STUDENTS' EXPERIENCES ON TAKING FINAL EXAMINATION BEFORE AND DURING COVID-19 PANDEMIC

THESIS

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Student's Experiences on Taking Final Examination Before and During Covid-19 Pandemic

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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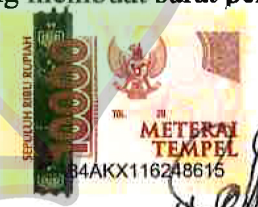

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ABSTRAC

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Covid-19 is a new disease that has never existed and appeared in any place of the world. the effect of Covid-19 virus has changed a lot of systems in the world including education and learning processes. The process of learning while usually using face-to-face learning become an online learning method, because of that the examination process must be held through online exams using the internet media such as zoom and google meet. The purpose of this study is to find out the students' experiences on taking final examinations before and during covid 19 pandemic at UIN Ar-Raniry University Banda Aceh. A qualitative approach with structured interviews is used in this study, in selecting the participants it was used a purposive sampling technique. for the participant, There are eight students of English language department in the study and nine interview questions. The results showed that the first research question indicate that students prefer taking examination during than before covid-19 pandemic, because students feel no pressure and no burden in following the examinations process and for the second research question indicate that there is one similarity and one difference in taking final examination before and during covid-19 pandemic, for the similarity that only on the level of difficulty and for the differences that only on the implementation of examinations process.

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The Writer,

Sayed Rasyidin

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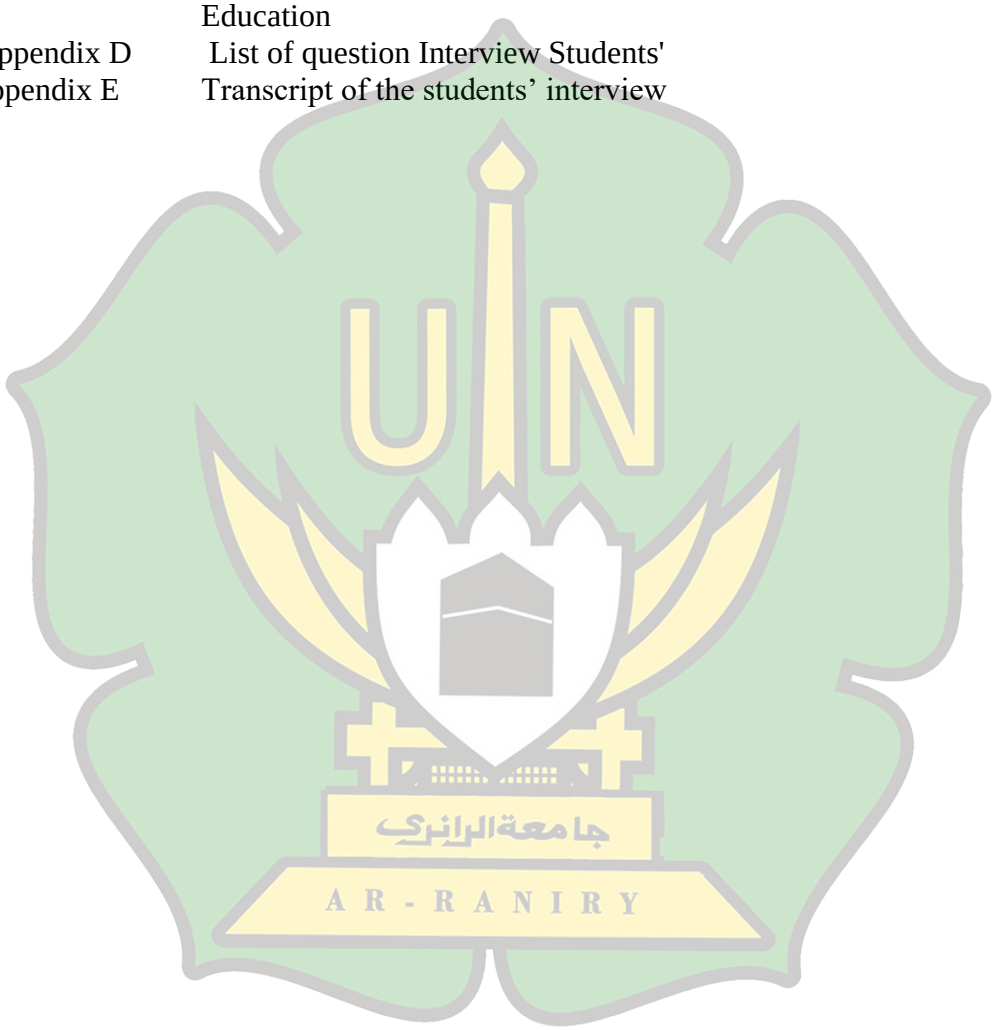

CHAPTER I

INTRODUCTION

A. Background of Study

At the end of 2019, the globe is currently being attacked by a terrifying illness pandemic. A disease that has never been known before, precisely in December the world was shocked by the news of the emergence of a pneumonia outbreak whose exact cause was unknown. This outbreak was first discovered in the city of Wuhan, China's Hubei Province (Li Q 2020). Most of these pneumonia patients came from vendors at the Huanan market that sells live animals in the city of Wuhan.

On January 7th, 2020, researchers were successful in identifying the new coronavirus as the cause of this pneumonia. SARS-CoV-2 (severe acute respiratory syndrome) is the name of the virus, and COVID-19 (Corona Virus Disease 2019) is the disease's alternative name by the World Health Organization). The corona virus disease of 2019 (COVID-19) is a novel disease that has never before been discovered in humans. In accordance with Ririn Noviyanti Putri (2020), the COVID-19 virus is zoonotic and spreads from animals to people.

On March 11th 2020, WHO (2020) declared COVID-19 a pandemic. Until June 15, 2020 there were 7,805,148 cases spread throughout the world. Starting from animal to human transmission, followed by human to human spread. This

disease spreads so fast that over time, the disease has spread outside of China. The first recorded case occurred in China. outside of China, namely Thailand.

After this disease continued to spread abroad and continued to have an increasingly severe impact of transmission, it affected the global human survival system. Several countries have taken steps to break the chain of transmission of this disease, because this disease has had a profound impact on various sectors. One of them is the world of education, which includes the most impact. According to Ashri and Sahoo (2021) corona virus disease 19 has an effect on all sectors, including learning process.

Normally, traditional learning typically occurs in a classroom setting with an instructor educating the students using books and blackboards as the teaching tools. Learning that takes place in a classroom and is entirely centered on the teacher is referred to as "traditional learning" (Wanwipa Titthasiri 2013). The entire class participates in the learning that occurs in the classroom and at school. According to the study program and curriculum, the instructor leads the class.

according to Bloom's Taxonomy during learning process there is the standards must be exist: objectives, instructional, and assessment. Objectives indicate what students require during the learning process. Assessment identifies the final result of learning in terms of student performance that can be observed between teachers and students. If this is not obvious, it might impede student learning by preventing interaction between teachers and students, and instructional is expected to enable

what the instructor wants to achieve directly toward the correct objectives for students, as well as to offer feedback to students.

After that, instructors evaluate students in class by giving the tests or exams, such as Quizzes, midterm examinations, and final exams. According to Brown (2004) a test or examination is a form of evaluation used to assess a student's abilities, skills, aptitude, physical fitness, or classification in a variety of disciplines. "A test is a teacher-made test and a standardized test,". The test was created by the teacher. Typically, a test is created by the teacher based on the curriculum and the lesson plan that was used during the lesson. The teacher is free to design the test in this instance. The purpose of a teacher-made exam is to determine the success rate of students in completing the curriculum's goals after the teacher has guided them through the learning process.

