOWARD ENGLISH ONLINE LEARNING DURING COVID-19 NEW NORMAL

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Abstract

The COVID-19 new normal struck and almost paralyzed all countries including Indonesia in terms of social and economic activities. At present, the Indonesian government has imposed warnings and prohibitions on leaving homes, working, or going to school. Many schools and universities around the world are closing down. The Indonesian government decides a distance learning system using online learning. Online learning is playing a crucial role during this COVID-19 new normal, it aims to help instructors, schools, and universities facilitate student learning during periods of universities and schools' closure. This research aimed to know the students' perception toward English online learning on intensive English course for the first year students at UIN Antasari Banjarmasin during COVID-19 new normal by applying descriptive qualitative method. Seventy-four students were chosen as respondents of the research taken from four groups of 92, 93, 94, and 95 of the first year students' academic year 2020/2021 of Intensive English Course at UIN Antasari Banjarmasin. Questionnaire was used to collect the data and the data were calculated in percentage. The result indicated that the most students are interested in online learning. Online learning is considered to be more fun and flexible. Therefore, it was proven that the students had positive perceptions on English online learning during COVID-19 new normal.

Keywords: Students' perception, online learning, Intensive English course, COVID-19 new normal

INTRODUCTION

In snowballing COVID-19 new normal and the need for academic continuation, educational institutions have shifted rapidly to distance and online learning. While public health officials largely agree that the general threat of COVID-19 is best fought with measures of social distancing, the specific acts of instituting emergency online learning protocols do not alter the condition of COVID-19 new normal, but only indirectly by limiting face-to-face classroom interactions (Subedi and Nayaju, 2020).

In Indonesia, there are still many teaching and learning activities that prioritize face-to-face meetings in class. However, with the COVID-19 new normal widespread in Indonesia, all activities must be carried out from home. The implementation of online

learning is to provide meaningful learning experiences for students. Online learning is in increasing use to enhance students' understanding during the threat of the coronavirus and the COVID-19 outbreak.

Online learning is the best choice for education in the midst of the COVID-19 new normal. In online learning, the material provided to students can be accessed anytime and from anywhere. In addition, it is to get the material that can be enriched or equipped with a variety of supporting learning resources, including multimedia that can be used by teachers. Online learning can offer several effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games

(Aliyyah, 2020).

In Indonesia, not all students are familiar with the online learning system that it has become a new thing that requires adaptation. Therefore, this research tried to investigate the students' views of English online learning applied in their education. In other words, the researchers wanted to know whether in the midst of the COVID-19 new normal students were still willing to learn well or not through the online learning system.

The scope of online learning is divided into two main areas, they are learning and technology, where learning is the cognitive process for achieving knowledge, and technology is the tool to support the process of achieving it (Aparicio *et al*, 2016). The implementation of learning and technology is the best viewed from the students' perception because they have experiences of it. The students do not perceive the negative attributes of technology to be inherent. However, online learning implementation in rural areas may have many obstacles that it seems only few studies can be found (Mbarek and Zaddem, 2013).

Responding to the government direction, the instructors of Intensive English Course at UIN Antasari Banjarmasin conducted online learning. The main issue in conducting online learning was the internet connection. Moreover, the availability of public electricity is a secondary issue. Since the students' perception is critical toward the success of the online learning program, the researchers wanted to find out their perception toward English online learning for the first year students on Intensive English Course at UIN Antasari Banjarmasin during COVID-19 new normal.

Students are the main and the most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Tan and Whipp, 2019). In this situation, all of the learning processes always begin with perception.

Students' perception is the process of preferential treatment toward information

they get from an object; and in this research it is about English online learning. Through observations with their senses, students can interpret the observed object.

It is important to understand the students' perception of how they perceive English subject materials through online learning process. Those perceptions may affect students' willingness to participate actively in English learning activities through online learning process (Singhai and Hyde, 2018).

Based on the explanations above, it can be restated that students' perception is students' thought and beliefs about learning process. Students' perception plays very important role to succeed learning because students are at the center or every learning process.

English online learning is the process of English learning through online system. The spread of COVID-19 new normal has affected education in any countries including Indonesia, that this situation makes all Indonesian students are not attending school/college. All learning subjects are taught through online learning, included teaching and learning English. This is also experienced by the lecturer and the students who used the internet to communicate virtually during learning processes (Agarwal, 2020).

