EFL STUDENT'S PERCEPTION TOWARDS VIRTUAL LEARNING ENVIRONMENT

THESIS

Submitted by

AGUS RIDHA AULIA

NIM: 180203053

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2022 M / 1444 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

AGUS RIDHA AULIA
180203053

Student of *Fakultas Tarbiah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,	Co-Supervisor,
Khairiah Syahabuddin, MHSc.ESL., M. TESOL, Ph.D.	Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
Date: 14-12-2022	Date: 14-12-2022

جامعة الرانري
AR-RANIRY

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday, 22 December 2022
28 Jumadil Awal, 1444 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Khairiah Syahabuddin,
MHSc.ESL., M.TESOL., Ph.D

Secretary,

Ika Kana Trisnawati, S.Pd.I., M.Ed., MA.

Member,

Syarifah Dahliana, M.Ag., M.Ed., Ph.D.

Member,

Rahmi, S.Pd.I., M.TESOL., Ph.D

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197308021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama	: Agus Ridha Aulia
NIM	: 180203053
Tempat/tanggal lahir	: Banda Aceh, 01 Juli 1999
Alamat	: Jeumpet Ajun, Kec. Darul Imarah, Kab. Aceh Besar, 23232

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

EFL Student's Perception Towards Virtual Learning Environment

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.

Banda Aceh, 12 Desember 2022

Saya yang membuat surat pernyataan,

Agus Ridha Aulia

ACKNOWLEDGEMENTS

(In the name of Allah, the most Gracious the most Merciful)

First of all, I would like to express my deepest praise and gratitude to Allah Azza Wa Jalla, the Lord of the worlds who has bestowed His mercy and blessings on this world. Sholawat and greetings may be poured out to the Prophet Muhammad SAW and his family and friends who have brought enlightenment in human life.

I would like to express my sincere gratitude to my supervisors, Khairiah Syahabuddin, MHSc.ESL., M. TESOL, Ph.D. and Syarifah Dahliana, M.Ag., M.Ed., Ph.D. for their invaluable help, guidance, encouragement, motivation, and advice. Also, I would like to thank all the lecturers and staff of English Language Education Department who have inspired, lectured, and assisted me during my studies in this department. May Allah grant you paradise and ease your path.

The most prestigious thanks and love go to my extended family; Ayah Ridwan who had accompanied until the end of life and Mama Hanifah for everything they have done for me, also my young brother, thank you for always motivating me, supporting me, giving me a lot of loves, and giving me the strength to live in this difficult life.

I also extend my appreciation and gratitude to my beloved friends Fajri, Wilda, Zahra, Rini, Safwan, and Fatimah who always support and listen to my

جامعة الرانري
AR-RANIRY

complaints. I will never stop thanking all my friends from Rhoma Irama group who always support each other and may it last until the end of this live.

Thank you to all my friends whom I cannot mention one by one who have colored my life, supported me, and inspired me. You are very precious to me. May Allah bless and grant you paradise. Aamiin.

Banda Aceh, December 22th 2022

Agus Ridha Aulia

ABSTRACT

Name	: Agus Ridha Aulia
Reg. No	: 180203053
Faculty	: Fakultas Tarbiyah dan Keguruan
Major	: Department of English Language Education
Thesis Working Title	: EFL Student's Perception Towards Virtual Learning Environment
Main Supervisor	: Khairiah Syahabuddin, MHSc.ESL., M. TESOL, Ph.D.
Co-Supervisor	: Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
Keyword	: EFL Students, Perception, Virtual Learning Environment