As we know that, the effect of COVID-19 virus has changes the process of learning. So that all schools and educational institutions are temporarily closed, teaching and learning activities that were originally carried out in schools must be carried out at home and online. All teachers are forced to take exams for all students via online as well. Jacobs (2021) states that the closure of schools and the emergence of online learning platforms have also in the transition of invigilated paper-and-pencil examinations in higher education settings to online take-home examinations. The conclusion is universities all over the world have supported e-learning and online exams; e-learning is no longer an option, but a must.

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Based on prior study, Muhammad Riduan (2021) has conducted research "The Students' Perceptions Of Online Learning During The COVID-19 Pandemic". This research departments from online learning implemented by the government during the COVID-19 pandemic. Online learning during the COVID-19 pandemic experienced by third semester students at the IAIN Palangka Raya English Education Study Program for the 2020/2021 academic year. During the COVID-19 pandemic, students never came to campus to study, they were only at home to participate in online learning. The results of this study indicate that most student perceptions of participating in online learning during the COVID-19 pandemic are positive. Students feel that online learning is easy to follow anytime and anywhere. Besides that, some students have negative perceptions in participating in online learning during the Covid-19 pandemic, due to network problems and the absence of class interaction.

In contrast to Muhammad Riduan (2021), Neupane (2021) The COVID-19 pandemic has seriously affected all social systems, including education in Nepal. After the government decided to implement lockdowns throughout the country, all schools and universities remained closed for a long time. To overcome the loss of education from long-term lockdowns, most of the universities of Nepal sought to continue education by using digital platforms as well as they could. The purpose of the study reported here was to examine university students' perceptions of online learning during the pandemic and identify the challenges they face while learning through online mode in rural and semi urban areas of Nepal. The result showed that

the majority of the students found online learning supportive during the pandemic and they preferred the continuity of online learning even after the COVID-19 pandemic. However, they faced challenges related to technology, Pedagogical skills, and the socio-economic status of the students. Based on these findings, this article argues that the effectiveness of online teaching can only be further studied by considering the effects of these other social-educational factors simultaneously.

Based on the previous study, there are some differences with this study, which is the problem, background and places. Besides there is some similarity to the study, which is the study take a COVID-19 as main topic to the study. So, this study took batch 18 of UIN Ar-Raniry students as the object of research, where these students who were affected by the influence of the COVID-19 pandemic in participating their learning activities. In addition, the batch 18 of the PBI department of UIN Arraniry also experienced how to attend the learning process before the pandemic and during the covid-19 pandemic. So it is interesting to conduct research on PBI students at UIN Arraniry. In addition, the issue of covid-19 is being discussed by most people, it attracts researchers' interest to find out "THE EXPERIENCES OF STUDENTS TAKING THE FINAL EXAM BEFORE AND DURING THE COVID-19 PANDEMIC"

B. Research Question

Based on the background of the study, the researcher formulates a research question, which is:

1. How are students' experiences on taking final examination before and during COVID-19 pandemic?
2. What are the different and similarity between students' experiences on taking final examination before and during COVID-19 pandemic?

C. Aim of study

Based on the problems of the study above this study is intended to investigate and collect information about the sustainable of teacher's materials and Summative test questions:

1. To find out the students' experiences on taking final examination before and during COVID-19 pandemic
2. To find out the different and similarity between students' experiences on taking final examination before and during COVID-19 pandemic

D. Significance of study

This research is expected to be beneficial for all further research as a source of reading material for academic research in the field related to the student experience in

the final exams before and during covid-19 took place and also expected to be one of reading materials for all students.

E. Terminology

1. Student Experience

Students are the most essential factors in universities, and their views must be founded on their experiences, knowledge, and perceptions of education. In other words, rather than being defined by institutions, student experience is shaped by student learning.Nair, Sid & Shah, Mahsood. (2012). Besides, Students Experience is limited to their opinions or perceptions on the experience of final exams before and during COVID-19 pandemic.

2. Final examination

The Final examination is one of the test technique that is done at the end of last day during learning activity in the classroom. Thus, Exams serve to assess students and assess their position according to their grades.

3. COVID-19

COVID-19 is a new disease caused by a virus that first appeared in wuhan, China at the end of 2019. This disease makes so many thing changes in various systems in society, especially in education which change the system from face to face to online learning.

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CHAPTER II

LITERATURE REVIEW

A. Assessment

Assessment is a systematic process used to observe what students already know, can do, and learn to do. A context for decision-making in classroom management and learning is provided by assessment information. The assessment's main objective is to raise students' performance levels. Educators use data to monitor students' progress toward learning goals, evaluate teachings, and decide if they were successful (Plair, 2015).

Moreover, the assessment of students' learning outcomes is a method for gathering a collection of continuing and thorough data regarding the learning process and results that students have obtained from teaching and learning activities as the criteria for determining the stages. According to O'Farrell (2009), assessment is also a systematic and ongoing process for gathering, evaluating, and using data from measurable outcomes to enhance student's learning in terms of their acquired information, understanding, and skill skills. It was determined that an exam's main goal is to evaluate each student's understanding of a subject and provide a last review of the material presented. There are two sorts of assessments used in classrooms..

1. Formative Assessment

These assessments are similar to diagnostic assessments, but vary in the way they provide the instructor with ongoing feedback about educational success. Formative assessment is used to monitor student progress and offer feedback to students and parents. Furthermore, according to Looney's education article (2011), formative assessment has an influence on the teaching and learning process and can assist students in filling learning gaps.

2. Summative Assessment

It was taken at the end of the study. Its main purpose is to identify information, abilities, and attitudes that have developed over time, as well as to summarize student progress. According to McAlpine and Higginson (2001), the type of Assessment depends on what they have achieved, which can be determined by assessing the ratings of their students and determining whether they deserve to fail or not. Overall, students should be aware of the desired course outcomes as well as the process for assessing performance in relation to learning outcomes.

B. Online Assessment

Usually, assessment is conducting by using a paper-based format, which is traditionally done in the classroom or face-to-face during the regularly scheduled

class time where students take the test with paper and pencil/pen while the lecturer monitors them during the test period. But, unlike traditional assesment according to Mariadi, Soni Mirizon, and Margaretha Dinar Sitinjak (2022) Online assessment, in contrast to traditional assessment, is a technology-based assessment that is usually conducted in a fully online environment supported by digital technologies like laptops and/or computers. Moreover, According to Weleschuk et al. (2019), Any method of measuring student progress and providing feedback in a completely online credit course is considered as online assessment. This assessment can be direct online exams or online submission only.

C. Examination

A test or examination is an evaluation designed to gauge a test-understanding, taker's capability, competence, level of physical athletic ability, or classification in a variety of other aspects. Brown (2004), “test is a teacher-made test and a standardized test". The teacher made the test. Usually, the teacher makes a test based on the curriculum and the lesson plan that has been applied during the lesson.“ Besides, examinations are a standard kind of assessment and evaluation in universities and schools. It assesses the students' abilities against a predetermined benchmark and determines the examiner's ability to answer particular questions. Exams are used to determine whether or not the set goals have been met. In a brief, an examination has the following general shared goals:

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a) assessing students' knowledge and abilities

b) enhancing instruction

c) assisting students in achieving higher capacities

There are several sorts of exam papers that might be indicated in conventional assessment, including multiple choice, true/false, matching, short answer, essay, and oral Clay, (2001). He gives brief descriptions of each.among them, there is:

1) Multiple Choice, which is made up of students who must chose the right option.selection and determine which one is right while the others are wrong
2) True/False, examiner composes a proposition to obtain a response from students. Typically, some comment designed to divert their attention from making a decision.and estimate which one is correct.
3) Matching, pupils should team up to indicate the answer to the question. Each of a collection of statements is presented.
4) Short answer, it asks a question that students must correctly answer with a brief written answer.
5) Essay, which is similar to a short response question in that it must be written in order to be answered, but it is more difficult to do so. The goal is to investigate students' comprehension, and students can exhibit their originality in giving the solution.