However, developing online learning is more expensive than preparing classroom materials and training the trainers, especially if multimedia or highly interactive methods are used. However, delivery costs for online learning (including costs of web servers and technical support) are considerably lower than those for classroom facilities, instructor time, participants' travel and job time lost to attend classroom sessions (Agung and Surtikanti, 2020).

Online learning has some measurements to apply in learning process that become essential factors in online learning process, as shown in Table 1 (Licorish and George, 2018).

Table 1. Measurements in online learning process (Licorish and George, 2018)

Measurement	Descriptions
Lecturer	Refers to how lecturers mentor, give a response, feedback, discussion, and clear the direction or information.
Knowledge Delivering	Refers to how online learning increases the better knowledge, better performance, and productivity, better learning, and makes it easy in learning process.
Instructional Material	Refers to how online learning is easy to understand and learn, and the material is not too difficult or not too easy, makes the students to feel motivated to do assignments and to learn materials, makes an enough time to learn the materials, presents the material through language that is easy to understand.
Access to Resources	Refers to how online learning is can be accessed with various devices, can be accessed cheaply, can be accessed in multiple places and times, can be accessed with the user's hardware or software, easy to get an internet network to access and institutional support.
Continue Using	Refers to how online learning feels comfortable, used continuously in the future, feels happy, and creates enthusiasm and motivation toward online learning process.

Based on the explanations above, the researchers did a research on Intensive English Course for the first year students at UIN Antasari Banjarmasin to find out the result of analysis about the students' perception toward English online learning.

MATERIALS AND METHODS

This research employed qualitative approach to collect and analyze the data.

The method was used in order to obtain a clearer picture of the qualitative data to provide better understanding and giving explanation to answer the research problem. This design first began with the collection data by distributing a questionnaire in Google form to the 74 students who were chosen as research participants, the findings of the questionnaire were calculated using percentages, and then the results were analyzed qualitatively.

This research was conducted at UIN Antasari Banjarmasin. The participants of the research consisted of four groups of 92, 93, 94, and 95 of Intensive English Course at UIN Antasari Banjarmasin in academic year 2020/2021. In this case, the researchers chose groups 92, 93, 94, and 95 since they were easy to communicate because they have been taught by the researchers. The total number of participants from those four groups was 74 students.

A questionnaire was prepared and sent to the participants using Google form which was distributed through WhatsApp groups of Intensive English Course (UPB). It was used to collect the data about the students' perception toward English online learning

during COVID-19 new normal. The responses of the students' questionnaire were taken as the research data, where frequency counts were tabulated and converted to percentages.

Data analysis was done descriptive qualitatively. There were three activities to analyze data in qualitative research, i.e. data reduction, data display, and conclusion drawing. Data display in this research meant the process to simplify the data into a form of sentence, narrative, or table. Data display referred to show the data that have been reduced in the form of patterns. It benefitted to help the researchers in understanding the data. In displaying the data, the data that have been reduced into sentence form were described and explained. Since it was a qualitative research, the form of display data was narrative text. Hence, the data would be arranged into good sequences of narrative text in order to be easier to understand.

In short, the steps in analyzing the data are: (1) collecting the data through questionnaire. Then, it was followed by selecting, identifying, and focusing on the data by referring to the research problem which has been formulated; (2) After selecting the data, those data were displayed into good sentences. (3) After displaying data, the conclusion was drawn descriptive qualitatively to show the result of analysis about students' perception toward English online learning.

The research questionnaire consisted of ten closed questions focusing on students' perception toward English online learning during COVID-19 new normal. In order to make it easier for students to fill in, the questionnaire was prepared using Indonesian and it would later be translated into English by the researchers. Because this type of questionnaire was a closed questionnaire, students only chose the answers available without having to think about their own answers. The researchers told the students that the questionnaire would remain confidential and would not affect the score of the English lessons. The alternative answers consisted of five options in Likert scale, i.e. 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree),

and 1 (Strongly Disagree), as shown in Table 2 adapted and modified from Licorish and George (2018).

