# EFL LEARNERS' EMOTIONS IN ONLINE LEARNING : A CASE STUDY AT ISLAMIC-BASED UNIVERSITY

## THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor degree of English Language Education



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*Assalamu'alaikum Wr.Wb*

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## DEDICATION

Praise is given to Allah SWT, who has blessed to the researcher
to finish the thesis

This thesis is dedicated to all English teachers and everyone
who supported the researcher accomplishing the thesis,
especially to my beloved father and mother, who always give
support, motivation, and endless love.

# MOTTO

**"***You don't have time to be timid. You must be bold and daring***"**[1]

-   **Lumiere**

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[1] Wait Disney Pictures ( Producer ) and Bill Condon ( Director ). (2017). *Epic*. United States. Walt Disney House

# ABSTRACT

Lilis. 1703046003, 2022. *EFL Learners' Emotions in Online Learning,* Thesis, English Education Department, Walisongo State Islamic University Semarang. Advisor: Lulut Widyaningrum M.Pd

This research aims to explain the EFL learners'emotions and analyze the most dominant of EFL learners' emotions in online learning. This study data was collected from the first semester EFL learners at Universitas Islam Negeri Walisongo Semarang. By applying qualitative research , this study is used a narrative inquiry as the method and used the thematic analysis for conducting the data analysis. An online interview also conducted, and twenty students were the participants. The finding of this study provide two things: (1) They show *how* EFL learners talk about their emotions in relation to online learning. (2) This study also shows what emotions most dominant are in online learning. The data analysis in this study presents EFL learners' positive and negatif emotions during online learning. The positive emotions are enjoyment, enthusiasm, feeling freedom, gratitude. The negative emotions are boredom, stress, feeling distance, Hence, it may challenges to the online learning process. This research showed that EFL learners' emotions influenced the learning process.

**Keywords:** EFL learners; emotions ; online learning

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# TABLE OF CONTENT

# CHAPTER I
# INTRODUCTION

This chapter explains about the background of the research, the reason for choosing the topic, research questions, the objectives of the research, limitation of the research, and significances of the research.

## 1.1 Background of the Research

Since the COVID-19 pandemic began, countries worldwide have been experiencing changes in their lifestyle, automatically it happens in education field. As result, most of schools and universities were forced to close[2]. In addition, the affected countries, including Indonesia, have to change their learning system from offline or face-to-face activities to online learning. This is also in line with the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Emergency Period of the Covid-19 Pandemic which was later strengthened by Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home During the Emergency Period of the Spread of Covid-19. Regarding the

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[2] Gerhard Huber Stephan and Christoph Helm, 'COVID-19 and Schooling: Evaluation, Assessment and Accountability in Times of Crises—Reacting Quickly to Explore Key Issues for Policy, Practice and Research with the School Barometer', *Educ Asse Eval Acc*, 32 (2020), 237–70.

challenges faced by the university, which include classroom management challenges and technical challenges in implementing online learning, Community Service (PKM) seeks to identify the challenges faced by teachers and students in EFL online learning during the pandemic. This was done because the online learning method was the first time, it was conducted at the university. The team, ]together with the university, are also trying to find a way out to minimize the negative impacts caused by the challenges of online learning[3].

The term of 'online learning' is used to mean learning which involves interaction between people using Internet communication technologies, such as email or computer conferencing software. The interaction is between learners and learners between learners and their teacher or lecture. Online learning may also involve use of web-based learning material, but our current focus is on human interaction over the internet.[4] Three important aspects of online instruction, namely: (i) online content delivery strategy, (ii) learning mechanisms (synchronous and asynchronous), and (iii) assessment type and

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[3] Arifa Nurul Fieka, 'Implementation Challenges Of Learning From Home Policies In The Emergency Of Covid-19', Social Welfare Division, XII.7 (2020).

[4] Peter Goodyear, *Teacher Thinking, Beliefs and Knowledge in Higher Education* (Dordrecht: Kluwer Academic Publisher, 2002).

strategies[5]. In addition, online learning is a term that was first used in 1995 when the web-based system WebCT was developed as the first Learning Management System (LMS), which later became blackboard. In that context, online learning was about using the LMS or uploading text and pdfs online. Since then, online learning has included many distinct and overlapping terms such as e-learning, blended learning, online education, online courses, etc. Online learning is a learning management system (LSM) aiming to carry out learning over the Internet.[6]

Because of the system learning  is changed, students' emotions are an interesting issue to discuss. Learning a foreign language (FL) is not only a cognitive process but also an emotional one, and cognition and emotion are interdependent or integrated. Emotions are hard to define and 'emotion' is used by different researchers in different ways. According to So and Dominguez (2004),  emotions are 'consantly generated, unfolded, and changed through multiple recursive effect at any

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[5] Lorico DS Lapitan and others, 'An Effective Blended Online Teaching and Learning Strategy During the COVID-19 Pandemic', *Education for Chemical Engineers*, 35 (2021), 116–31.

[6] Vandana Singh and Alexander Thurman, 'How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018)', *American Journal of Distance Education*, 33.4 (2019), 289–306 <https://doi.org/10.1080/08923647.2019.1663082>.

moment'.[7] Furthermore, emotion in education is often conceived as a perception of or feeling about other people (i.e. teachers or students) involved in the instructional interaction or about a course and its content more generally indeed, emotions are viewed as essential resources that both enable and constrain the learning experiences of students and teacher.[8] In addition, emotions are important in adult learning because they can either impede or motivate learning. It emphasized the essential role of emotion in decreasing or increasing motivation to learn. As a motivating factor, emotion creates a sense of purpose that guides adults' learning and  shapes the context of their learning experience.

By Shaping the context of learning, emotion plays a critical role in the construction of meaning and knowledge of their self in the adult learning process.[9] The students emotions of learning is even more visible in online learning. Online learning has been depicted as less emotional and more impersonal or as lacking in emotional richness (e.g., lack of

[7] Yoshida Reiko, 'Learners' Emotions in Foreign Language Text Chats With Native Speakers', *Computer Assisted Language Learning*, 2020, 1–26.

[8] Catherine F. Brooks and Stacy L. Young, 'Emotion in Online College Classrooms: Examining The Influence of Perceived Teacher Communication Behaviour on Students' Emotional Experiences', *Technology, Pedagogy and Education*, 24.4 (2015), 515–27.

[9] Zembylas Michalinos, 'Adult Learners' Emotions in Online Learning', *Distance Education*, 29.1 (2008), 71–87.

body language, facial expressions, and gestures) when compared to face-to-face. Emotions are feelings of arousal, pleasure, or displeasure arising from a complex interaction among subjective and objective factors, mediated by neural and hormonal systems[10]. Typical the emotion of learning is hardly absent from online learning. If the student have been negative emotions (anger, frustration, confusion, boredom, and isolation to name a few) will inhibit online learners and positive emotions (e.g., engagement, excitement, happppy, enjoy, enthusiasm) will support the process of learning[11].

The researcher's perspectives based on recognizing and texting personality to some of the EFL students at a university in Central Java, some students state that they have good connection for joining online learning. Others students told that they have a lot of plenty of time during online learning, absolutely they are able to manage the time as good as possible. They are also getting bored when they did not have good connection to join the meeting. They argued that they encountered challenges when using an online learning system. The internet signal and its data pacakage were the main issues. On the other hand, they felt unstatisfied when learning alone

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[10] Sufen Chen, Siti Jamiatul Husnaini, and Jing Ju Chen, 'Effects of Games on Students' Emotions of Learning Science and Achievement in Chemistry', *International Journal of Science Education*, 42.13 (2020), 2224–45 <https://doi.org/10.1080/09500693.2020.1817607>.

[11] Michalinos.

without friends around them. Moreover, some of them get lack motivation to engage in learning activities because there is no reinforcement from their teacher like they commonly had in face-to-face learning. Indeed interaction, direct communication, gesture, expression, eye contact, and teacher reinforcement during learning can build a better understanding.[12] Regardless, every student has the right to study and get an education. Moreover, the online system is a way for university to keeps the learning carry out.

Moreover, the online system is a way for schools or universities to keeps the learning carry out. As stated by Ibn Majah, who was later validated by Shaykh Albani in Sahih and Dha'if Sunan Ibnu Majah no. 220:

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ، حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ، حَدَّثَنَا كَثِيرُ بْنُ شِنْظِيرٍ،
عَنْ مُحَمَّدِ بْنِ سِيرِينَ، عَنْ أَنَسِ بْنِ مَالِكٍ، قَالَ قَالَ رَسُولُ اللَّهِ ـ صلى الله
عليه وسلم ـ " طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ"

It was narrated from Anas bin Malik that the Messenger of Allah ( صلى الله عليه وسلم) said : "*Seeking knowledge is a duty*

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[12] Azedah Nemati, 'Attitude of Foreign Language Learners on Nonverbal Communication and Privacy in Communicative Classes', *Vision: Journal for Language and Foreign Language Learning*, 8.1 (2019), 11.

*upon every Muslim.*"[13] The hadith explains that every human being has equipped with the sense to think, and because of that, seeking knowledge is something that every Muslim must do during his life. Therefore, even if they can not go to school or university, students must continue to study.

In order to explore the study of learners' emotions in online learning is required. Emotions are important in adult learning because they can either impede or motivate learning. That's way, this study focused on exploring the EFL learners in university and they are new students that directly being online leaners or doing online learning in the first semester. Automatically, they feel the transition of the learning system, from offline to the online learning. Eventhough, the condition of pandemic has made them to follow the online learning at school. But with this, they feel the difference atmosfer when becoming new students and have to study online for the first semester which can be suprised thing to meet new friends, lectures and the environment of the university. Surely, they have kind of emotions that affect their learning during online learning system. To srengthen this study aimed to explore the experience of students learning online particularly in relation to its emotional dimensions. The researcher' perspective, emotion and learning generally indicates the significant part

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[13] Ibn Majah Sunan, 'The Book of The Sunnah: Introduction, Hadith 224'.