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6) Oral, it necessitates direct replies from the students. This type of test question is focused on what students have expressed about their comprehension, and the procedure can be time consuming.

D. Final Examination

Final exams are tests on educational programs, and the test methods generally attached to the teaching and learning process. The exam serves two purposes, according to Sudijono (2011) in Aris Sugianto (2016):

1. Tests are one tool used to determine how well students comprehend the subject provided by the teacher during the learning process. Following the learning process, this test will be used to assess the students' abilities and knowledge.
2. Using the test as the instrument, the instructor can determine whether or not the material is successful. As a result, the instructor can see from the test how far the students have understood.

Additionally, tests are significant to the learning process because exams offer the teacher information on the students' understanding of the material, their ability, and if they were successful in acquiring it. Therefore, for the students, the exam results identify an evaluation of the material they have studied while studying. The learner will be able to determine their level of subject mastery from the test.

However, Djali and Muljono (2008) in Saputra Hendra (2019) state that tests provide the following four purposes:

1. Using tests as a tool to assess students' learning achievement tests are used as a tool to assess students' comprehension levels and the extent to which they have acquired the subject matter during the learning process.
2. Using tests to encourage the learning process tests create incentives for students, encouraging those to struggle in their studies and concentrate on their learning in order to get high test scores.
3. Test in an effort to raise the standard of education. A test is a good way to improve learning quality.
4. The teacher can decide whether or not a student passed the test based on this test. Students may develop to higher levels of study if they succeed on the test.

E. COVID-19

The globe was surprised by a new virus known as the Corona Virus or known as at the end of 2019 (COVID-19). Sars-CoV-2, also known as COVID-19, is a zoonotic virus that spreads between people and animals. Ririn Noviyanti Putri (2020), the virus that causes originally appeared in China at the end of 2019. The disease was initially diagnosed as a case of pneumonia. Initially, it was believed that this virus was brought on by exposure to the Huanan seafood wholesale market, which sells

various kinds of live animals. A wave of pneumonia cases with unknown origins occurred in Wuhan (Hubei, China) at the end of 2019 (Francesco Di Gennaro, Damiano Pizzol, Claudia Marotta, Mario Antunes, Vincenzo Racalbuto, Nicola Veronese, & Lee Smith, 2020).

In early December, the COVID-19 outbreak spread throughout China from Wuhan, China's 7th most populated city, and was then transferred to an increasing number of countries. According to Francesco Di Gennaro, Damiano Pizzol, Claudia Marotta, Mario Antunes, Vincenzo Racalbuto, Nicola Veronese & Lee Smith (2020) On January 13 2020, identified a new virus, severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) as the causal factor for the reported pneumonia cluster.

The first confirmed case of COVID-19 outside of China was detected in Bangkok (Thailand). As well as significant community transmission occurring in numerous nations globally, Dr. Tedros Adhanom Ghebreyesus, Director-General of the World Health Organization (WHO), named the disease caused by the SARS-CoV-2 as "COVID-19" on March 11, 2020, and the number of confirmed cases has been steadily growing since then.

F. Covid and education

The school as a whole is a medium for students and teachers to engage in order to enhance intelligence, skills, and affection among them. The ideal location for students to improve their knowledge and abilities is a school Halal Syah (2020).

Many children believe that learning at school is a pleasurable pastime in which they may engage with one another. The school also educates students how to socialize with one another. However, because to the disruption of COVID-19, school-related activities have come to a halt.

COVID-19, as we know today it's a very scary disease that breaks any system in the world. This disease causes so many changes in various systems of society, especially in education, which is changing the system from face-to-face to online learning. However, in practice, there are many problems that hinder the effectiveness of online learning during the COVID-19 pandemic, including:

1. Limitations of Mastery of Information Technology by Teachers and Students
2. Insufficient Facilities and Infrastructure
3. Limited Internet access
4. Lack of preparation of the budget

This problem has brought to light a negative impact on cognitive and inequities in our educational institutions, including from a lack of access to the broadband and computers required for online learning to the lack of suitable conditions for focus on learning.

Andreas Schleicher (2020) Education has also been severely impacted by the COVID-19 pandemic as universities closed their area and states closed their borders in response to lockdown procedures. These closures had an impact on instruction and

exams as well as the protection and legal authority of students in their host country, even though higher education institutions were swift to replace in-person teaching with online learning.

Today, internet learning has replaced traditional classroom learning. Exams are presently administered both online and through tools like Zoom, Google Meet, and others. All pupils are required to abide by the rules established by the government to stop the disease's spread in order to avoid becoming sick once more.

It can be concluded that the COVID-19 pandemic has greatly affected the education system for both teachers and students, therefore there are many obstacles that occur when implementing the learning system during COVID-19. Students are forced to change their learning from face to face online learning as well as the exam system which must be done online as well.

G. Online learning

Mohammadi (2010) argues that the type definition for online learning is the strategic use of networked information and communications technology in teaching and learning. Another approach to define online learning is as the use of electronic devices like the internet, computers, and multimedia CDs to lower back on expenses and time. Online learning is the study of learning without the use of written instructional materials on paper, (Goyal, 2012). Online learning is the process of

using communications technology to deliver knowledge for training and education. Online learning is quickly replacing traditional classroom instruction as a result of the development of information and communication technology.

The paradigma of current education is shifting towards online learning. The asynchronous and synchronous learning network concept of online learning liberates interactions between students and instructors from time and geographical constraints. This technique of teaching and learning is also known by various names. They include online, virtual, distributed, network, and web-based learning (Naidu, 2006).

From the statement above, online learning is a learning activity that is carried out online or based on technology such as using computers and networks and media. Media or platforms that are widely used by teachers are google meet, zoom and many more.

H. Relevan study

A variety of studies on Students' Experiences On Taking Final Examination Before and During COVID-19 Pandemic has revealed. There are some previous studies thave same topic closely with the reasearch. In this part, the studie have different focus to each other.

Binod Neupane (2021) the Covid-19 pandemic has had a serious impact on all social systems, including education in Nepal. After the Nepal government regulation

decided to close schools due to the lockdown and to the pandemic, some Nepal universities decided to use digital platforms as a tool to continue their studies during this COVID-19 period as well as possible. The aim of this study was to examine students' perceptions of online learning during the pandemic and identify the challenges they face while learning through online mode in Nepal. The results showed that most students felt online learning was supportive during the pandemic and they preferred the continuity of online learning even after the COVID-19 pandemic. However, they face challenges related to technology, Pedagogical skills, and socioeconomic status of students. Based on these findings, this article argues that the effectiveness of online teaching can only be studied further by considering the effects of other socio-educational factors concurrently.