Table 2. Questionnaire statements

No	Questionnaire Statement	Alternative Answers				
		5	4	3	2	1
1	The lecturer always gave the response well during the English UPB online learning process.					
2	The lecturer always gave the feedback when you submitted the assignment during English UPB online learning process.					
3	The lecturer gave the time for discussion about learning materials during English UPB online learning process.					
4	The lecturer always gave the information clearly about learning activity during English UPB online learning process.					
5	The lecturer always gave the direction clearly about learning activity during English UPB online learning process.					
6	The English UPB online learning that conducted by the lecturer increased your knowledge about English learning materials.					
7	The English UPB online learning that conducted by the lecturer increased your productivity in learning English.					
8	The English UPB online learning application that chosen by the lecturer was easy to use during English UPB learning process.					
9	The English material that given by the lecturer was not too difficult and not too easy to understand during English UPB online learning process.					
10	The media of English UPB online learning that used by the lecturer can be accessed with various devices and multiple places and times.					

When using an appropriate measurement scale, in terms of nominal, ordinal, interval, and ratio data, it is recommended by Pujihastuti (2010) to use closed ended questions; the scale can be even or odd, with a balanced Likert scale as stated in the above table.

RESULT AND DISCUSSION

The result of each aspect would be presented in figures and tables. Then, the discussion of each aspect would be presented following each figure and table.

In the questionnaire, there were 10 statements about students' perception toward English online learning during COVID-19 new normal. The statements in the questionnaire were used to answer the research problem about students' perception toward English online learning during COVID-19 new normal.

The first statement was whether the lecturer always gave the response well during the UPB (English Intensive Course) in online learning. The result and the discussion about the first statement are as follows.

Table 3. The result of the statement number 1

Statement	Students' Response				
	SA	A	N	D	SD
The lecturer always gave the response well during the English UPB online learning process.	41	26	6	1	-
Percentage (%)	55,4	35,1	8,1	1,4	-

Based on table 3 above, 41% students agreed, 8.1% were neutral, and only one student (1.4%) disagreed whether the lecturer always gave the response well during the English UPB online learning process.

The first statement is about students' perception related to the aspect of whether the lecturer gave responses to the questions during the English UPB online learning. The data showed that the highest frequency (55.4%) was of 'strongly agree'. It can be restated that most of the students strongly agreed that the lecturer always gave the response well to the students during the English UPB online learning process.

The response from the lecturer to students is an important thing in learning process, especially in online learning process. A good lecturer must be able to give a good response of the students' question in order to maintain online classroom processes. The good response is the way to still engage students in the learning process. The good response from the lecturer is also to make the students understand about the instruction of online learning materials given by the lecturer.

However, there are some challenges of online learning process to be considered, one of them is lack of face-to-face classroom meetings that the lecturer and the students cannot see each other (Agung and Surtikanti, 2020). Although the lecturer is absence to give the response directly to the students, in online learning process the lecturer still has to support communication and interactivity between the lecturer and students interactively and communi-catively. The frequency of interaction between the lecturer and students may be done using other online media to encourage attention and advancement.

The second statement is whether the lecturer always gave feedback when the

students have submitted the assignment during English UPB online learning process. The result is shown in Table 4 followed by its discussion.

Table 4. The result of the statement number 2

Statement	Students' Response				
	SA	A	N	D	SD
The lecturer always gave the feedback when you submitted the assignment during English UPB online learning process.	30	37	7	-	-
Percentage (%)	40,5	50	9,5	-	-

Based on table 4 above, 30 students (40.5%) strongly agreed, 37 students (50%) agreed, and 7 students (9.5%) were neutral on the statement that the lecturer always gave the feedback when the students have submitted the assignment during the English UPB online learning process.

The second statement is about students' perception related to whether the lecturer giving feedback when the students submitted the assignment during the English UPB online learning processes. The data obtained from the questionnaire showed the highest frequency up to 50% of 'agree' in the Likert scale. This means that most of the students agreed that during the English UPB online learning process the lecturer always gave feedback when the students have submitted the assignment and delivered the correct form of the error or mistakes that students made in their assignments. This is advantageous, since the feedback from the lecturer can help the students engage in the learning processes, improve their language skills as well as develop their critical thinking skills.

The feedback given is very important because online learning students commonly do not get direct feedback from the lecturer because of no face-to-face class. The lecturer can actually use the feedback to emphasize students' learning from their assignments. It seems difficult for the lecturer to give a good feedback effectively, especially during online learning process; the lecturer should produce a beneficial feedback that is focused on the development of students' knowledge and

learning. Feedback should be clearly related to learning goals. Therefore, offering feedback during online learning process seems to be a significant topic for lecturer's professional development. Feedback also allows the lecturer to notice how online learning can be enhanced, and which teaching and learning strategies are more likely to be effective in online learning.