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that emotion plays in learning. Teaching and learning online brings with it a whole new and largely unknown set of parameterd which have to do with every aspect of being and learning in an online environment. Life online is not the same as life in the face to face world. Our very identity becomes something uncertain and ambiguous. The internet is a mask of sort. It hides the color of our skin, the shape and size of our body, its beauty and its blemishes, our age, our accents, our incomes and our fashion sense. The researcher thought that in this situation the learners are being faced by new condition learning over the internet. The position of emotion is the central and essential to the teaching or learning process.

In order to explore the study of learners' emotions in online learning is required. The previous study is about learners' emotions in foreign language text chat with native speakers. The students also reported experiencing both positive and negative emotions. The difference one, this previous study contributes to the ongoing program of research into emotions in FL learning in two major ways. The study has examined learners' emotions in online text chats with native speakers. The difference with this study is about the participant, this study choose the students whom they are in the same major and the researcher aims to explore their emotions during communicate and join online learning with their new friends

and lectures. They are people who lived in the same country and have one united language. So, first language has support them to communicate each other during online learning, but their major is about second language and online system will influence their emotions during learning. One more, emotions play as important factor to the success learning. That's way, the researcher is interested in observing **EFL learners' emotion in online learning** as a case study at Islamic-Based University.

## 1.2 Reason For Choosing The Topic

This research discussed about EFL emotions in online learning. The reasons of choosing this topic are as follow :

1. The researcher explored what emotions influence the EFL learners' during online learning.
2. The researcher considered that the EFL learners' emotions affect the learning procces.

## 1.3 Research Questions

The study has two research questions :

1. How do EFL learners talk about their emotions during online learning in the first semester at Universitas Islam Negeri Walisongo Semarang ?
2. Which EFL learners' emotions are the most dominant in online learning?

## 1.4 The Objectives of The Research

According to the research questions above, the study is aimed :

1. To explain EFL learners' emotions in online learning during first semester at Universitas Islam Negeri Walisongo Semarang.
2. To analyze the most dominant of EFL learners' emotions in online learning.

## 1.5 The limitation of Study

During the pandemic and government regulation stated that school or unniversity are closed and students must study at home ( online learning ), many things are changed and most of learners prepare for theirself to manage their time at home for doing online learning. Certainly, they must be ready to face the condition and ready for new system of learning. However in this research, the researcher would like to give a limitation of the study on EFL learners' emotion in online learning at Universitas Islam Negeri Walisongo (UIN) Semarang.

## 1.6 Significances of The Research

The researcher intended the result of this study can be one of the alternative to teach practically for others. Here are the significances of the research :

1. Theoritical benefit

   The researcher hopes that the result of this study can be one alternative to explore the learning process that conduct in cyber learning. The research finding also be a consideration EFL learners emotions more affect in the learning process.

2. Practical

   a. For the students

      This study can be a reference to motivate and be more active in EFL learning, especially for online learners in foreign language learning.

   b. For the teacher

      The researcher hopes that the teacher will inspired to how classroom should be managed to keep positive emotion of EFL learners during the learning .

   c. For the researcher

      As the following result of this research, the researcher hopes that  by this research can give some benefits for other people and the next future research.

   d. For the next researcher

      The researcher expected that the result of this study can be reference for other researchers who want to conduct with the same problem in the future which is more perfect and informative

# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter consists of previous research and related literature review of this research. It will discuss some researchers that have been conducted before this research and some explanation about emotion, efl learner, online learning, narrative. Hopefully, it can make the reader easier for understanding the research and definitions that consist in the research.

## 2.1 Previous Research

Research about narrative inquiry has been widely discussed and carried out some time ago, many researchers are interested in researching this case. Study about narrative inquiry is indeed a challenge for students and researcher. In general, retelling someone's story becomes interesting, because can build motivation to keep learning and know many things.

In the first previous research is temporal emotion-aspect modeling for discovering what students are concerned about in online forum, in which the focus of the discussion was on the temporal nature of students' emotions and concerned aspect ( e.g teaching styles, learning activities, etc). To characterize dynamics of emotion-aspects, this paper presents an unsupervised model, namely temporal emotion-aspect

model (TEAM), modeling time jointly with emotions and aspects to capture emotion-aspect evolutions over time. Especially, the primary output of TEAM is two-fold: emotion-specific aspect probabilistic distributions and their evolutions over time. With the discussion data from two online course forums, we validated the performance of TEAM and utilized this model to discover most concerned emotion-aspects as well as their evolutionary trends for the whole learning group and different achievement levels of groups, respectively.

In this study, the forum data was derived from two degree courses exclusively for undergraduates, which are both open course in a SPOC platform of a Chinese University, namely "Cloud Classroom". The permission of data acquisition had been granted by the Academic Affairs Office of this university. These two courses were respectively "Career Psychological Guidance" and "Freshman Seminar", which both lasted 16 weeks in the first semester of 2016–2017. The participants of the above two courses included 87 undergraduate students (86 juniors and 1 seniors, male/female = 20/67) and 156 undergraduate students (143 freshmen, 9 sophomores and 4 juniors, male/female = 9/147) respectively. Each participant, engaged in the discussion of the two course forums, simultaneously earned valid credits at the end of the semester. This study aims at addressing the following four

questions, 1. Compared with using state-of-art approaches, e.g. ASUM, can a better performance be achieved by TEAM? And what is the optimal number of aspects that can ensure the best performance of TEAM? 2. What are the students' most concerned aspects in terms of positive, negative and confused emotions from forum discussion? 3. What are the evolutionary trends of the most significant emotion-aspect associations over the whole course progress among students? 4. What are the differences between the high-, medium- and low-achieving groups in terms of evolutionary trends of emotion-aspect associations?

The results indicated that, (1) content-related aspects were the main focus with higher probabilities to negative and confused emotions; (2) there were higher probabilities of emotional expressions in the initial and final stages of a semester; (3) compared with high- and medium-achieving students, low-achieving students were less active in emotional engagement on the whole, and tended to express more confusion in the final stage of a semester. To sum up, the primary contribution of this study is to provide an in-depth insight into what students are concerned about in course forums, the dynamics of these topical interests across a teaching period, as well as their potential relationship with learning achievement. However, there are still several

limitations in the study. Firstly, the forum data were only derived from two courses, thus the experiment results might limit the interpretability of related situations in other courses or in different universities, where some data pre-processing rules or parameter settings in the proposed model might need to be adjusted for adapting to new contexts. Therefore, a larger-scale sample investigation is suggested for future work. Second, the current modeling approach did not consider the relevance of emotion-topic-word distributions between each two adjacent timestamps, since TEAM was under the assumption that the current emotion-topic-word distributions were dependent on the previous sentiment-topic-word distributions during the whole teaching period. It should be noted that the absence of information might affect the discovery of latent propagations on emotions and topical aspects.[14]

. The second previous research is about the role of expressed emotions in online discussions,

The data we collected for this study came from a blended undergraduate writing course in which students developed academic essays and commented on one another's work through online discussion forums. This study conducted three research question, RQ1: To what extent do expressed

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[14] Zhi Liu and others, 'Temporal Emotion-Aspect Modeling for Discovering What Students Are Concerned About in Online Course Forums', *Interactive Learning Environments*, 27.5–6 (2019), 598–627.

emotions relate to perceived motivation, perceived emotions, behavioral engagement, cognitive engagement, and academic achievement? RQ2: To what extent are expressed emotions explained by perceived motivation? RQ3: To what extent do expressed emotions predict behavioral engagement, cognitive engagement, eand academic achievement?. This study also had used three sources of data: (a) student surveys, (b) system-stored student transactions and corresponding text messages, and (c) final scores. Students responded to two surveys, one at the beginning of the semester and one at the end. data preview started with demographic variables. Previous findings about student motivation and emotion show the effects of demographic variables, including gender, age, education level, grade level, degree, ethnicity, and prior experience.

The relationships among perceived motivational factors, perceived and expressed emotions, and three dependent variables (i.e., behavioral and cognitive engagement and final score) in the context of asynchronous online discussions. This study is an initial investigation into the potential of using expressed emotion to explain student learning. The findings of this study demonstrated the potential of expressed emotions detected via machine learning to describe the affective states of students and predict success in an online course. Emotions detected in textual data can track

emotional trajectories in real-time and informing students about their emotional status can help them monitor their own emotional changes and further engage in online discussions.[15]

The third previous research is about adult learners and emotional presence online. Distance education literature is replete with principles organized around engagement. The CoI model focuses on three types of presence in the class environment: underscoring cognitive presence (meaning construction), teaching presence (active instructor leadership), and social presence (significant involvement with others). Through cognitive presence, learners construct meaning through sustained reflection and discourse. Although social presence addresses affectivity and trust between instructors and students, it fails to consider emotion per se as a component of the learning process. This article proposes the concept of emotional presence as an independent component of online educational instruction. To demonstrate how emotional presence enhances the CoI model, this article addresses engagement for adult learners in 100% online classes through a face-to-face exercise; such authentic learning experiences largely have been ignored in distance education. The field

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[15] Min Kyu Kim and Tuba Ketenci, 'The Role of Expressed Emotions in Online Discussions', *Journal of Research on Technology in Education*, 52.1 (2020), 95–112 <https://doi.org/10.1080/15391523.2019.1697861>.

exercise, Streets (students "hit the streets"), incorporates emotional presence (students feel the affect) with substantive material about homelessness. Several studies suggest that online learning environments may actually increase emotional engagement. For example, when compared to face-to-face classes, online students report increased self-disclosure, and active participation in emotion-guided activities. While this article focuses on emotional presence as related to but independent of social presence, the exercise also supports other CoI elements. When Claudia writes about taking course concepts outside of class, discussing and relaying experiences to others, cognitive presence is supported. Erica demonstrates social presence when she emotionally relates to her classmates the value of "getting to know you guys." When instructors move from backstage to front-stage emotion work, teaching presence is magnified. Future research, as well as instructional design for online adult learners, will do well to incorporate the managed heart strategy as a core element of inquiry.[16]

The fourth previous research is learners' emotions in foreign language text chats with native speakers. This study examined the emotions of 15 learners of Japanese across seven weekly online text chats in Japanese with native

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[16] L. Susan Williams, 'The Managed Heart: Adult Learners and Emotional Presence Online', *Journal of Continuing Higher Education*, 65.2 (2017), 124–31.