NUR ANISA IKHWATY (2022) *Students' Perception On English E-Learning During COVID-19 Pandemic (At Seventh Grade Student Junior High School 1 Bontompo, Gowa*. The Purpose of this study is to find out the students' perceptions of English E-Learning are reflected in their educational experiences. This study was followed by 2 classes in class Seventh student junior high school 1 Bontonompo with a total of 20 students using observation and interview research instruments. Based on the results, the perception on students does not like learning using E-Learning ,students prefer to learn face to fate directly in class (offline) because students have various difficulties including students who do not understand

how to use E-Learning, the limitations of the internet network and the ability to learn English is less improved compared to face-to-face learning in class.

Nurul Mawahdah Aulia (2021) *Online-Based Learning in the Covid-19 Pandemic Period for PPKn Students, University of Muhammadiyah Makassar.* This study aims to describe the implementation of online learning in the Pancasila and Citizenship Education study program at the University of Muhammadiyah Makassar. The result of this research is the implementation of online learning in Civics Study Program is carried out through several aspects, namely learning planning, learning activities, delivery strategies or delivery as well as media and technology. In the implementation of online learning in Civics Study Program it is also influenced by technological factors, the character of educators and the character of students. The researcher concluded that online-based learning in the Civics Study Program made learning activities able to continue during the COVID-19 pandemic.

Sri Hariyati (2020) *Analysis of Online English Learning during the Covid-19 Pandemic in High School*. This study aims to analyze how teachers perceive and how students perceive online English learning during the COVID-19 pandemic. Findings from data analysis, teachers give positive perceptions of online English learning, the process of learning English is easier with online learning but online English learning cannot make the English language process more effective in achieving learning objectives. Students also give positive perceptions of online English learning, the process of learning English is easier with online learning and online English learning

can foster students' independent learning attitudes but they find obstacles in the implementation of online English learning, so online English learning cannot be developed.

Almossa Samar Yakoob (2021) The findings of a study that looked into students' experiences with online learning and assessment in Saudi higher education during the COVID-19 pandemic. Students' thoughts on their engagement were expressed on Twitter, and research data was gathered from their tweets between March and May 2020. The data show that the challenges of a sudden transition in learning mode and changes in evaluation techniques have an impact on students' involvement with learning and assessment. As a result, students considered online learning to be convenient, but they also realized that educational quality had decreased, particularly in terms of the amount of knowledge learned.

Purniadi Putra , Fahrina Yustiasari Liriwati , Tasdin Tahrim, ,Syafrudin, Suhono, Aslan (2020) In response to the COVID-19 pandemic in Indonesia, this study analyzes students' learning experiences at home during the school lockdown period. An in-depth understanding of students' life experiences, perceptions, and motivation is gained by this research. The phenomenological application technique was used to analyze the data. This study found that students' experiences studying from home in response to a national policy designed to stop the spread of the Corona virus may be reported based on 10 websites that have stated their best coverage of students' learning difficulties and challenges from various perspectives. The most of

websites stated that students' difficulties studying at home were due to a lack of learning resources, such as internet access and parents' abilities to assist their children's learning.

Yung‐Hsiang Hu (2021) Prior to the coronavirus disease 2019 (COVID-19) pandemic, due to the rarity of pandemics in recent centuries, suitable conditions did not exist in educational institutions for the implementation of asynchronous distance teaching. No empirical studies have been conducted on whether the considerable environmental changes caused by COVID-19 have affected students' online learning behaviors. Therefore, this study collected information on students' online learning behaviors during the COVID- 19 pandemic and other periods to examine whether pandemic-caused environmental changes affected students' online learning behaviors. This study focuses on the 60-day transmission after the beginning of the second semester of the 2019 academic year. The data source was from a comparative assessment between the pandemic group (331 students) and the control group (101 students). The Spearman Rank Cor- relation Test and the Wilcoxon signed-rank test were used as our statistical methods. This paper presents preliminary results on how COVID-19 has affected students' online learning behaviors and proposes asynchronous online learning as a method for maintaining university students' learning during the COVID-19 pandemic.

Dafydd Mali and Hyoungjoo Lim(2021)The impact of Covid-19 has had a far reaching effect on higher education institutions. However, a few studies report on the

relative perceptions of students about face-to-face (F2F) and blended learning (BL) in periods when COVID-19 is not a consideration. The results demonstration BL is perceived more positively during the Covid-19 pandemic. However, F2F is preferred to BL when COVID-19 is not an issue. F2F learning is perceived more positively to BL because students feel that there are limitations to BL in terms of; interactions with the lecturer; group work; peer engagement; class involvement; and the ability to ask questions about technical information. Moreover, qualitative evidence shows that students perceive F2F to be superior to BL because social elements expected in a F2F environment may not be embedded into netiquette frameworks.

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CHAPTER III

RESEARCH METHODOLOGY

The research methodology for this study was covered in this chapter. It includes some discussion of research designs, research participants, research location, data collection techniques, and data analysis.

A. Research Dessign

According to Mishra and Alok (2017), a good research design would be produced if a research problem is stated in detail. In other words, the aim of the research design is to confirm that the different study components are combined in a systematic and rational method. It provides the structure for collecting, measuring, and analyzing data. A creative research design that focuses on the numerous aspects of a topic is considered to be acceptable if the research study's objective is to be made clear. It is used to identify the research design should be applied and to obtain reliable information in order to determine the research problem for this research. The data for this qualitative study was gathered through descriptive research. Qualitative research, according to Cresswell (2014, p.42), is a technique that is explored and used to investigate a phenomenon by finding the actual meaning of it.

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B. Research Participants

The study was conducted at University Islam Negeri Ar-Raniry Banda Aceh, with students from the Department of English Language Education as participants In order to complete the process, the researcher used a purposive sampling technique, which requires selecting participants who can provide useful and relatable information in order to determine the research question's purposes. According to Notoatmodjo (2010) Purposive sampling is based on certain considerations such as population characteristics or previously known characteristics. Moreover, Purposive sampling refers to the researcher selecting participants for this study based on criteria (Creswell, 2012).

The criteria of the participants are first students who experienced the learning process before and during covid-19, second students who experienced the examinations process before and during covid-19. Based on the criteria only student from batch 18 who has experienced learning and examination before and during covid-19. So theresearcher chose eight students of batch 18 from English Language Department to participate in this research to get information.

C. Research Location

The researcher chose University Islam Negeri Ar-Raniry Banda Aceh, which is located on Jalan Ar-Raniry Kopelma Darussalam in Banda Aceh. The researcher chose the Department of English Language Education in the Faculty of Teacher Education as the location for this study.

D. Methods of Data Collection

In order to answer research questions, researchers need main instruments or main data. In this context, the researcher uses data collection methods through interviews with participant who have met the qualifications. In addition, researchers also made direct observations in the field to obtain data because it was linked to the goal of the research, which was to gather information from participants' replies to the research question being asked.

In this research, the researcher chose an effective instrument and a strategy to collect data. The researcher used an interview approach to gather certain information, especially structured interviews. Furthermore, the researcher chose an interview because it was linked to the goal of the research, which was to gather information from participants' replies to the research question being asked.

1. interviews

According to Suyanto (2006), an interview is a method for obtaining information (data) from participants by asking them directly face-to-face or utilizing other communication tools like the phone and internet. The process of asking questions can be extremely flexible (allowing for question formulation as they come to mind) or rigid (have to keep strictly to the questions decided beforehand).more over the use the structure interview.

structured interviews are similar to semi-structured interviews in that the topics or questions to be asked are prepared early in the process, but instead of using opened-ended questions, structured interviews use closed-ended questions. The interviewer might not tape-record or write down the responses. Structured interview is a typical form of interview in survey research. It entails scheduling questions so that the researcher can ask each respondent the same questions in a similar way. Structured interviews, also referred to as standardized interviews, consist of a predetermined set of questions that are similar in wording and context. This is done to make sure that the responses or answers can be combined to meet the study's goals. According to Kumar(2011) , one benefit of using structured interviews is that they ensure consistency in the responses, allowing for data comparison.