The third statement is whether the lecturer always gave time for discussion about learning materials during English UPB online learning process. The result is pictured in Table 5 followed by its discussion.

Table 5. The result of the statement number 3

Statement	Students' Response				
	SA	A	N	D	SD
The lecturer always gave the time for discussion about learning materials during English UPB online learning process.	31	32	11	-	-
Percentage (%)	41,9	43,2	14,9	-	-

Based on table 5 above, 31 students (41.9%) strongly agreed, 32 students (43.2%) agreed, and 11 students (14.9%) were neutral about whether the lecturer always gave the time for discussion about learning materials during the English UPB online learning process.

The third statement is about students' perception related to whether the lecturer gave time for discussion about learning materials during the English UPB online learning process. In this third statement, it can be stated that although it was not more than half of the respondents strongly agreed, there were 43.2% of them still agreed and perceived that the lecturer always gave the time for discussion about learning materials during the English UPB online learning process. The time for discussion is challenging activity for the lecturer, especially in online learning, because the students cannot be able to have face-to-face talk for discussing about learning materials with the lecturer. The discussion can make the students enlarge the learning outside

the classroom through interactive dialogue with their classmates and the lecturer.

The lecturer should be able to prepare the time and manage the online discussion to create an active discussion between the lecturer and the students. In this context, the communication tools used between the lecturer and the students is important. The interactive communication tools can be many forms, from chat sessions to discussion forums or to video chat. Several tools might be used during English online learning such as Zoom, Google Classroom, Edmodo, Google Meet, E-mail, and WhatsApp. The lecturer can use one of those several tools that have been used during English online learning to discuss about learning materials with the students. It is an advantage to have online discussion for students who are bashful and diffident that they can find the time to convey their thoughts without having direct face-to-face meetings

The fourth statement is whether the lecturer always gave the information clearly about learning activity during English UPB online learning process. The result and the discussion about the fourth statement are given as follows.

Table 6. The result of the statement number 4

Statement	Students' Response				
	SA	A	N	D	SD
The lecturer always gave the information clearly about learning activity during English UPB online learning process.	34	29	11	-	-
Percentage (%)	45,9	39,2	14,9	-	-

Based on table 6 above, 34 students (45.9%) strongly agreed, 29 students (39.2%) agreed, and 11 students (14.9%) were neutral whether the lecturer always gave the information clearly about learning activity during the English UPB online learning process.

The fourth statement is about students' perception related to giving the information clearly about learning activity during the English UPB online learning process. The data obtained from the questionnaire showed the

highest frequency with the percentage 45.9% of 'strongly agree'. This means almost half of the students strongly agreed about the fourth statement that they received clearer information from the lecturer about the learning activity. As all know, the lecturer is the one whom the students can depend on for their clearer understanding about information needed in the learning process. Giving clear information to the students can influence students' accomplishment in online learning process. For example when the lecturer gave an assignment to students, his clear information about time limit to submit the assignment, it turned out that their assignments were submitted on time although some of them were late with some reasons, such as the server was down or there was no signal to send the assignments online. This means that in online learning it is better to have flexible scheduling of time for learning. Another example is when the lecturer gives the date and the time of middle examination or final examination to students, the lecturer is obliged to give clear information to students with the purpose that the students can seriously prepare and be ready for the middle examination or final examination.

The fifth statement is whether the lecturer always gave direction clearly about learning activity during English UPB online learning process. The followings are the result and the discussion about the fifth statement.

Table 7. The result of the statement number 5

Statement	Students' Response				
	SA	A	N	D	SD
The lecturer always gave the direction clearly about learning activity during English UPB online learning process.	29	37	8	-	-
Percentage (%)	39,2	50	10,8	-	-

Based on table 7 above, 29 students (39.2%) strongly agreed, 37 students (50%) agreed, and 8 students (10.8%) were neutral about whether the lecturer always gave the direction clearly about learning activity during the English UPB online learning process.

In this fifth statement, the data obtained from the questionnaire showed the highest frequency with the percentage 50% of 'agree'. From the data, it can be stated that according to the students' perception, most of them agreed that they received clear direction from the lecturer about the learning activity. This means that giving clear direction to the students is required with the aim of students' comprehending in learning materials and activities. When the lecturer gives effective directions, students can understand the material more completely and eventually have more beneficial experiences in online learning process. The lecturer should be able to make sure that their students understand about the directions to be able to complete the assignments easier.