Japanese speakers, and the factors that caused their emotions. The data came from questionnaires about the learners' biodata and previous experiences of text chats, weekly reports about their chats, transcripts of the chats, and occasional questions in e-mail exchanges between the researcher and the learners to clarify certain statements in the weekly reports. The learners' positive and negative emotions and the causes of those emotions were coded and counted for descriptive quantitative analysis. The learners reported both positive and negative emotions within each individual chat as well as across the seven weeks. Enjoyment was the most frequently occurring of the positive emotions, while a sense of difficulty was most often reported among the negative emotions. Both positive and negative emotions changed over the seven weeks. The chat process and issues with the Japanese language tended to be triggers for negative emotions, with positive emotions likely to be triggered by the chat partners, and also by discussions of hobbies, similar interests and culture. It would appear to be important for learners to develop a rapport with their partner through chat communications and to avoid focusing too much on their own limited foreign language proficiency in order to increase their positive emotions in online text chats, thus improving the experience and leading to greater learning. It reported experiencing both positive and negative emotions,

although positive emotions were more frequent than negative ones. Among the positive emotions, the learners reported enjoyment most often, while they reported a sense of difficulty or frustration most frequently among the negative emotions. Online text chats in language-exchange situations provide useful opportunities for learners to communicate with native speakers, and this study suggests some implications for the use of text chats, particularly in FL courses. The learners in the present study felt it was difficult to understand their partners' messages and respond to them quickly and appropriately, and this triggered negative emotions. However, they also reported a great deal of enjoyment, especially in relation to their partners and talking about hobbies, culture, and similar interests or experiences, and generally, the students' positive emotions exceeded their negative ones. A finding of positive psychology is that one function of positive emotions is to overcome negative emotions. This study contributed to the ongoing program of research into emotions in FL learning in two major ways. Firstly, the study has examined learners' emotions in online text chats with native speakers, which has provided more information about FL learners' emotions in CMC/MMC, an area in which there are few studies. Secondly, most studies to date have examined the emotions reported by learners of English or other European languages, while this research

broadens the range of FLs by investigating the emotions of learners of Japanese.[17]

The fifth previous research is about emotions in response to teaching online. Identifying the relationships between emotions and online teaching and other related issues will allow us to better understand the matter. The aim of this paper is to understand the emotions associated with the experience of teaching online in an online university and the factors that influence these emotions. With this aim in mind, two research questions were posed: Research Question 1. What type of emotions do teachers feel in response to the experience of teaching online in an online university ?. 2. Are teachers' emotions about teaching online related to their approaches to teaching, their teaching roles at university or their individual characteristics?

A total of 965 online teachers at the Universitat Oberta de Catalunya  (www.uoc.edu) were surveyed. Three emotions linked to teaching online were identified: satisfaction, relief and pleasure. Multiple regression analyses were used to make inferential judgments and test the effects of the teachers' demographic and professional variables. The data collection procedure was carried out simultaneously for the online teachers' demographic and professional information, their

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[17] Reiko.

emotions, teaching approaches and roles. The research team sent an email to invite all UOC online teachers to participate in the study, asking them to anonymously complete an online questionnaire, which could be accessed via a link embedded in the message itself. the relationships between emotional responses to teaching online and factors that influence these emotions help to explain the potential emotional barriers that could hinder the adoption of new online teaching strategies. Further studies should be conducted to extend and corroborate these relationships in a particular course setting, while taking into account contextual aspects.There is enough evidence to support the idea that the emotions university teachers undergo when teaching face-to-face are strongly related to their cognition, motivation, and work performance.[18]

## 2.2 Literature Review

### 2.2.1 EFL Learner

EFL is regarded as English as a Foreign Language. Foreign language means the language used outside the country or learning English in non-English-speaking countries. EFL learners refer to those who

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[18] Antoni Badia, Consuelo Garcia, and Julio Meneses, 'Emotions in Response to Teaching Online: Exploring The Factors Influencing Teachers in A Fully Online University', *Innovations in Education and Teaching International*, 56.4 (2019), 446–57 <https://doi.org/10.1080/14703297.2018.1546608>.

learn English in non-English speaking countries. (e.g. Japanese people who learn English in their country are EFL learners). Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on.[19]

### 2.2.2  EFL Online Learning

Online learning is a learning experience in synchronous or asynchronous settings using different devices such as mobile phones, laptops, etc with internet access. Online learning can make the teaching-learning process more student centred in which students can learn anytime and anywhere, schedule or plan their time in completing the course, increase their learning potential and develop new skills for life-long learning.[20]

The terms 'online learning', 'networked learning', and 'e-learning', are used almost interchangeably in much of the current discussion about innovation in education. The term 'online learning' is used to mean learning which involves interaction

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[19] Peng Si, 'A Study of The Differences Between EFL and ESL for English Classroom Teaching in China', *International Journal of Education and Multidisciplinary Studies*, 15.1 (2019), 32.

[20] Melvina and others, 'EFL Learners' View on Online Learning Implementation During Covid-19 Outbreaks', *Education and Humanities Research 4th Sriwijaya University Learning and Education International Conference 513 (2021), 351–57.*

between people using internet communication technologies, such as email or computer conferencing software. Online learning may also involve use of web-based learning materials, but our current focus is on human interaction over the internet[21]

English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. From the above, EFL is mainly used by non-native English learners[22]. Language learning is a complex process. It is not only related to cognition, psychology, emotion and interests but also influenced by the environment. Learning EFL provides learners with freedom in time, location, and content, but may also present significant challenges. Low proficiency EFL learners may find it especially difficult to learn in an environment that primarily uses their target language. For example, an English learner might struggle on a platform that uses English as its primary language.[23]

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[21] Goodyear.

[22] Si.

[23] Hong T.P. Ngo and Ariana Eichelberger, 'Learning Ecologies in Online Language Learning Social Networks: A Netnographic Study of EFL Learners Using Italki', *International Journal of Social Media and Interactive Learning Environments*, 6.3 (2020), 181.

The advantages from online learning as follows:[24]

a. Easier to absorb, meaning that in online learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.

b. Much more cost-effective, meaning that in online learning does not need an instructor, there is also no need for a minimum audience, it can be anywhere, and so on.

c. Much more concise, meaning that in online learning does not contain much class formalities, directly into a subject, subjects as needed.

d. Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of online learning as follows:

a. Lack of an interaction between teacher and student or even between students themselves.

b. This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.

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[24] Anggraini Iga, 'Students' Perceptions of Online Learning English During the Covid-19 Pandemic', Undergraduate Thesis of Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, 2021).

c. The teaching and learning process tends towards training rather than education itself.

d. The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).

e. Not all internet facilities are available at all places.

f. Lack of a human resource that understands the internet.

g. Lack of mastery in computer language.

h. Access to an adequate computer can be a problem for students themselves.

i. Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

j. Availability of an infrastructure that can be fulfilled.

k. The information varies in quality and accuracy so guidelines and feature questions are needed.

l. Students can feel isolated.

### 2.2.3 Emotions

Emotions are often confused with feelings and moods, but the three terms are not interchangeable. According to the American Psychological Association (APA), emotion is "a complex reaction pattern, involving experiential, behavioral and physiological elements." Emotions are how individuals deal with matters or situations they find personally significant. Emotional experiences have three components: a subjective experience, a physiological response and a behavioral or expressive response. Feelings arise from an emotional experience. Because a person is conscious of the experience, this is classified in the same category as hunger or pain. A feeling is the result of an emotion and may be influenced by memories, beliefs and other factors.

In emotional psychology, emotions are split into two groups: basic and complex:

Basic emotions are associated with recognizable facial expressions and tend to happen automatically. Charles Darwin was the first to suggest that emotion-induced facial expressions are universal. This suggestion was a centerpiece idea to his theory of evolution, implying that emotions and their expressions

were biological and adaptive. In fact, emotions have been observed in animals by researchers for several years, suggesting that they're pivotal to survival in other species as well. Basic emotions are likely to have played a role in our survival throughout human evolution, signaling to those around us to react accordingly. Emotional psychologist Paul Ekman identified six basic emotions that could be interpreted through facial expressions. They included happiness, sadness, fear, anger, surprise and disgust. He expanded the list in 1999 to also include embarrassment, excitement, contempt, shame, pride, satisfaction and amusement, though those additions have not been widely adapted.



the six basic emotions
Sadness | Happiness | Fear | Anger | Surprise | Disgust

Similarly, in the 1980s, psychologist Robert Plutchik identified eight basic emotions which he grouped into pairs of opposites, including joy and sadness, anger and fear, trust and disgust, and surprise and anticipation. This classification is known as a wheel of emotions and can be compared to a color wheel in

that certain emotions mixed together can create new complex emotions.



More recently, a new study from the Institute of Neuroscience and Psychology at the University of Glasgow in 2014 found that instead of six, there may only be four easily recognizable basic emotions. The study discovered that anger and disgust shared similar facial expressions, as did surprise and fear. This suggests that the differences between those emotions are sociologically-based and not biologically-based. Despite all the conflicting research and adaptations, most research acknowledge that there are a set of universal basic emotions with recognizable facial features.

Complex emotions have differing appearances and may not be as easily recognizable, such as grief, jealousy or regret. Complex emotions as "any emotion that is an aggregate of two or more others." The APA uses the example of hate being a fusion of fear, anger and disgust. Basic emotions, on the other hand, are unmixed and innate. Other complex emotions include love, embarrassment, envy, gratitude, guilt, pride, and worry, among many others. Complex emotions vary greatly in how they appear on a person's face and don't have easily recognizable expressions. Grief looks quite different between cultures and individuals. Some complex emotions, such as jealousy, may have no accompanying facial expression at all.[25]

## 2.2.4 Language learning During COVID-19 Pandemic

China reported a study on a new type of virus that has identified at the end of 2019. It is argued from the research that this virus seems to the coronavirus found in bats with a very similar percentage. They also claimed that this virus has similarities with SARCoV. Then, it is named COVID-19 or Corona Virus Decease. The virus is named COVID-19 (Corona Virus

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[25] Uwa, The science of emotion exploring the basics of emotional psychology P.4-10, 2021

Decease), and the number 19 indicates the virus discovered year. This virus rapidly spreads to other cities in China because it is easy to infect humans. In mid-January 2020, Thailand reported its first case of COVID-19. Then the virus continued to spread to various countries across the world, attack Iran, Italy, and many other countries.