2. Observation

A qualitative observation is when the researcher takes field notes on the behaviour and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site. Adopting this, I collect the data by observing teaching of pronunciation practice in the classroom in many high schools in Yogyakarta and creating a video as a documentation during the class session of pronunciation teaching.

3. Recording

In order to avoid biasing the respondent's subsequent behavior, tape or recording was employed in this study. In order to acquire the sounds of PBI students for this study, the researcher recorded the interview and transcripted it in order to gather data.

E. Data analysis

Data analysis is the process of methodically of Collecting and organizing information gathered via interviews, observations, and documents into a systematic order. to get comprehensive information from the participants, the recorded interview was analyzed using a coding process. Six steps are involved in analyzing data, according to Griffee (2012): recording the interview, listening to the audio, transcribing the interview, and reviewing the transcripts numerous times.

With a few questions, the research investigates the perception and individual experience of the students' perceptions of taking final exams before and during the COVID-19 pandemic. To gather data, the researcher used a notebook and records. 15-20 minutes were spent on the interview.

To analyze the data, According to Creswell (2014), the following are some steps in data analysis:

a. Preparing raw data for analysis by organizing and transcribing it.

Transcribing interviews, typing up field notes, and correctly categorizing and organizing data into different kinds.

b. Reading through data.

Providing some overall sense of information, such as general opinions expressed by participants.

c. coding The data

This step is a process of organizing data by selecting and collecting relevant categories.

d. Looking for patterns or themes to interpret.

In qualitative research, make an interpretation of the findings. It can be clarified by comparing the findings to the information provided by theories.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discussed the information that was collected about students' experiences taking final exams before and during the COVID-19 pandemic, including the findings and discussion that took from that process. The conclusions presented are based on data from interviews and are described according to the themes and significance of the research question. An explanation is provided and supported by a discussion that follows the findings.

Eight students were chosen to participate in the study as respondents, and their initials are based on the first letter of each person's name. These are the seventh semester at Universitas Islam Negeri Ar-Raniry Banda Aceh's Department of English Language Education. Each interviewee took between 10 and 15 minutes to respond to the interviewer's questions and directives; the same questions were given to each participant.

A. Research Findings

1. The learning process before covid-19 pandemic

The first analysis focuses on students' experiences on teaching and learning process before the COVID-19 pandemic. The following are questions and interview results obtained by researchers.

(CR) the teaching and learning process before the COVID-19 pandemic was more effective because students and teachers met face-to-face, the delivery of material was also easier to understand

(SP) my opinion, the learning process before the Covid-19 was established as usual, the learning process was very effective in accordance with the educational unit that should be established and arranged in such a way that the teaching and learning process was efficient.

(SS) I think is better than now And and my opinion before Pandemic effective for teaching and learning.

Based on the answers from the respondents above, students mostly like learning in class with a face-to-face or traditional learning system in each lesson. Besides that, according to them, face-to-face learning is more efficient and effective because they can discuss directly with their friends and not use the media.

2. The examination process before the COVID-19 pandemic

Based on the results of the interviews, The researchers found that all participants in taking exams before COVID-19 is held in classroom. This has been reported by a number of participants as depicted in the following quotations:

(FA)I think before COVID-19 pandemic, the examination, like quizz , mid-test and final examination. Usually, we do it in class together with a friend and we do it on the paper.

(AHR)Before pandemic COVID-19 all of the test and exam was face to face or paper base test

(SM)it can be a project or an actual tests that held in a class that student have to attend the class and have a time limit.

In while, other participants gave the different answers which they respond by telling how they experienced and what they felt of taking the exam before the pandemic.

(CR) said that final is going hard because it's held offline and we can't ask our friends

(SS) before COVID-19 pandemic happened, the examination process going very hard,

Based on the statement above, the researcher concluded that all participants in this study, students taking the exams before COVID-19 pandemic is held in classroom or offline, using pen and paper, which their supervisor in front of the classroom. Besides, some student felt difficult and going hard in following the examination process.

3. **The learning process during the COVID-19 pandemic**

Based on the results of the interviews, the researchers found that The learning process during the COVID-19 pandemic were held online, using online devices and media via the internet. This has been reported by a number of participants as depicted in the following quotations:

(SM) during the COVID-19 based on my experience they learning and teaching process was carried out by online. We use some online platforms and devices and also internet access to learn and to attend a class.

(CR) COVID-19 has a bad impact on the teaching and learning process because it makes the learning process done with online system so that students have difficulty understanding the material.

(DAA) In my opinion, the learning process during COVID-19 is less effective, because sudden learning must be done online, as we know, not everyone is ordinary with this way of learning. Other obstacles experienced

> during the pandemic are internet access that is not good, and the unpreparedness of infrastructure and mastery of technology
>
> (AHR) And what i felt during the pandemic was very lack of knowledge that i got it worse that offline learning. I hate it because i can't really learn online.

Five participants say that, the learning process is not effective and not efficient, students found it difficult to understand the material teach by the lecturer.

To sum it up, the learning process during the COVID-19 pandemic is held online, using online devices and media with the internet. The learning process is ineffective and inefficient, students find it difficult to understand the material explained by the lecturer, and there is a participant have two perspectives on the teaching and learning process during COVID-19. the learning process during the covid-19 pandemic has a positive impact, that students can study wherever they are, besides that it also has a negative impact, the material being studied is sometimes incomprehensible.

4. The examination process during the COVID-19 pandemic

Based on the results of the interviews, the researchers found that during COVID-19, the examination process held online. This has been reported by the number of participants as depicted in the following quotations:

> (FA)But examination during COVID-19, or during COVID-19, examination Held On Zoom or by interview usually by interview and also take home and like quiz, mid test and final examination, we do it by take home or just write an article or journal and something else that I do at home.
>
> (SM)it's the same. All of the tests is held online using internet and some devices, like laptop and smartphone.

The examination process during COVID-19 pandemic covered by online that using internet and media such as zoom and google meet.

> (NM) Quiz, just same , lecture still give us a " shocked quiz", midtest, its more difficult but we can open the book, final examination, the teacher gave is more analytic question.
>
> (CR) besides, during the COVID-19 pandemic, examination including quiz, mitem, and final is going easier because it's held online and we do it from home where we can ask our friends if there are questions that we don't understand, or we can open the book if we forget the material, or other things that make it easy for us to do the exam.

During COVID-19, the examination process is easier which they can asking their friends and open the book to answer the question.

Nevertheless, the examination process during the COVID-19 very disappointing, as AHR felt there was no pressure when taking the exam there was no lecturer supervising them so they could copy one another.

> (AHR)I felt so stupid while the pandemic because sometime we did cheated in the examination so we didn't even learn at night before.

Based on the statement, it concluded that the exam when the COVID-19 pandemic happened was no different from how it was felt before COVID-19 pandemic. But the examination process during the COVID-19 pandemic is covered by online using the internet and media such as via zoom and the examination process is more easier which they can ask their friends and open the book to answer all the questions while

some student felt difficult. In other way some students seem to feel no pressure when taking exams because there is no lecturer to supervise them so they can cheat.

5. The differences between students' experiences on taking final examination before and during COVID-19 pandemic

The third analysis focuses on differences in student experiences taking exams before and during the COVID-19 period, in this analysis the researcher wants to find out how students perceive differences in experiencing the process of taking exams before and during the COVID-19 pandemic. The following are questions and interview results obtained by the researcher.