In online learning process, especially when the lecturer is conducting virtual conference to give the learning material, he/she should make a clear articulation for the direction of assignment or task to the students. The lecturer must explain what students will have to do, how they have to do, and when they should submit the assignment or task, make them understand and follow the direction from the lecturer. Direction-giving has a direct result in online learning process, the lesson would fail when the students do not understand what they are expected to do. The clear direction can create good progress and performance for the assignments from the students.

The sixth statement is whether the English UPB online learning conducted by the lecturer increased the students' knowledge about English learning materials. The followings are the result and the discussion about the sixth statement.

Table 8. The result of the statement number 6

Statement	Students' Response				
	SA	A	N	D	SD
The English UPB online learning that conducted by the lecturer increased your knowledge about English learning materials.	28	43	3	-	-
Percentage (%)	37,8	58,1	4,1	-	-

Based on table 8 above, 28 students (37.8%) strongly agreed, 43 students (58%) agreed, and only 3 students (4.1%) were neutral whether their knowledge of English learning materials increased in the English UPB online learning conducted by the lecturer.

The sixth statement is about students' perception related to the aspect of whether online learning conducted by the lecturer increases knowledge for the students. The data obtained from the questionnaire showed the highest frequency with the percentage 58.1% of 'agree' option. This means most of the students agreed that the English UPB online learning conducted by the lecturer increased the students' knowledge about English learning materials. It cannot be disproved that face-to-face learning is more effectual and influential than online learning, but still, the lecturer should advance the delivering knowledge effectively to the students. The lecturer should be able to manage and provide the way of delivering the materials to increase their knowledge in online learning process.

The lecturer's plan about online learning process should be relevant and specific students' knowledge to providing the materials. In this case, the lecturer have to inspire the students to learn the materials, also the lecturer have to prepare well the materials before delivering to students. In the teaching process the lecturer should focus more on the main point of the learning goals. In the preparation of the lesson plan, the lecturer can also add some activities in order to make online learning process interesting, such as game or quiz. From there, the lecturer can stimulate the students to connect each other

with their classmates by forming groups to play games or do quizzes.

The seventh statement is whether English UPB online learning conducted by the lecturer increased the students' productivity in English learning. Here are the result and the discussion about the seventh statement.

Table 9. The result of the statement number 7

Statement	Students' Response				
	SA	A	N	D	SD
The English UPB online learning that conducted by the lecturer increased your productivity in learning English.	34	34	6	-	-
Percentage (%)	45,9	45,9	8,1	-	-

Based on table 9 above, 34 students (45.9%) strongly agreed, 34 students (45.9%) agreed, and only 6 students (8.1%) were neutral about whether their productivity in learning English increased in the English UPB online learning conducted by the lecturer.

The seventh statement is about students' perception related to whether online learning increases productivity for the students. The data obtained from the questionnaire showed that there were two similar frequencies with the percentage 45.9% of 'strongly agree' and 'agree'. From these results, it can be restated that most of the students strongly agreed and agreed about their productivity in learning English increased in the English UPB online learning conducted by the lecturer. For the students, online learning is a good opportunity in order to gain their various skills in learning. For this the lecturer can choose some types of assignments or tasks to make the students active and creative to produce new things, such as making a video of speaking assignment then posting it to their social media such as Instagram stories, WhatsApp stories or YouTube. The students' productivity can affect their development and quality in their online learning process. That is why the instructional methods and techniques in online learning should be prepared to develop creatively the students' learning experience and productivity.

For this purpose the lecturer should choose some promising online learning platforms to increase their productivity, which can be done using Kahoot or Quizizz. When the students become more productive, their productivities help them in managing the most efficient use of their times. Increasing the students' productivity will support them accomplish their online learning goals better.

The eighth statement is whether the English UPB online learning application chosen by the lecturer was easy to use during English UPB online learning process. The result and the discussion about this eighth statement follow below.

Table 10. The result of the statement number 8

Statement	Students' Response				
	SA	A	N	D	SD
The English UPB online learning application that chosen by the lecturer was easy to use during English UPB learning process.	30	35	8	1	-
Percentage (%)	40,5	47,3	10,8	1,4	-

Based on table 10 above, 30 students (40.5%) strongly agreed, 35 students (47.3%) agreed, 8 students (10.8%) were neutral, and only 1 student (1.4%) disagreed whether the English UPB online learning application chosen by the lecturer was easy to use during English UPB learning process.