Moreover, later situation became a global pandemic after WHO has claimed. COVID-19 rapidly spreads because it can transmit through droplets due to coughing or sneezing. Usually, infected patients will experience various common symptoms such as sore throat, fever, nausea, breathing difficulties, headache, and various other symptoms. Even patients with mild symptoms can pass the virus on to others. People who just traveled from an area exposed to COVID-19 are called a suspect. He should undergo self-isolation or treatment if he has severe symptoms. However, not all patients experience sore throats or other common symptoms. Therefore, a test such as a swab test is necessary to know whether they are infected.[26]

After five months, at the end of March 2020, there were 693,224 positive cases with a death rate of

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[26] Tanu Singhal, 'Current Perspectives on COVID 19', *The Indian Journal of Pediatrics*, 2020.

more than thirty-three thousand people. America, Asia, Europe, and Africa have also been affected by the spread of the COVID-19 virus. [27] Patients who are infected are still increasing in almost all countries around the world. Nowadays, at the end of 2020, the affected countries faced many economic, educational, and social aspects.[28]

Countries that are badly affected usually impose lock-down so that all access, both entering and leaving the country, is closed. And then, they are restricting the activities of their citizens. Therefore, events that can invite large crowds or attract crowds are not allowed during this lock-down period. In addition, they implemented a regional quarantine system to break the chain of spreading this virus. Since the pandemic began, almost all countries worldwide have been experiencing changes in their lifestyle, especially in education. As a result, all schools were forced to close.57 In addition, the affected countries, especially

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[27] Francesco Di Gennaro and others, 'Coronavirus Diseases (COVID-19) Current Status and Future Perspectives: A Narrative Review', *International Journal of Environmental Research and Public Health*, 17.8 (2020).
[28] Singhal.

in Indonesia, changed their learning system from faceto-face class to online learning system.[29]

## 2.2.5 Definition of Narrative

A synonym of the term 'narrative' is 'story' or 'history'. Narrative is defined as "a vital human activity which structures experience and gives it meaning". The process and the product features of narrative and the mode of inquiry differentiate them from each other. Narrative can be seen as a way of structuring and organizing new experiences and knowledge by constructing knowledge and making it more learnable. Studying narrative is a way of studying the ways humans experience the world. There cannot be any person who does not have narratives. Whereas argues that life itself could be seen as a narrative that consists of many other stories. Narrative research is gradually used in studies of education. Teachers and learners are the main touchstone in education and they are the storytellers 'in their own and other's stories'. Narrative inquiry is both a phenomenon and a method where people tell their stories; narrative researchers explain

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[29] Shazia Rashid and Sunishtha Singh Yadav, 'Impact of Covid-19 Pandemic on Higher Education and Research', *Indian Journal of Human Development*, 14.2 (2020), 340–43.

such experiences by collecting stories and writing narratives of them. Narrative inquiry provides an opportunity to the researcher access to the personal experiences of the participant, the storyteller. Storyteller speaks and declares life as experiences in a narrative form that is called story.[30]

In Latin, the noun narrario means a narrative or a story, and the verb narrare to tell or narrate. A narrative is a story that tells a sequence of events that is significant for the narrator or her or his audience. To repeat, when narratives are looked on within the framework of sociocultural theory, we have to remember the interlinking between the individual and her or his context. As individuals are telling their stories, they are not isolated and independent of their context. On the contrary, it is important to remember that the individual in question is irreducibly connected to her or his social, cultural and institutional setting.

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[30] Elci Alev and Çubukçuoğlu Devran Begüm, 'A Narrative Research Approach: The Experiences of Social Media Support in Higher Education', in *P. Zaphiris (Eds): Human-Computer Interaction, Part I* (Research Gate, 2014), pp. 36–42.

Narratives, therefore, capture both the individual and the context.[31]

In narrative research, stories of experience are shaped through discussions with the research subject in a dialogue. A number of data collection methods can be used, as the researcher and the research subjects work together in this collaborative dialogic relationship. Data can be in the form of field notes; journal records; interview transcripts; one's own and other's observations; storytelling; letter writing; autobiographical writing; documents such as school and class plans, newsletters, and other texts, such as rules and principles; and pictures. To this list, I would add video recordings, as these are also useful data in narrative research. Although other qualitative research approaches, such as case studies, biographies, phenomenological studies, grounded theory studies, and ethnographic studies, are described in detail, the literature on narrative research appears to be rather vague about concrete inquiry procedures.[32]

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[31] Torill Moen, 'Reflections on The Narrative Research Approach', *International Journal of Qualitative Methods*, 5.4 (2006), 56–69.

[32] Moen.Pg. 69

### 2.2.6  The Narrative Research Process

As will be shown below, one of the main characteristics of narrative research is the collaboration process between the researcher and her or his research subjects. Within this approach, the research subject is regarded as a collaborator rather than an informant guided by the agenda of the researcher dialogue. A number of data collection methods can be used, as the researcher and the research subjects work together in this collaborative dialogic relationship. Data can be in the form of field notes; journal records; interview transcripts; one's own and other's observations; storytelling; letter writing; autobiographical writing; documents such as school and class plans, newsletters, and other texts, such as rules and principles; and pictures.

Several researchers have been interested in the collaborative, dialogic nature of the relationship between the researcher and her or his research subjects. The point that seems important when discussing this issue is the need for time and space to develop a caring situation in which both the researcher and the research subject feel comfortable. It has also been claimed that a sense of a nonjudgmental attitude and a sense of

equality between the participants is particularly important in narrative inquiry, because teachers have traditionally experienced that they do not have their own voice in the field of educational research and might find it difficult to feel empowered to tell their stories. The ideal is that the narrator and the researcher reach a joint intersubjective understanding of the narratives that occur during the research process.[33]

However, a dilemma can occur if the researcher and the research subjects interpret specific events in different ways or if the research subjects question the interpretive authority of the researcher. Closely connected to this dilemma is the question of whether the research subjects always have a better appreciation of their actions than the outside observer. Must the accounts of those individuals whose customs or actions are being explained always be accepted as the "correct" account of the phenomenon in question? it is difficult to tell if a particular story is a reflection of the facts in the case or whether it has been shaped by the storyteller. In my opinion, the dilemma outlined here could and should be solved by including both the researcher's and the research subject's points of view in the research

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[33] Moen. pg. 58.

report. Perhaps in this way, the multivoicedness of the narrative would appear more clearly than it would if the researcher and the research subject have a joint understanding of the narratives that occur during the inquiry process.[34]

Creating a narrative implies a process whereby an accurate story that occurs in collaboration between the researcher and the research subject becomes fixed in a written text. First, in the dialogic collaboration process between the researcher and the research subject, one or more stories are written down and become fixed in a text. This means that the narrative in question is no longer tied to the moment in which it occurred. Second, by fixing the narrative into a text it becomes "autonomized": It has been detached from the moment it occurred and has assumed consequences of its own. Third, the narrative can, in this way, assume importance that goes beyond the initial situation and becomes relevant in other contexts. The story has been liberated from its origin and can enter into new interpretive frames, where it might assume meanings not intended by the persons involved in the original event. Fourth, the narrative that is fixed in a text is thus considered an

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[34] Moen. pg. 59

"open work" where the meaning is addressed to those who read and hear about it. Looking on narrative as an open text makes it possible to engage in a wide range of interpretations.[35]

Creating a narrative is primarily a process that organizes human experiences into meaningful episodes. The "raw material" for the narratives comes from intermental life experiences and intramental images that are not accessible to direct observation. The individual stories that emerge in texts in the creation of narratives are, however, available for direct observation and interpretation. In this way, any narrative functions at two levels. The first level comprises the story that has been carefully selected out of a complex situation and has been fixed in a narrative. By selecting one episode from a complex social situation, the event has already been interpreted and infused with meaning: meaning ascribed to it by the narrative under construction, which is the second level.[36]

### 2.2.7 Learning Environment

Learning could be defined as a 'process' a student undergoes within a given learning environment.

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[35] Moen. pg. 59
[36] Moen. Pg. 60

The infusion of technology in such an environment needs to be grounded on strong design principles, developed systemically and theoretically, keeping the learner and the process the learner goes through at the centre. Hence it could be argued that the 'systemic learning design' could be used as a way for integrating technology into the existing learning process for creating a personalized learning environment (PLE).[37]

The process of learning by nature is as 'social' as 'cognitive', as 'concrete' as 'abstract', all of which intertwined with 'judgement' and 'exploration'. Every learner throughout their lifetime undertakes this process 'differently' based on their own 'learning preferences'. Universities for centuries have been the birthplace for imparting knowledge and learning, but with the onset of Web 2.0 and ubiquitous technologies, such as tablets, social platforms (like Facebook), etc., there is a change in the dynamics for gathering information and gaining knowledge, thereby making universities not the only source of information.

Realizing this, universities are aggressively implementing learning technologies institution wide but

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[37] Gruppen Larry and Fogarasi Miklos, 'Considerations on Conducting Research on Wellness in the Context of the Learning Environment', *Global Advances in Health Lerning Environment*, 2021.

these technologies, for example virtual learning environments (VLEs), fails to address the cognitive needs of different learners, giving the learners less autonomy over their own learning, because the learning technologies used at universities are institution-wide 'centralized learning systems'.[38]

The environment-related variables pertaining to educational contexts have been widely studied in the literature leading the research venue called learning environments research to emerge as a firmly established area of expertise. Environment and the interaction of it with individuals' personal characteristics affect and shape human behavior and emphasized the possible effects of interactions among personality needs, expectations, and environment upon human behaviors, a considerable number of researchers have extensively worked on the conceptualization, evaluation, and examination of learning environments. In this essence, investigations into individuals' perceptions regarding

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[38] Lu Genshu, Kang Hui, and Peng Z., 'The Influence of Undergraduate Students' Academic Involvement and Learning Environment on Learning Outcomes', *International Journal of Chinese Education,* 2014.

their learning environments have started to gain attention in educational research.[39]

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[39] Nair Uday, 'Soft Systems Methodology for Personalized Lerning Environment', *E-Lerning and Digital Media*, 2014.