> (CR) the differences is before the pandemic we should do the exam offline and under strict supervision by the lecturer, and it gives us so much pressure, besides during the COVID-19 pandemic when the exam is conducted online from home, this makes us feel more relaxed in completing the exam, and we can ask friends if there are questions that make us confused
>
> (SP)The difference may be seen from the type of exam that is carried out where we usually take the exam directly in class while during this COVID-19 pandemic we carry out online/virtual exams.
>
> (SM)Well, the difference is that before the pandemic the exam was taken in a class and have time limit teacher and students are in the same room, but during the covid-19 we are not, we were not in the class, we were at home, the exam was taken online and using computers.

The differences in taking the exam before and during the pandemic, were in the implementation process system which was before the COVID-19 the process of taking the exam is carried out in the classroom and supervised by the teacher, while during the COVID-19 pandemic the process of taking the exam was carried out

online and could be done anywhere as long as it was connected to an internet connection.

In contrast to other participants' respond, (AHR) and (NM) said that,

(AHR)Not at all, for the first year we faced pandemic it was so stupid even every of us felt it, aight. But for the second year some of us maybe used to faced it but some still not. Thats why when stupid look more stupid and the smart one look smarter.

(NM) The examination question more difficult then the offline time, cuz the lecture give us a chance to open book.

Based on the statement above, it can be concluded that the most striking difference is in the implementation process which before the pandemic took place all exam activities were carried out offline. what is done in the classroom and the lecturer supervises it so that there is no cheating, but during COVID-19 the implementation process is carried out online using the internet and media such as zoom and so on, so that no student feels burdened in its implementation because it is not supervised by the lecturer and can be implemented wherever they are.

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6. The similarity between students' experiences on taking final examination before and during COVID-19 pandemic

(SM) similarity of taking final examination before and during COVID-19 is that we are giving instruction and have time limits to answers all of the questions.

(DAA) The similarities are that they both have the same level of difficulty, and the exam still has to be run even though it has to be done online, even though it's like during the COVID-19 period.

(SS) the similarity is lecture, give some pacts and or question for student

The similarity of taking final examination before and during the COVID-19 pandemic is the same, while in taking exams conducted by lecturers which have the same time limit and level of difficulty, so for them there is no difference either before COVID-19 or during the COVID-19 pandemic.

> In contrast to the answers of other participants, according to (AHR) taking the exam before and during the COVID-19 pandemic had nothing in common.
>
> (AHR)It was not similar at all i think. I have more prepared when it was offline than online.

Based on the statement above, it can be concluded that the similarities they feel are no different between the process of carrying out the exam before and when COVID-19 takes place, exams are carried out as usual which is mandatory for all students to follow.

B. Discussions

The aim of this study is to find out the students' experiences on taking final examination before and during COVID-19 pandemic. The finding of the first research question is the process of students taking the exam before the COVID-19 held in class or offline and only used pen and paper. For the examination process during the COVID-19, they can ask their friends and open the book to answer the question and also students feel that there is no pressure when taking exams because there is no lecturer who supervises them.

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The findings of the second research question are the differences and similarities between students' experiences on taking final examination before and during COVID-19 pandemic. The difference is students in taking exams before and during the COVID-19 pandemic was in the implementation process system which before the pandemic happened, all exam activities were carried out offline which were carried out in class and lecturers supervised it so that there was no cheating, but during COVID-19 the implementation process was carried out online using the internet and media such as zoom and so on, so that no students felt burdened in the implementation because they were not supervised by lecturers and could be carry out wherever they were. In other sides, The similarities felt by students in taking the exam before and during the COVID-19 pandemic, it is no difference between the process of conducting the exam before and when the COVID-19 happened, the exam was conducted as usual which must be followed by all students.

The similarities between this study and the previous study is the purpose of the study is to find the students' perception toward taking exam during COVID-19. The first previous study was conducted by Gradisek and Polak (2021), has the similar result that is although taking exam in COVID19 era is easier than before, the students prefer face-to-face process. The differences are the process in conducting the data and the method. In other side, it was similar to Muhammad Riduan (2021) has conducted research "The Students' Perceptions Of Online Learning During The COVID-19 Pandemic" The majority of students have positive opinions about taking classes

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online during the COVID-19 pandemic. Online education is perceived by students as being simple to follow at all times and locations. In addition, some students see taking online courses during the Covid-19 outbreak negatively because to network issues and the lack of in-class interaction. The study was in line with Neupane (2021) The COVID-19 pandemic has seriously affected all social systems, including education in Nepal. Most students found online learning to be helpful throughout the epidemic and preferred its continued use even after the COVID-19 pandemic. However, they encountered issues with technology, pedagogical abilities, and the socioeconomiclevel of the students

.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter offered suggestions and conclusions Based on the findings and discussions. The conclusion discussed the results of students' experiences taking final exams before and during the COVID-19 pandemic, while the suggestion was made to both upcoming researchers and students who will be taking final exams prior to and during the COVID-19 pandemic.

A. Conclusions

Based on the analysis of the findings above, COVID-19 gave an impact to students experienced the new system of learning that they never did before, while they have to adapt to online learning using internet media such as zoom, g-meet, and etc. Because of that process of examination held via online, but the most student prefer the learning and examination process before COVID-19. Regarding the problems during the COVID-19 pandemic student can learn and follow the examination from whenever they are but student can cheat and ask their friends and also open books. As a result, taking final examination before and during COVID-19 pandemic is student prefer before COVID-19 pandemic than during pandemic.

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B. Suggestions

In relation to this research, the researcher makes some recommendations for additional study. In a situation, the limitation of this study benefits from the earlier one. In addition, the researcher would advise that when collecting data from a large number of participants, they try to express detailed information from their responses. These points are intended to be emphasized for future researchers. It would create for an interesting discussion. In the same context, the participants' responses would aid the researcher in gathering more detailed data to uncover various interpretations.

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Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16644/UN.08/FTK/KP.07.6/11/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

Menetapkan :
PERTAMA
Menunjuk Saudara:
1. Dr. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Azizah, M. Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Sayed Rasyidin**
NIM : **160203202**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Experiences on Taking Final Examination before and During Covid-19 Pandemic**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-12793/Un.08/FTK.1/TL.00/09/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Ka Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry
2. Mahasiswa Pendidikan Bahasa Inggris let 2018

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SAYED RASYIDIN / 160203202**
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Punge Jurong Kec. Meuraxa Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Student' Experience on Taking Final Examination Before and During Covid-19 Pandemic***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 26 Oktober 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C Confirmation Letter from Department of English Language Education

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-765/Un.08/PBI/TL.00/11/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12793/Un.08/FTK.I/TL.00/09/2022 tanggal 26 September 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sayed Rasyidin
NIM : 160203202
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Student' Experience on Taking Final Examination before and During Covid -19 Pandemic

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 November 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D list of question Interview Students'

INTERVIEW PROTOCOL

Title : students' experience on taking final examination before and during covid 19 pandemic

Date : 11 - November - 2022

Interviewer : Sayed Rasyidin

Interviewee : Student of batch 18 of English Language Education Department

Location of Interview : English Language Education Department

Interview Protocol

Project:

The purpose of this study was to find out the experience of students' perceptions on taking final examination before and during covid 19 pandemic and to find out the different and similarity between students' experiences on taking final examination before and during covid 19 pandemic, Data will be collected using interviews which will be recorded and used only for research purposes to protect the confidentiality of the interviewees based on informed consent. During the interview, the participants will be asked several questions about the students' experience on

taking final examination before and during covid 19 pandemic. The interview process will take about 15-20 minutes.