The eighth statement is about students' perception related to online learning application chosen by the lecturer whether it was easy or not to use. The data obtained from the questionnaire showed that the highest frequency with the percentage 47.3% of 'agree' option, followed by 'strongly agree' (40.5%). In this situation of the epidemic COVID-19 new normal, the institutional education have adopted various online learning applications, and the easiness in using online learning application is required with a focus on the students to use the online learning application easily.

The examples of easy online learning applications are Google Classroom, Kahoot, Quizizz, and Edmodo. The lecturer should be

able to choose these applications to make the virtual meetings attractive and fun during online learning process. It is also important for the lecturer as an educator to choose a suitable application that is clearly set out for educational purposes, such as Zoom, Google Meet, Skype, and Microsoft Teams.

The ninth statement is whether the English material given by the lecturer was not too difficult and not too easy to understand during English UPB online learning process. The following table and discussion show the result and the discussion about the ninth statement.

Table 11. The result of the statement number 9

Statement	Students' Response				
	SA	A	N	D	SD
The English material that given by the lecturer was not too difficult and not too easy to understand during English UPB online learning process.	31	31	11	1	-
Percentage (%)	41,9	41,9	14,9	1,4	-

Based on table 11 above, 31 students (41.9%) strongly agreed, 31 students (41.9%) agreed, 11 students (14.9%) were neutral, and only 1 student (1.4%) disagreed about whether the English UPB online learning application chosen by the lecturer was easy to use during English UPB learning process.

The ninth statement is about students' perception related to the instructional material aspect whether online learning material was not too difficult and too easy to understand. The data obtained from the questionnaire showed that there were two similar frequencies with the percentage 41.9% of 'strongly agree' and 'agree'. From the data, it can be concluded that most of the students strongly agreed and agreed that the English material given by the lecturer was not too difficult and nor too easy to understand during the English UPB online learning process. Since the teaching material is an important part of most English online learning, the lecturers can take various ranges of materials from textbooks, videotapes, and

pictures in the internet to support their teaching and their students' learning.

One of the challenges in online learning is choosing the right material to be appropriate and balanced to create convenient atmosphere for the students. This is with the reason that in online learning process the students rely heavily on the materials provided by the lecturer. It is important to make a balance English material in order to maintain the students' comprehension about the materials and in return a good balance of the material can increase the students' knowledge.

The last statement is whether the media of English UPB online learning used by the lecturer can be accessed with various devices and multiple places and times. The result and the discussion about this last statement are as follows.

Table 12. The result of the statement number 10

Statement	Students' Response				
	SA	A	N	D	SD
The media of English UPB online learning that used by the lecturer can be accessed with various devices and multiple places and times.	38	29	6	1	-
Percentage (%)	51,4	39,2	8,1	1,4	-

Based on table 12 above, 38 students (51.4%) strongly agreed, 29 students (39.2%) agreed, 6 students (8.1%) were neutral, and only 1 student (1.4%) disagreed that the media of English UPB online learning used by the lecturer could be accessed with various devices and multiple places and times.

The last statement is about students' perception related to how online learning can be accessed with various devices and multiple places and times. In this last statement, the data obtained from the questionnaire showed that the highest frequency with the percentage was 51.4% of 'strongly agree'. Based on the answers from this majority of students, it can be stated that the media of English UPB online learning used by the lecturer could be accessed with various devices and multiple places and times. This means that the accessibility of the media platform in online learning is becoming increasingly important for delivering the

materials. It is important for the lecturer to ensure the media he/she is using is accessible for the students. The lecturer should be aware of the students' need on the accessibility of the online learning media.

The media of online learning used by the lecturer should be able to be accessed anytime and from anywhere. Since one of the challenges of online learning is the unavailability of internet access, the lecturer should provide a flexible media to raise the students' motivation for learning. It means that the lecturer might need to pay extra attention to the accessibility of the online learning media used in online learning process.

CONCLUSION

The results of the research show that most of the students are interested in online learning. Research on students' perceptions toward English online learning shows good results, as can be seen from more than half the number of the students as participants feel that English online learning conducted in COVID-19 new normal situation can help the lecturer and the students in English online learning teaching and process. Online learning is found to be more fun and flexible. Therefore, the data proved that the research students had positive perceptions toward online learning of English Intensive Course at UIN Antasari Banjarmasin during COVID-19 new normal.

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