# CHAPTER III
# RESEARCH METHOD

This chapter presents the research approach employed in the research method, research setting, technique of data collection, and data analysis.

## 3.1 Research Method

In order to conduct a systematic and ordered research, the research was designed and prepared by the researcher in order to obtain and focus on the data collection deeply. In this research study, the researcher expansion of narrative inquiry as a research methodology is deeply shaped by the participant's experiences based their feelings on studying English during pandemic when they are being online learner.

This study is designed by using qualitative research. According to Crossman qualitative research is a method of research in social science that gathers and works with non-numerical data and attempts to interpret meaning from these data by observing targeted communities or places to help explain social life.[40] Qualitative is everything that cannot be expressed as a number and it can be called as non-numerical data. To conduct this study, we used narrative inquiry approach. It is a form of qualitative research that focuses on

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[40] Crossman Ashley, 'An Overview of Qualitative Research Methods', *Thought Co.*, 2020.

human stories. The research is central to narrative inquiry. According to Ford, a narrative inquiry approach seems the best match for this study as it examines human experience through life-story, interviews, oral histories, photo-voice ventures, biography, or other narrative methods of human experience.[41]

Based on the research method above, the researcher conducted a study using narrative inquiry, where the researcher collected information or data based on facts in the field. Researcher recruited students at a state university to be participants, the questions included how their feelings were carried out by participants to do their online learning during pandemic.

## 3.2 Source of Data

The source of data of this study is the transcript of the interview from the participants that explore the positive and negative emotions, especially the participants are new EFL learners in this university who get online learning since the first semester.

[41] Ford Emily, 'Tell Me Your Story: Narrative Inquiry in LIS Research', *College and Research Libararies*, 81.2 (2020), 235–47.

### 3.3 Method of collecting data

a. Research setting and context

        This research would be conducted in Universitas Islam Negeri Walisongo Semarang. The reason because the participants were students of English Department who learn about English as Foreign Language and they were new colleges who were being online learners since the first semester at this university. So, it was appropriate to be participants in this research which focus on EFL learners' emotion in online learning. This research is conducted from 20th October to 24th November.

b. Participants

        Students of Walisongo State Islamic University Semarang academic year 2021-2022, where they carry out full online learning. Consisting of 38 female and 13 male, they are average on 19-20 years old. They conducted online learning for 2 months.But participants who are willing to be recruited follow the interview only 20 learners. The participants of this research will not be presented according to their real names.

c. Data Collection Technique

        The researcher was also conducted unstructured interviews as a data collection technique. Technically, an interview considers the research object, the tools used, and

the participants' willingness. Therefore, the researcher will ask participants' willingness to be interviewed. The interview uses digital communication tools by Gmeet for online interview and sending written messages in the form of a questions list to participants. Then the results of the interview will be transcribed to be interpreted and confirmed to the participants.

## 3.4 Instrument

A research instrument was used to collect the data of the research. It was a tool and facility for the researcher in order to make easier for finding the result. In this research, the researcher used interview guideline as the instrument. In addition, the researcher as the key of the research also could be used as an instrument to determine the research focus, chosen participants as sources of data, conducted data collection, assessed data quality, analyzed data, interpreted data, and made conclusion on the findings.[42]

Here were the techniques to obtain the data and the instrument used for each technique:

a. Interview

This one of the data collection techniques was mostly used by the researcher in narrative inquiry study. It

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[42] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015).pg.70

was usually conducted to get the data of the research through asking some questions directly to the respondent using or without interviewing guide[43]. This kind of data collection method would be used by the researcher to collect and obtain main data of the research which focused on EFL learners' emotion in online learning. The online nterview aims to complete the appropriate data. It was an unstructured interview due to obtaining depth data regarding the research topic. Before conducting the interview, the researcher selected the interviewees and ask their willingness. If the interviewees ready, then the researcher sent the list of questions. They can answer it in written text, *voice note,* or by *voice call.*

This would be conducted by the researcher by asking participants to tell their feeling about being EFL online learner. Because the question using Bahasa and English, mostly of the participants used Bahasa to answer the question and sometimes used English. The answer would be recorded a noted by researcher. In addition, this data collection method would be used as a tool for finding and to cover the answer the question.

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[43] Burhan Bungin M, *Metodologi Penelitian Sosial Dan Ekonomi : Format-Format Kuantitatif Dan Kualitatif Untuk Studi Sosiologi, Kebijakan Publik, Komunikasi, Manajemen, Dan Pemasaran* (Jakarta: Fajar Interpratama Mandiri, 2013).pg.132

Here were some listed questions for the interview.

**Table. 2.1 Interview Guideline for Students**

| NO | Questions |
|----|-----------|
| 1 | Are you proud of being accepted at UIN Walisongo Semarang and in your major " English Department ? |
| 2 | How do you feel when you are being EFL online learners in your first semester during pandemic ? |
| 3 | Than, why do you feel that way ? Explain it ! |
| 4 | What challanges you to be EFL online learners ? |
| 5 | How do you overcome your emotion that you have told during being online learners ? |

## 3.5 Data Collection Procedures

The steps for conducting this research are:

a. Observing existing phenomena that is online learning for new students, focus on their emotions during online learning.

b. Asking permission

Which would be the participants, asked to fulfill the form as a form of availability to be involved in this research.

c. Designing research method

Researcher used a qualitative research and a narrative inquiry as method

d. Preparing the research instrument

Researcher prepared the research instrument and do uji coba the instrument. The instrument is prepared and goes through several stages of improvement from the advisor. Then applied in research to examine the participants

e. Data mining

When digging data. Researcher applied online interviews that focus on exploring the emotions of EFL learners during online learning as new students at UIN Walisongo Semarang.

f. Data analysis

The researcher is used a thematic analysis to analyze the data of this research.

g. Reporting

Researcher has analyze the data by using a thematic analysis. Than report the finding of the research.

**3.6 Data Analysis Techniques**

In the process of arranging and looking for the result of the study, the researcher would use narrative inquiry technique to analyze and to describe the data. The data research in narrative study could be obtained from interview, audio, video, book, magazines, etc. In this research, the researcher would obtain the data from the interview directly as the main data and used the documentation also some previous researches as supporting data. So it would be easily understood by the researcher and the others.

In using thematic analyses, the researcher analyzed field texts to arrive at themes that illuminate the content and hold within or cross stories. Thematic analysis is transparent, adaptable and rich in detail to translate different aspects of the research focus. It consists of specific guidelines for 'identifying, analyzing and reporting patterns (themes) within the data and describing data in rich details'. In this research, the process of thematic analysis followed the six phases outlined by Braun and Clarke.

**1. Phase one**

Phase one involved attentive listening, transcribing, and becoming familiar with the raw data. As the researcher, the researcher was the main instrument in the research. Once the researcher had listened to the audio

recording of the interviews several times, the researcher completed the English transcriptions non-verbatim. For those interviews conducted in Javanesse and Indonesian, the researcher first translated them into English and then employed a professional English speaker to check the accuracy of the translations.

Participants also checked the interpretation of the gathered transcripts. This check is a major step in narrative inquiry to preserve the integrity and authenticity of the stories told by participants. This task took time and patience, but it was a valuable experience. It permitted me to be deeply engaged with the field texts and enhanced my understanding for further exploration. The researcher also 'checked the transcriptions back against the original audio recording for accuracy frequently to acquire authentic information from the interviews.

## 2. Phase two

In exploring the field texts, the researcher began the coding processes, which involved attending to field texts in detail and then extracting the essence to capture tentative ideas for codes, issues and visible themes. During this process, the researcher gave equal attention to all field texts. In retaining accounts from the field texts, the researcher coded as many potential themes as possible.

Several meaningful sections were coded more than once to acquire a comprehensive thematic map. This is the example of coding :

| Box 1: Example of coded transcript (Andreas) | | |
|---|---|---|
| **Transcript** | | **Codes** |
| Andreas: | ...I sometimes try to erm not <u>conceal</u> it that's not the right word but erm let's say I'm in a in a seminar and somebody- a a man says to me 'oh look at <u>her</u>' | Not hiding (but not shouting) Heterosexual assumption Hidden curriculum of heteronormativity |
| VC: | mm | |
| Andreas: | I'm not going 'oh actually I'm <u>gay</u>' (Int: mm [laughter]) I'll just go like 'oh yeah' (VC: mhm) you know I won't fall into the other one and say 'oh yeah' (VC: yep) 'she looks really brilliant' | Coming out is difficult (& not socially normative) Dilemmas created by the heterosexual assumption Managing the heterosexual assumption by minimal agreement |
| VC: | yep | |
| Andreas: | but I sorta then and after them you hate myself for it because I don't know how this person would react because that person might then either not talk to me anymore or erm might sort of yeah (VC: yep) or next time we met not not sit next to me or that sort of thing | Coming out imperative Being a 'happy, healthy' gay man It's important to be honest & authentic Fear/anxiety about people's reaction to his homosexuality Heterosexism is a constant possibility Heterosexism = exclusion |

## 3. Phase three

In this phase, to identify themes, the researcher collected, combined, refined, and incorporated the codes into potential themes and sub themes relevant to the research questions and literature. In this ongoing coding and recoding process, the codes and themes were developed into further refined levels to assist in explaining the thematic relationships in an in-depth analysis within and across the topics. The researcher also grouped the information that might need to be discarded in the next reviewing phase.

4. **Phase four**

In this phase, themes were reviewed and refined to warrant their adequacy, authenticity and trustworthiness. The thematic map generated in this phase presented links and relationships between themes. The researcher checked the themes with the original data and re-examined the thematic map to ascertain the robustness and uniformity of themes.