Questions :

1. How do you think about covid 19 pandemic?
2. How do you think the learning proccess before the covid-19 pandemic?
3. How do you think the learning proccess during the covid-19 pandemic?
4. What do you think about the examination proccess below before the covid-19 pandemic?
    a) Quiz
    b) Midtest
    c) Final examination
5. What do you think about the examination proccess below during the covid-19 pandemic?
    a) Quiz
    b) Midtest
    c) Final examination
6. What is the similarity of taking final examination before and during covid-19 pandemic?
7. What is the different of taking final examination before and during covid-19 pandemic?

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8. Does the covid-19 influenced the learning proccess and the examination? Explain!
9. In your opinion, which situation that is better between learning procces before and during covid-19 pandemic?

Appendix E Transcript of the students' interview

1) Participant 1 (DAA)

1. In my opinion covid is a disease caused by the SARS-CoV-2 virus.

2. Before this covid pandemic happened , the learning proccess use traditional learning. Which Traditional learning is learning where in general, the center of learning is on the teacher, and places students as objects in learning. So, here the teacher acts as a versatile person and as a source of learning.

3. In my opinion, the learning process during covid is less effective, because sudden learning must be done online, as we know, not everyone is ordinary with this way of learning. Other obstacles experienced during the pandemic are internet access that is not good, and the unpreparedness of infrastructure and mastery of technology

4. both quizzes, mid-tests and finals are carried out according to the standard of the exam, there are supervisors, the seats are separated, and if there is cheating there will be direct sanctions

5. the examination proccess below during the covid-19 pandemic covered by online test via zoom or whatsapp. however, there are also some lecturers who replace the exam with an assignment

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6. The similarities are that they both have the same level of difficulty, and the exam still has to be run even though it has to be done online, even though it's like during the covid period

7. the difference is, during the pandemic everything is done online, although it will be written manually on paper, the answers to the final exam are sent in the form of documents via whatsapp, email, or class.

8. I think covid greatly affects the learning process and exams, everything feels less effective because suddenly everyone has to get used to studying and face-to-face exams. Moreover, there are some of us who may be sick and down, but still have to carry out the learning process.

9. In my opinion, each situation has its negative and positive sides. However, I prefer the pre-covid situation, where we can learn without any fear within us, we can explore anything, and we can meet many people face to face. However, we still have to be grateful for the arrival of this pandemic, because there are many new ways for us to learn anywhere, anytime and in any situation.

2) Participant 2 (FA)

1. I think this is very, I think, when we are in covid-19 pandemic, I think this very hard time for everybody, especially for me as a student because we

couldn't go anywhere and shouldn't study at the campus and we should study at home so that it's very hard time for me as a student. And then,

2. I think the learning process before the covid-19 pandemic is very Very easy, very easy for me and to understand lecture explain and we could gather with friends and we could sharing with friend face to face And we could discuss face to face is very easy for me.
3. I think during covid-19, I couldn't discuss more deeply with my friend because I can get in touch with them and the learning process also is not very cool and it's not very easy for me because it it it going through the zoom and application Google camera and others. So it's hard for me to understand the lecture explain about the material
4. I think before covid-19 pandemic, the examination, like quizz , mid-test and final examination. Usually, we do it in class together with a friend and we do it on the paper.
5. But after examination after covid-19, or during covid-19, examination Held On Zoom or by interview usually by interview and also take home and like quizz, mid test and final examination, we do it by take home or just write an article or journal and something else that I do at home.
6. what is the similar similarity of Final examination before and during covid-19 pandemic, I think the similarities between before and during covid-19 the examination, held by interview that is the same. Yeah, some some lecture, Do the examination like interview and also during fall during covid-19. Also

some lecture how the examination by interview so that is similarities for me. And then

7. what is different of taking final examination before and during covid-19 pandemic, I think before covid-19, Some of the lecture, do the exam, the final examination in the class and we do it in on the paper, directly in the class and the lecture give the equation directly in the class and we do it directly way in the class. But before after covid-19 during covid-19, we do it by usually take home usually. I take home for a final examination and all of the final examination will be held by giving the equation and we answer it, we answer it online. So during covid-19, I think this is some difference between before covid-19. We do the examination.We do examination during a covid-19 through online for sure.
8. Yes, for me, it very it, very clear that covid-19 influence the learning process. Why? Because before covid-19, yeah, we do, we do learning, we learn in the class, we study in theclass and we discuss with friend face-to-face in class, and we get in touch with friends. And I think I could understand more deeply before covid-19 then during covid-19. I don't know why but I think I could understand the material that explained by this lecturer, more clearly more deeply before covid-19, then during covid-19
9. and then in your opinion which Situation That is better between learning process before and during covid-19. Exactly, in my opinion, I feel more better. I feel better, like I feel better. Learn and study before covid-19, then

during covid-19 because it's more reliable for me to understand the material. It's very convenient for me. Comfortable for me to sit in the class and listen the To directly and and also I could ask the question directly to the lecture without error connection. And and so on,

3) Participant 3 (SP)

1. In my opinion, lately various countries in the world are being surprised by an outbreak of a disease caused by the corona virus or better known as Covid-19 (Corona Virus Disease-19). This virus outbreak is indeed very fast spreading to various countries in the world. The World Health Organization (WHO) has declared the spread of the COVID-19 virus as a global pandemic. As a result of the COVID-19 pandemic, various policies have been implemented to break the chain of the spread of the COVID-19 virus in Indonesia. The efforts made by the government are as follows: Physical Distance/ Social distance Namely, it is called to maintain distance between people, activities in all forms, associations, and avoiding events that involve many people. Working From Home (WHO) This policy is an effort that is applied to the community so that they can complete all work from home. Education in Indonesia has also become one of the fields that gave birth to the COVID-19 pandemic. With the interaction, the Ministry of Education and Culture issued a policy to close schools and replace Teaching and Learning Activities (KBM) with the Distance Learning (PJJ) system.

2. my opinion, the learning process before the Covid-19 was established as usual, the learning process was very effective in accordance with the educational unit that should be established and arranged in such a way that the teaching and learning process was efficient.
3. In my opinion, during this covid 19, the teaching and learning process for students has become very complicated. School readiness Nadiem said principals who wish to conduct face-to-face learning are required to fill out a school readiness checklist. The list is in accordance with the standards of the task force and the Ministry of Health (Kemenkes). Schools need to ensure things such as: the availability of sanitation facilities and being able to access health service facilities (health centers, clinics, hospitals, and others) readiness to apply the mandatory area for cloth masks or see-through masks (for students with hearing impairments) having a thermogun (measuring body temperature (shooting) carrying out educational community activities that should not be carried out in the education unit making an agreement with the education unit regarding the readiness to conduct face-to-face learning in the education unit.
4. a quiz = before the covid 19 pandemic the quiz process was carried out regularly and directly in class.

   b) Middle Examination = I think the examination is being carried out slowly according to the academic calendar listed, the examination process in my opinion is very real and real.

c) Final exam = the same thing as the final exam in my opinion the examination carried out is very real and real.

5. a quiz = in my opinion the process of checking quizzes during covid-19 is carried out personally by the lecturer, here students can only give their best answers.

   b) Middle Exam = as well as the mid-semester examination process during covid-19 carried out personally by the lecturer, here students can only give their best answers.

   c) Final exam = different from the final exam here the examination process is very detailed and clear. Just like before the Covid-19 pandemic.