Maintaining Virtual Learning Environment (VLE) is a difficult task that provides advantages and disadvantages. This research aims to determine how satisfied EFL students with their VLE experience and what difficulties they encountered. The research method used in this research was the survey method. To achieve the goal of this study, the researcher used a quantitative design, and the research data were collected using questionnaires. The participants were 100 students from the Department of English Language Education of Universitas Islam Negeri Ar-Raniry batch 2018 and 2019 who were chosen randomly and were exposed to the VLE platform; in this case, Google Classroom. The data were analyzed by SPSS version 29. The research found that each student had a different level of satisfaction and faced different challenges. The satisfaction score was 63.675%, indicating that student satisfaction in using the VLE was classified as satisfied. The findings also showed that the challenges of learning with VLE included: disruptions from home and the surrounding environment, conflicting schedules, a lack of opportunity to interact with lecturers, uncleared instruction, the need for additional time to finish assignments and exams, and a lack of training about VLE provided by the institution.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY ..... **ii**
ACKNOWLEDGEMENTS ..... **iii**
ABSTRACT ..... **vi**
TABLE OF CONTENTS ..... **vii**
LIST OF TABLES ..... **ix**
LIST OF FIGURES ..... **x**
LIST OF APPENDICES ..... **xi**
CHAPTER I INTRODUCTION **1**
A. Backgrounds of Study 1
B. Research Questions 4
C. The Aims of the Study 4
D. Significance of Study 4
E. Terminologies 5
1. EFL Students 5
2. Perception 5
3. Virtual Learning Environment 6
CHAPTER II LITERATURE REVIEW **7**
A. Perception in Brief 7
1. Definition of Perception 7
2. Process of Perception 8
3. Types of Perception 9
4. Factors Affecting Perception 10
B. Virtual Learning Environment (VLE) 11
1. Definition of Virtual Learning Environment 11
2. Types of Virtual Learning Environment 13
3. The Advantages of Virtual Learning Environment 14
4. The Disadvantages of Virtual Learning Environment 17
5. Challenges in Virtual Learning Environment 19
6. E-Learning Satisfaction 22

جامعة الرانري
AR-RANIRY

C. Previous Studies on Virtual Learning Environment 25
CHAPTER III RESEARCH METHODOLOGY 27
A. Research Design 27
B. Research Participants 28
C. Method of Data Collection 28
D. Method of Data Analysis 29
CHAPTER IV FINDINGS AND DISCUSSIONS 33
A. Findings 33
1. Students' Satisfaction of Using Virtual Learning Environment 33
2. Students' Challenges of Using Virtual Learning Environment 37
B. Discussions 41
1. Students' Satisfaction of Using Virtual Learning Environment 42
2. Students' Challenges of Using Virtual Learning Environment 43
CHAPTER V CONCLUSIONS AND SUGGESTIONS 45
A. Conclusions 45
B. Suggestions 46
REFERENCES 47
APPENDICES 53

جامعة الرانري
AR-RANIRY

LIST OF TABLES

Table 3.1 Reliability Criteria 31

Table 3.2 Criteria of Students' Satisfaction Index Value 32

Table 4.1 Student Satisfaction towards VLE 34

Table 4.2 Student Challenges in Using VLE 38

جامعة الرانري
AR-RANIRY

LIST OF FIGURES

Figure 4.1 The Recapitulation of Students' Satisfaction of Using VLE 37

Figure 4.2 The Recapitulation of Students' Challenges of Using VLE 41

جامعة الرانري
AR-RANIRY

LIST OF APPENDICES

Appendix A Appointment Letter of Supervisors.....53

Appendix B Recommendation Letter to Conduct Field Research.....54

Appendix C Confirmation Letter of Conducted Research from Department of English Language Education.....55

Appendix D Questionnaire.....56

Appendix E Output Data of SPSS 58

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

This introductory chapter describes the reasons for conducting the research. It discusses the background of the study, research questions, the aim of the study, its significance, and terminologies. The information needed is elaborated on in the following section.

A. Backgrounds of Study

The learning environment has changed dramatically in the last 50 years, in large part because of information and communication technology. According to Koper (2014), a learning environment refers to various physical locations, contexts, and the culture in which students learn, such as classrooms, workplaces, laboratories, museums, natural sites, means of transportation, and houses. Most learning environments are purposefully regulated or adapted to stimulate learning towards some learning objectives, for example, by adding study materials, assignments, tests, feedback, and support. However, if the teacher and the student are separated by time, space, or both, this learning environment is called virtual education or e-learning. Sri & Krishna (2014) state various types of learning/e-learning technologies such as multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-based assisted instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, and virtual education quickly emerged,

جامعة الرانري
AR-RANIRY

allowing for technical and methodological changes in the learning process and environment.