5. **Phase five**

In this phase, with a detailed analysis, the researcher defined and further refined the themes to ascertain the essence of each one that was relevant to the research questions. Following careful consideration, a succinct name was assigned to each theme. Once thematic categories were created, the data were imported to a software program, a popular and highly recognized software program for information management, reporting, and representation. It allows the researcher to categorize and store information as well as create textural and structural presentations, allowing for management of the information in an effective way. This allowed for rearranging and restructuring the themes to capture complex relationships and patterns.

6. **Phase six**

This phase involved writing a scholarly report to interpret the complex information of the field texts and to present the findings in a succinct and coherent account.

From conducting thematic analysis that aims to meet the trustworthiness data. The researcher attempts the criteria outlined of trustworthiness. According to Lincoln and Guba, these are criteria for trustworthiness during each phase of thematic analysis:

**Credibility**

The credibility of a study is determined when coresearchers or readers are confronted with the experience, they can recognize it. Credibility addresses the "fit" between respondents' views and the researcher's representation of them. Credibility can also be operationalized through the process of member checking to test the findings and interpretations with the participants.

**Dependability**

To achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented.

**Confirmability**

Confirmability is concerned with establishing that the researcher's interpretations and findings are clearly

derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached. confirmability is established when credibility, transferability, and dependability are all achieved and recommended researchers include markers such as the reasons for theoretical, methodological, and analytical choices throughout the entire study, so that others can understand how and why decisions were made.[44]

[44] Lorelli S. Nowell', Thematic Analysis : Striving to Meet the Trusworthiness Criteria, *Journal International of Qualitative Method*, 2017 . < DOI: 10.1177//1609406917733847 >

# CHAPTER IV
# RESEARCH FINDINGS

This chapter covers research findings and discussion, including the result of online interview with EFL learners in their online learning during the pandemic.

## 4.1 Findings

This research data was obtained from interview related to EFL learners' emotion in online learning activities. *Positive* and *negative* emotions related to online learning were two broad themes that emerged from the data analysis. For positive emotions, the categories were enjoyment/better time-management skill or more freedom or excitement for the flexibility of online learning. For negative emotions, the categories were fear or anxiety for unknown methodology of online learning, boredom, wasteful of qouta for internet and having bad connection which was also their problem. These categories were used as the basis of the development of the following description of the findings

### 4.1.1 Positive Emotions

*Joy/Enthusiasm //Excitement or more freedom for the flexibility of online learning.* At the beginning, some of the online learners talked about their positive emotions at being accepted at State Islamic University

of Walisongo Semarang and they are accepted in the chosen major, emotion of joy and pride. As one learner said on a personal message :

> *I am very happy...being accepted in this university as Islamic university. I am proud of it. Since, I was junior high school, I have been interested in learning English. It's extremely proud and happy for this opportunity, being student of English Language Education ! (*Cindy*)*

Moreover, for some students learning was initially associated with joy and enthusiasm for the flexibility of distance learning. For Dimas , it was fact that he did not have to spend many hours to prepare and go to campus and he had quality time with his family.

> *I am happy and I prefer to get online learning, I don't need more preparation to go to campus by transportation. I am still able to gather and accompany  my little sister. Because my mother and my father are not at home. They work out of the city. So, I have a lot time together with my little sister at home*. (Dimas)

Other learners highlighted that the program required no physical presence a feature that become associated with feeling of excitement. For Sania and Toni, these feeling were link to the new learning environment and its prospect, especially in relation to

use the " Internet " from home to do their assignment.
On online interview by Gmeet, Sania talked :

> *I am excited to have much time for doing the assignment. During become online learner, I can find and access the resources from the Internet to finish my assignment. So, it's so easy to finish the duties and learn by using Internet maximally. (Sania)*

Also, in phone conversation during the third week of interview, Toni expressed his enthusiasm for realizing, he said how the Internet made him life so much easier and relaxed because of the things, he could do while being at home. In general, the initial responses were positive with the respect to the capabilities that online learning offered to these learners.

In the following section when the researcher decided to give the interview to the willingness participants on the day, feeling joy, enthusiasm and excitement with studying online continued. Gradually, these positive feeling for the flexibility of online learning became more specific, particularly when the learners began to communicate more often and more systematically with their classmates and their lecture. The process of online learning also can be done efficiently and the responds of the learners if any question could be answered quickly without feeling

'secure' because the availability and good connection of the Internet. For other learners, as like Bayu,he was enthusiasm of becoming able to make connection with other learners who are his online classmates. Eventhough, they have not met each other, he was confidently to remind his friends about the task, or ask something about the lesson or try to have some discussion. Without feeling any shame or embrace to be online learner and he said that " we must be confident person, and that's why I get to know my friends and communicate as like as we are close friend" (Bayu). All for the advancing the enthusiasm and enjoyment the learning.

*Pride and sense of achievement or progress.* Some participants talked about their a proud feeling of having improved or done something difficult or worthwhile with effort. As Putri, the following learner showed her feeling ;

> *While online learning, I don't stay far from my parents, because when I was in Islamic junior high school, I stayed at dormitory. So, I am proud of this system that gives me a lot time to stay together with my family at home. Beside it, I followed online meeting seriously. Eventhough, it is not monitored, I must have the self-awareness to have*

*obedience to the system of online learning. Being online learner means everything is regulated by us. ( discipline and must be more motivated).* (Putri)

Moreover, one participants highligthed that her sense of pride was associated with being introvert person and self-discipline, as result of online learning. As Dewi wrote in chat :

*Because I'm introvert person, a bit difficult to adapt to a new environment. So, I am proud of geeting online system that makes me calm, It does not make me feeling nervous, and embrassed. I like the online presentation, I do not need stand up in front of the audience directly. And this system made me more discipline to set the others activities before having a virtual meeting.* (Dewi)

The participants continues talked about their feeling of pride, especially while doing online learning in which they had done how online learning gives more space time to do another work. These feelings were talked about even by learners who expressed negative feeling. For example, Danu talked that he felt pride for his struggle on his work, because he must be indepent, he must work while being student in the university this year ;

*Many things can be handled while getting online learning, because during pandemic- I have to work in part time. I go to work in afternoon, and go home in the night. I still have time to join the virtual meeting in the morning. I am proud of myself, studying while working'. (*Danu*)*

*Gratitude/ feeling appreciate towards someone for the emotional nature of online communication.* The participants thought, online learning created an unexpected emotional climate of learning. Because they were new students in the first semester and they have to interact with their new friends in an online system during the learning. Absolutely, it can be the experience of online communication and the impact of those feelings on their work and self-confidence. The following learners expressed her feeling as like these :

*Being online learners, we have not known how our friends are, and for discussion time, I appreciate my classmates when we have difference opinion in serious discussion, they did not take it personal. In discussion, we ever debated something seriously. But after that we communicate as usual in online communication. Few months, we get online meeting, If one of our friend needs a help or some information, most of us are friendly to give the respond and give a help. (*Nana*)*

*I deeply appreciate the friendly and emotional relationship. The close relationship ! They make me more confident about what I am doing. Some of the learners are fluent in speaking English, so I am motivated by them to more practice. They care for each other when I have confusion about learning or assignments, they help me and share together. (*Chandra*)*

These emotional climates involves feelings such as the ones described in previous sections, joy/enthusiasm /excitement or more freedom for the flexibility of online learning, pride and sense of achievement or progress, gratitude/ feeling appreciate towards someone for the emotional nature of online communication.However, emotions climates of EFL online learners' also include negative emotions such as the ones described in the following categories.

### 4.1.2 Negative Emotions

*Fear/anxiety for getting sudden online class in the university learning.* Alongside the positive feeling that learners expressed about the flexibility of online learning, there were also feeling of fear and anxiety about this learning, as this was the first online learning that learners had taken in the university. As Aprillia wrote in personal chat :

*To be honest, I feel that this online learning is not effective, moreover I am new student here, I haven't known well about the education system in online learning of this university. When I got the lecture who is already old, somtimes she/he did not give the clear instruction about the assignment and not really expert to operate some applications or technology for our virtual meeting. I thought, it also can be an obstacle during the process of online learning. I am terrible anxious about this way, almost of our activities are from a distance and I am not enthusiasm because I can not meet my friends.* (Aprillia*)*

Similar feelings of fear and anxiety were talked about unknown methodology of online learning. Because it's first online class these learner had taken; for others talked about how the facilities used, such as library sistem, Internet qouta that given from the university or the schedule for online learning. As Kevin and Wina told in voice call :

*Yes, this is our first online learning in the university learning. I am not sure for understanding how the method of this online learning. I know that the kinds of some method have it own*

*advantages and disadvantages. When online is very inhibiting if the connection does not support. So, it requires a lot of quota Internet. Moreover, I paid for this study, but how the facilities of university work. Hopefuly, I get the information for having offline class as soon as possible. (*Kevin*)*

*For all activities in the first being learner in this university, I done some procedures such us, registration from a distance and distance learning. This makes me thinking about how the effectiveness of this method is.. And if there is free qouta for internet from Ministry of Religion (KEMENAG), I haven't ever got it. In a fact, online class is wasteful for internet qouta". (*Wina*)*

For Miselly the apprehension was one of general Internet anxiety that, in combination with her understanding, about the lesson and she ever got unclear explanation because of the bad connection, made her feel uncomfortable. As she pointed out in a phone conversation :

*The main problem is about network. The bad connection is disrupted for a mometn has affected the explanation and understanding of the lesson or assignment delivered. Sometimes, I got unclear information when getting*

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*bad signal. Moreover, when lecture divided us into group and gave information about doing task in a group, directly unconnected..Uumm I hate it. (*Miselly*)*

When I asked her about the connection for online learning, she actually aware and she stated that both of them (student and lecture) should have the same good connection for supporting the online meeting. The key is having good internet connection. She thought when the acitivity that must be done by online system, it will be overcome successfully by having good internet connection as the main need. So, everythings will run well, absolutely it will be clear, and the participant of meeting will have good cooperation. For other learners, Rizki talked her feeling when have Internet anxiety during get online learning, they are terrible when they joined the meeting and suddenly, the connection is error. So, it means that student who did not join till the last meeting, it was absent. Moreover, it will danger situation if students have schedule for exam.  So, he must look for the good signal to get good connection in her house area. Because he lived in the village. (Rizki)