6. The similarity is that here we both follow the same as answering the questions. The types of levels are the same as before the pandemic.
7. The difference may be seen from the type of exam that is carried out where we usually take the exam directly in class while after this covid-19 pandemic we carry out online/virtual exams.
8. In my opinion, it is not too influential because the learning process before the exam must be carried out with the presence or absence of covid 19, in my opinion every student will continue to struggle to get satisfactory grades in each semester. Whatever it is, the learning process is online or offline, in my opinion, the learning process before the exam is not too influential.
9. I prefer the teaching and learning process before covid

4) Participant 4 (SM)

1. In my opinion, covid-19 pending make, is a pandemic that has caused a major effect in a lot of sectors, like education, business entertainment. And also economic people have to adapt into new situations to practice their daily life.
2. the learning process was carried out in traditional environment which also known as face-to-face, learning students and teacher attend the class in the same room, using some methods and approach, We use some online platforms and devices and also internet access to learn and to attend a class.
3. based on my experience and quiz is like a short test? It is used to measure students knowledge before the learning teaching process started. It's like a protest While M and Verna explanation. I think it's the same. It's like formative assessment to measure students knowledge at the end of the course, it can be a project or an actual tests that help in aclass that student have to attend the class and have a time limit.
4. all of the three types of the test and final examination during the covid-19 pandemic, it's the same. All of the tests is held online using internet and some devices, like laptop and smartphone.
5. what is the similarity of taking final examination before and bring covid-19, finally, I think the similarity taking examination during and before, the covid-19 is that we are given the instruction students are given instruction how to do the task or how to solve the test.

6. Well, the difference, I think, before the pandemic the examination is taken in aclass with The teacher and students are in the same room and we have the time limits call.
7. I think Idid a similarity of taking final examination before and during covid-19 is that we are giving instruction and have time limits to answers all of the questions. Well, the difference is that before the pandemic The exam was taken in a class and have timelimit teacher and students are in the same room. I bet during the covid-19 we are not, we were not in the class, we were at home, the exam was taken online and using computers. I think that's all the difference.
8. Yes, it really influenced, our learning process and examination before. The covid-19, the learning process was normal, it's face-to-face learning. The teacher came to the class and then explain all of the material. While the students write down what the Instead they think it's important while during the covid-19 pandemic, sometimes the teacher they just don't explain all the material They just ask students to to do the task without the explanation given and another influence, I think students became more lazy because in online class we can, Because in online learning we have to do all of the tags at home and we have to attend a class at home. So I think that it makes students lazy and less motivated like they're just losing interest in learning.
9. I think the situation that is better, is the learning process before the covid-19. I think it's just more interactive and insightful because we are all together in a

class. So we can really ask questions to the teacher. if we haven't understood about anything and also did the chair, Because it face-to-face aliterature can explain all of thematerial without having a trouble. Light signal troubles, internet troubles are any technical problems.

5) Participant 5 (AHR)

1. Covid19 is the first time pandemic situation that we faced. We had no experience before and that is why it felt so hard to do adaptation to it.
2. I think The learning process before covid19 made me good in English very well because some reasons.
3. And what i felt during the pandemic was very lack of knowledge that i got it worse that offline learning. I hate it because i can't really learn online and we can cheat easily while online and the teachers also like they didnt even noticed us.
4. As what i answered before. I felt so stupid while the pandemic because sometime we did cheated in the examination so we didnt even learn at night besfore the exam.
5. Before pandemic covid-19 all of the test and exam was face to face or paper base tesr.
6. It was not similar at all i think. I have more prepared when it was offline than online
7. For the number 6 question i have to skip it cause as what i told on number before.

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8. . Not at all, for the first year we faced pandemic it was so stupid even every of us felt it, aight. But for the second year some of us maybe used to faced it but some still not. Thats why when stupid look
   more stupid and the smart one look smarter.
9. So it is better offline than online learning. People interacted face to face in the same environment.

6) Participant 6 (SS)

1. Covid-19 Pandemic is phenomenal in 2019. And until now, and my new system like work from home, school from home,
2. I think is better than now And and my opinion before Pandemic effective for teaching and learning.
3. And after that, and during Pandemic student students learning onliine class
4.
5.
6. the similarity is lecture, give some pacts and or question from for student
7. the differences during Pandemic our teaching and learning process with online class have more differences and now student submit some pack, some pics, or question, their examination in Google classroom or other platform.
8. And next, I think yes, because without examination during pandemic during a pandemic covid-19 with online class gift more impact student can examination everywhere. easy to find answer and no supervision for the teacher are lecture

9. my opinion process. Before pandemic is better because have more motivation from lecture to students and learning face-to-face can help students improve their ability.

7) Participant 7 (CR)

1. The COVID-19 pandemic made me panic and confused in understanding the situation where at that time we all had to limit ourselves to leaving the house and just staying at home with fear
2. the teaching and learning process before the COVID-19 pandemic was more effective because students and teachers met face-to-face, the delivery of material was also easier to understand
3. COVID 19 has a bad impact on the teaching and learning process because it makes the learning process done with online system so that students have difficulty understanding the material
4. before the COVID 19 pandemic, examination including quiz, mitem, and final is going hard because it's held offline and we can't ask our friends if there are questions that makes us confused or just seeing the book if we forget the material
5. besides, during the COVID 19 pandemic, examination including quiz, mitem, and final is going easier because it's held online and we do it from home where we can ask our friends if there are questions that we don't understand, or we can open the book if we forget the material, or other things that make it easy for us to do the exam

6. I think the similarity of taking examination before and during COVID-19 pandemic is only on due date, I mean we should submit the exam on time, on the day or time that our lecturer ask us to submit that exam results
7. the differences is before the pandemic we should do the exam offline and under strict supervision by the lecturer, and it gives us so much pressure, besides during the COVID-19 pandemic when the exam is conducted online from home, this makes us feel more relaxed in completing the exam , and we can ask friends if there are questions that make us confused
8. I think yes, it Influences the examination because when pandemic almost all of my teachers ask me to do the exam from home, and yes it's make me feel easier to do the exam without pressure of strict supervision from lecturers, I got higher test scores during the COVID 19 pandemic then before the pandemic
9. for the learning process, I think it's better before COVID-19 pandemic because we do it offline in campus, personally I understand the material better when I see and interact directly with the lecturer

8) Participant 8 (NM)

1. Its terrified, where every people have to locked them self-down cuz of it, and we have to wear mask , and many death people found by this kind of disease

2. Its fun , and I think we could understand the lesson much better . besides, we would have more passion to go learning with many people and friends around us.
3. Well, there are negative and positive effect of it , for the positive we can learn anywhere , learning while listening to music but the thing is we cannot understand the lesson well
4. Quiz just same , lecture still give us a " shocked quiz"
   Midtest just like the usually examination , no open book allowed
   Final examination no different from midtest but it's more difficult
5. Quiz just same , lecture still give us a " shocked quiz"
   Midtest its more difficult but we can open the book
   Final examination the teacher gave is more analytic question.
6. In the covid time or not, having examination test just stressful for the students obviously, and we have to explore many sources to get into it.
7. The examination question more difficult then the offline time, cuz the lecture give us a chance to open book.
8. of course it does , this is very different feeling when we learning in the learning place and home, we will not be disturbed when get the learning

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process at the place of learning but it no the home where the people at home so annoying.

9. in my opinion learning process get so much better when we do it during offline or before pandemic, cuz the lecture teach us derectly and make us understand the lesson perfectly.