*Boredom/feeling exhausted due to inability to handled some responsibilities*. Finally, the serious obstacle that these learners faced was their struggle to combine their professional, family and social life. As Dhani and told in phone conversation:

> *On the other hand, the feeling of isolation invokes intense feeling of bored because of the lack of face-to-face communication and the others activities as normal condition. I have some many activities, because I am a student while working. Sometimes, I felt I have to manage more my time, and because this university still gives the online system for us, so I chose to have another activity to help my parents financial and for paying my study. (*Dhani*)*

*Feeling distant and /not feeling close to the classmates.*Because of they are new learners in university- first semester. Suddenly, they got the rules to have online class for indeterminate time. So, this condition is called as 'lack of communication and interaction'. As Nirmala expressed :

> *I got the online learning since the first month of being student in this*

> *university. Certainly, I haven't known most of my classmates and lectures. When the online learning has already started for several days, but I felt feeling distant. It is very different when we can meet directly and can be a friend, communicate face to face. It will nice. If online learning, it make us little bit indifferent and just do and focus on learning.(*Nirmala*)*

Simillar feeling of lack interaction were expressed by others who struggled to find statisfying ways of communicating with their classmates and their instructor. As Nindya talked :

> *I felt wight of getting online learning in the university as new student. I compared to online learning at school with the university level is very different. In the first month, I am terrible to build communication with my new friends/classmates. So, I don't enjoy this because this learning is lack of interaction with friends. But I hope, it is only temporary feeling. This situation is really influence in my progress in learning.(*Nindya*)*

*Stress of having many assignments.* In the fact, the positive side of online learning is flexible. But in addition, a number of learners felt that they get a little bit stress of getting many

assignments in online learning. As Santy told her feeling:

> *For online learning, I get stressed. Time for giving assignment is so unpredictable. For example, first meeting, I got it. The next meeting, the lecture also give the assignment. Moreover, the time to submit or send those assignment is same. I am dizzy to cope with all of those when it mostly happens in online class.(*Santy*)*

> *Less effective/discomfort during the process of getting online learning.*Learners talked about the online class is lack of interaction and include the atmosfer of teaching activity. As Kartika told her feeling in online interview :

> *I used to have the way of studying offline and discussion with my friends directly. In this case, I should participate in online class, It's not effective learning and lack of interaction with friends and the teacher/lecture. Furthermore, the network and my device are less supportive for online learning. So, I feel discomfort of getting online class. Surely, I am not good with this. (*Kartika).

Online learning eventually ends up being undesirable for those who have other constraints and responsibilities besides doing online learning. Moreover, they are new students at this university and most of them are also registered as new students from outside the city of Semarang. Of course, it is not easy for them to adapt to directly face the conditions and situations that require them to take part in this online learning. In general, what we know based on their negative emotions, their mainly experiences are about anxiety of Internet connection, because the network plays as an importance thing for online activity, it supports the process of online learning and feeling bored because they have not met their new friends and lecturers, even their desire to explore campus is constrained by the pandemic condition that requires them to get online learning. So, the findings answer the second question of this study that the most dominant of EFL learners in online learning is the negative emotions. They got the negative emotions such as boredom, feeling distant, stress of getting many assignments and it can be concluded that the

negative emotions was appeared because online learning is lack of social interaction. Learners need to develop their knowledge and not only do online communication but also need social interation in face-to-face meeting.

## 4.2 Discussions

The findings of this study explore the positive and negative emotions. Based on the research questions, this study explained 1) how EFL learners' talked their emotions during online learning, 2) the study finds out what emotions are dominant when they are being online learner.

First, this study provided evidence about how EFL learners' emotions in online learning were expressed by them. Actually, positive and negative emotions formed particular emotional climates that influenced EFL learning experiences throughout the online program. For example, some learners reported their positive feeling from the social relationship that they had developed (with their lectures and new friends). The emotional was associated with these social relationship in good online communication. It had a positive impact on some

learners' effort. Interaction is the importance component of any learning experience.[45]

Second, some learners also reported about their emotion on Internet anxiety that related to online learning, but then gradually decresead, especially when the learners became more familiar with online communication and they can handle most of the online activities because they develop their knowledge, and the flexibility time of online learning can support them to run it well. Keeping in mind the limitation of this small-scale, qualitative inquiry, some empirical of this study can be suggested. We have known that a distance learning did not significantly replace face-to-face learning as it caused almost students have difficulty in time management, understanding new concept from new material and also lack of lecturer-students'' interaction was the major problems of distance learning. In addition, distance learning created a new atmosphere and different learning environment to both learner and teacher. The need of the teacher to be able to design a virtual learning material, create a new methodology of teaching through application and provide self-assessment and evaluation were important. Moreover, Self-assessment should

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[45] Vrasidas Charalambos, 'Constructivism Versus Objectivism : Implications for Interaction, Course Design , and Evaluation in Distance Education', *International Journla of Educational Telecommunication*, 6.4 (2000), 339–62.

be a major component of online distance education. In addition, further research needs to focus on emotional climates in the learning environment, especially for EFL learners more generally. As shown in this study, online communication creates certain emotional climates related to online learning. For example, creating a supportive and conducive space for online communication is a valuable component of online learning to explore. Than, it should also be noted that what learning strategies help them to get the high willingness and good learning progress when learning online. However, full online learning is also not possible because it will influence the educators and learners, they need to develop their knowledge through social interactions. Moreover, a further issue that might be investigated is: should EFL learners stay in their comfort zone, making sure they are comfortable with online assignments? How should online programs and teaching practices adapt to accommodate the emotional needs of EFL learners and optimize their motivation?

## 4.3 Implication

As an implication, critical reflexivity on learners' emotion is important because it provides evidence in leaners vulnerability and therefore can guide action for change. This

study also offers policy implication for learners in online education, particularly in terms of addressing the gender inequalities that are perpetuated through new forms of education. Taking into account the emotional processes women (and men) undergo to participate in new forms of education, universities ought to discuss these implications for women's development. Also, adult educators could use the emotional experiences of mature women students (and of men too) to enrich critical reflexivity on emotional and psychological issues, discourses, and conversations associated with studying online. All in all, this study shows that there is a lot to be gained from further considering how adult learners talk about

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter consists of two section : conclusion and suggestion.

## 5.1 Conclusion

Based on the finding and discussion that explain about EFL learners' emotion in online learning, then the researcher conclude that the emotions influence the EFL learners' in their learning process. According to the first research question, the findings show about positive and negative emotions. For positive emotions such as joy/enthusiasm/excitement for the flexibility of online learning, pride and sense of achievement or progress, gratitude or feeling appreciate towards someone for the emotional nature of online communication. Then, the negative emotions are fear/anxiety for getting sudden online class in the university learning, boredom, feeling distance, stress of having many assignments, less effective/discomfort during the process of getting online learning. Online learning eventually ends up being undesirable for those who have other constraints and responsibilities beside doing online learning. Moreover, the participants are the new colleges at this university from other cities.

Furthermore, the second research question talked what emotions are dominant in this study. According to the finding, the most dominant is the negative emotions. It is not easy for

them to face the condition and situation that required them to take part in online learning. In general, we know based on their negative emotions, their mainly experiences are about anxiety of Internet connection, because the network plays as an importance thing for online activity, it supports the process of online learning and feeling bored when they have not met their new classmates, their lectures, even their desire to explore campus is constrained by the pandemic conditions.

## 5.2 Suggestion

Although, this research was held in small number of participants and in a short period of time, the researcher provides useful information about EFL learners' emotions in online learning. In case, here some suggestions of this research:

1. For the researcher

As the first research that is conducted by the researcher. It is still many deficiencies because the research was conducted when corona epidemic appeared. In addition, the interview was conducted by online via Whatsapp and Google Meet. So, it made some problems because not all the students willing to be interviewed by telephone. Commonly, information is not clear, miscommunication, bad signal and can't be free when

interviews. Hopefully this research can motivate the next researcher to conduct a research with longer range of research time, so that the researcher can provide different topic and better quality of research in the future.

2. For the Participant

        This research provides information for the participant about learning experience of EFL student studying technology enhanced speaking skill. In addition, the researcher suggests the participant in sharing the information to other students from other school or university, so that the research findings will be useful for the other school instead of only one location.

3. For the researcher

        The researcher suggests that the findings of this research will be recommended and considered to be applied in some schools and universities due to the benefit.

4. For the next researcher

        Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to conduct the research in longer time so that the information can be covered deeply.

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**APPENDICES**

<u>**Appendix I:**</u> **Interview Guidelines (For participants)**

| NO | Questions |
|----|-----------|
| 1 | Are you proud of being accepted at UIN Walisongo Semarang and in your major " English Department ? |
| 2 | How do you feel when you are being EFL online learners in your first semester during pandemic ? |
| 3 | Than, why do you feel that way ? Explain it ! |
| 4 | What challanges you to be EFL online learners ? |
| 5 | How do you overcome your emotion that you have told during being online learners ? |

**Appendix II**

The picture of online inteview sections
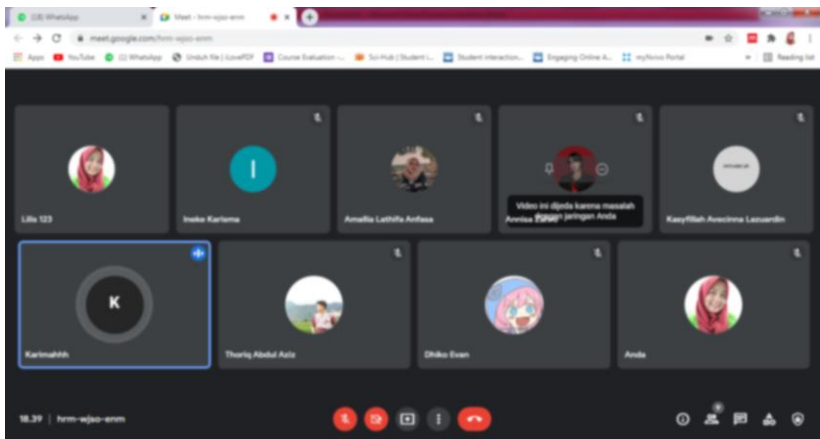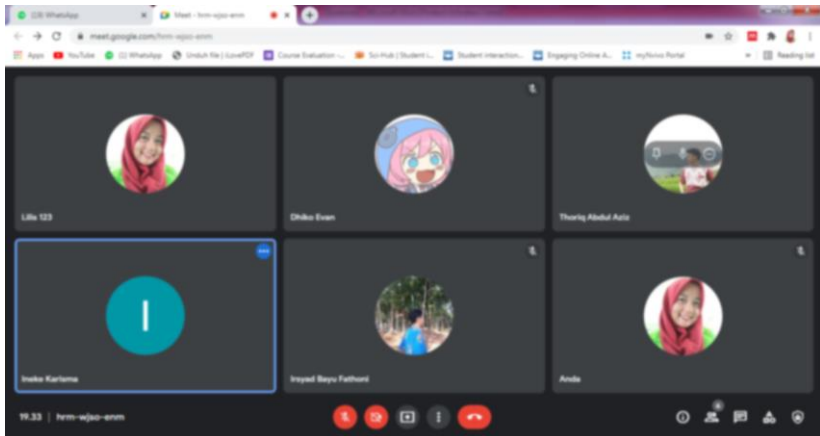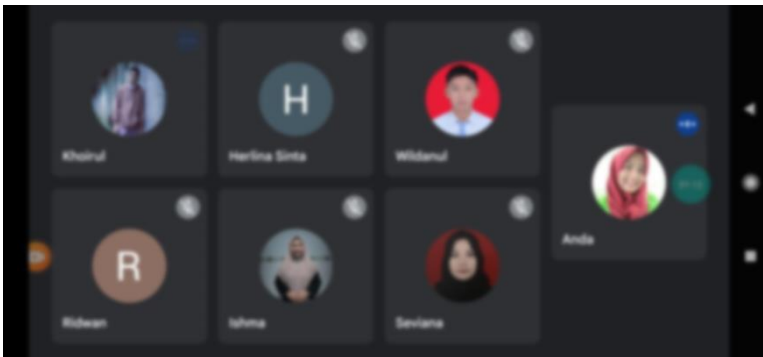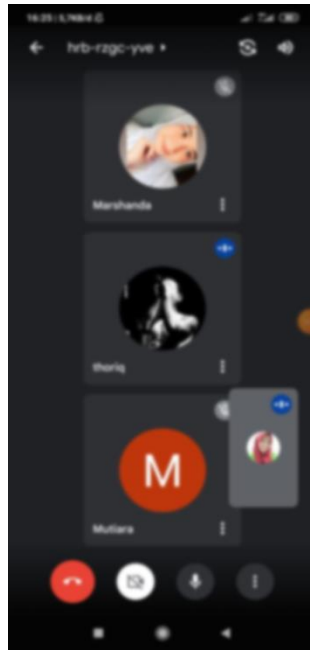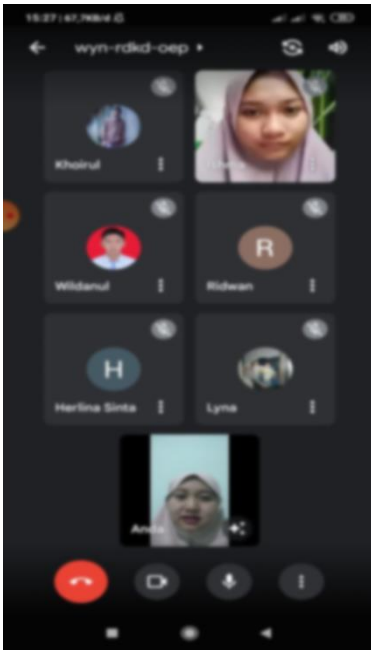
Interview Transcription

Responds of the participants :

**Positive Emotions**

A. " I chose Online or Offline, I prefer online. Because I feel so good, and I still can gather with my little sister. My father and my mother don't stay at home. They work far from our city.So, I accompanied my sister at home. And We have a lot time together at home."

B. " Online learning was already 1 year ago yes, most feel relaxed, and time is very loose to do tasks. I, as a freshman, feel relaxed, can googling and be happy and have plenty of opportunities to do as much as possible. Because when offline we can not while searching", but for old students maybe they really need offline. If I want it online, because new students because from the beginning of college is still online and suddenly has to go offline. I was scared, nervous and suddenly in college."

C. " On learning is totally fine for me. I had a lot of time, so it was a bit relaxed. And when online we can as much as browsing on google for the necessary things. Although, sometimes online learning is only in front of the screen and mostly listening. For the internet network anyway I am safe, because at home there is wifi."

D. " Online learning is better free, do not have to be ready for neat clothes etc. But I live in a dipelosok so it's a bit disturbed about the connection. If I die, I am forced to not be able to follow online learning. And I don't really understand

when explained material online, sometimes also the voice is disjointed so, so it makes me less understanding. So I think the science is more easier to be understood when offline."

E.  " Online learning that I feel, i still stay at home and together with my family. While online, you can still help parents, and not far from parents. Why do I feel good online, because from my mts school in the dormitory so want it online and at home together - close to parents.  I feel the delivery of material online is fine, and because it is not monitored so I have to have the self-awareness to be time-abiding for online learning, and really seriously follow online learning."

F.  " Online learning is giving flexible time, I can manage many things in the day better. For importance thing, I can pray on time. Eventhough , I don't understand about the lesson, I confidently ask my online friend or my classmate. it's doesn't matter if we haven't ever met. Online class makes me confident, and we must be confident person. that's why I do, and get to know friends without any shame, embrace and we remind each other if we have tasks, or group discussion or task in peer."

G. " Online learning is totally great for me, I can handle the time well. I don't need to plan to go to campus early if the class is in the morning, 7 a.m. So, it will make me less preparation. It's really unusual when we had offline class. I will be restless to prepare after dawn and can't bed down again, always think about " I have to go to campus and come in the class on time"

H.  " I feel good, there is no problem for online learning. But it can be warning for us, online class can make us careless about the time. We don't need to Oncame but we have joined the virtual meeting, we just wear pajamas maybe, It's fine if the lecture doesn't ask to oncame. Beside it, online learning totally gives us much time to do another activities"

I.  " Because I'm an introvert, I'm a bit difficult to adapt to in new environments so when online learning it doesn't make me feel nervous, embarrassed, tense facing them face-to-face, so I can adapt slowly. And for learning it is good when the presentation we do not need to stand explaining the material facing the audience. And online classes are flexible, not rushed, we can do other things before the start of online classes. It doesn't take time to get to college."

J.  " Feel more relaxed when learning is done online, more into simple things. I don't think about outfits and transportation to go to college."

K.  " OK, thank you. I think , online learning is good because I have flexible way to manage the time, such as do the assignments and I can help my parents to do another activities at home. "

**Negative Emotions**

A. " I think online learning is actually less effective because we certainly will not know each other's classmates and lecturers who teach, even though they have communicated virtually. And online learning sometimes makes our understanding less maximal, sometimes also many students who fall asleep during onlline lectures or do not focus on learning so that it can affect the focus of online classes."

B. " The main problem is networking. The connection is disrupted for a moment has affected the explanation and understanding of the material / task being discussed becomes less clear. Sometimes also missunderstanding to group friends if there are tasks to be done in groups. But some are immediately ready to enter the group group, but those who do not enter the group, we can only reprimand through chat / call and sometimes slow respond."

C. " I felt the weight of online learning when I was a student. Because compared to online classes school level with universities is very different. Then a few months after that, blended learning will be held because things are getting towards normal, so I am very excited to meet with friends. I enjoy doing various other activities in the village when blended learning"

D. " I was very bored in the first week because I was just staring at the lecturer in front of the gadget and the environmental effects were very influential. Of course, the atmosphere in the classroom is very different from the

online councils in each house. Yes, the method must have its own weaknesses and advantages. When online is also very inhibiting if the internet connection is not good, it is difficult to accept a long lecturer explanation so it requires a lot of internet quota. Moreover, we have paid for college, but do not feel the campus facilities. So I like offline classes with various teaching methods / concepts that are not done with one side only, if online just staring at the screen"

E. " More comfortable with online learning, I can't have direct interaction with friends and lecturers. And problems often occur when my network and device are less supportive when learning online, sometimes behind information and intermittent. Interaction with friends only through personal chat or call is less exciting."

F. " Online learning is less effective, because lecturers will teach more optimally when offline, and internet signals are also an obstacle, I feel less challenged and cause less understanding of the material while not knowing all friends."

G. " It's hard to make an online presentation, and the internet connection has to be stable. Complacent about freedom online, students like to do other things while classes online and not on camera."

H. " Online activities are certainly lack of interaction, learning is less maximal if it requires practice, less enthusiasm when online during the day and sleepy, online requires more internet quota than physical energy."

I. " Online lectures are 'monotonous', just staring at the screen, if you do not understand learning can only communicate with classmates through whatsapp. While online learning, if we can while eating and drinking will quickly feel sleepy. In essence, online makes me bored and confusing quickly."

J. " In my opinion, online learning is very ineffective, and boring. As for learning, one's understanding is certainly different, so online, I do not understand the material to the maximum."

K. " During online, the delivery of material is less understandable because it is not as much as when face to face, the main problem is also sometimes related to internet connection, we are also very minimal to be able to interact with friends"

L. " for online learning, I get dizzy and stressed if I am still doing the assignments and then there are new assignments again that must be submitted at the same time. So, I can be crazy because a lot of assignment and bored to face the screen only"

M. " directly get online learning at university for the first semester, I am little bit shocked. I should prepare a lot of qouta Internet. And it's different when I got online at school. It's still slow and we don't have many assignments that given by teacher. So, in this online learning, I feel confused and it's more statified when we learn in offline class"

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