Technological developments encourage the world to continue to change very quickly, which has an impact on various aspects of life, including education. With new technologies that continue to develop, new and exciting opportunities for education are constantly emerging. According to Kusuma & Pradana (2019), in the development of e-learning in recent years, the virtual learning environment (VLE) or course management system (CMS) has quickly become a significant part of learning at various levels of education. Jaya & Ahmar (2017) state that virtual learning is a learning process using information and communication technology. VLE is a platform designed to support online teaching and learning activities. It is prevalent in many higher education institutions around the world. A web-based learning platform or learning management system designed by an instructor for his learners and aimed at various academic objectives is also known as a VLE (Martins & Kellermanns, 2004). Since VLE is entirely web-based, it provides tools or applications on the Internet that enable users to upload materials and customize content/materials according to user preferences, content delivery, ratings, evaluations, communications, etc. This overcomes the traditional limitations of face-to-face teaching and ensures that learning is not confined to geographic location or time.

Beyond the confines of their classroom and the scheduled class times, students can communicate, collaborate, access learning materials, upload assignments and requirements, complete online quizzes, ask their lecturer for help, and more using

a VLE. Information on the courses is provided using IT applications, multimedia materials, the Internet, video conferencing, and other tools. According to Jain (2015), many commercial VLE programs accessible, like Blackboard, WebCT, Moodle, Moocs, etc., offer different amenities that every institution requires. She continued by saying that one of the Internet's greatest gifts to teachers is the chance for international collaboration and teaching and learning.

The challenges and perceptions of EFL students regarding VLE have been the subject of a few researches. To the best of my knowledge, one of the researches that is related to this matter is Dayag (2018), he states that sustaining a VLE is a challenging endeavor that creates numerous issues and difficulties, particularly in the field of EFL learning. In addition, many students still face difficulties when using VLE. Both advantages and disadvantages will result from these difficulties. Students who are pleased with VLE will view it as effective, while those who are not will view it as ineffective. Naturally, students who believe VLE is ineffective must experience difficulties utilizing the system. As a result, the researcher is motivated to carry out this study in order to understand more about VLE. The purpose of this study is to examine how students in the English Language Education Department at UIN Ar-Raniry use virtual classrooms on a regular basis and how they see VLEs. This study focuses on how satisfied students feel with the VLE platform, the difficulties they encounter while using it, and learning more about it.

B. Research Questions

Based on the previous explanation, this research focuses on two research questions:

1. How is students' perception towards the satisfaction of using virtual learning environment?
2. What challenges have the students encountered while using virtual learning environment?

C. The Aims of the Study

In line with the research questions above, this quantitative research is intended:

1. To explore students' satisfaction of using virtual learning environment.
2. To discover the students' challenges in using virtual learning environment.

D. Significance of Study

The study's findings are expected to benefit academic institutions, lecturers, researchers, and other parties. This study is anticipated to provide the English Language Education department with additional insights into the perception of student satisfaction and issues in the online learning environment. As a result, a solution to the issues can be proposed. The study's findings are anticipated to be used by lecturers as a guide when utilizing the VLE platform to improve teaching and learning. The study's findings are expected to lend credence to theories about virtual learning environments. This study can be consulted by other researchers interested in exploring the same subject matter for the same objectives. This

research can be utilized as a resource to expand knowledge and develop new research ideas.

E. Terminologies

To clarify the key terms used in the study, definitions of terminologies related to this study are provided below:

1. EFL Students

EFL is considered English as Foreign Language. Learning English as a Foreign Language is applicable in countries where most people do not communicate in English regularly. Abdallah (2011) states that EFL students are the people who use English in which English is not their native language. According to Yoko Iwai (2011), EFL refers to the people who learn English in non-English speaking countries (e.g., Japanese people who learn English in their country are EFL learners). However, they continue to study English as a preparation for future professional opportunities, such as completing their education at foreign colleges that require high English language skills, job requirements, scholarship requirements, requirements to join the international community, and so on. Therefore, the students who study English based on the above needs are called EFL Students. For this study, the meaning of EFL Students refers to the students studying English in their own country who are not the first English language users.

2. Perception

According to Siregar (2013), perception is the process of observing and interpreting events at a particular time through sensing, seeing, smelling, and

جامعة الرانري
AR-RANIRY

feeling. Furthermore, he added that the perception process is also influenced by experience, socialization, horizons, and knowledge. In this study, the perception refers to EFL Students' understanding and interpretation of the satisfaction and the challenge of using a virtual learning environment based on their experience and knowledge.

3. Virtual Learning Environment

According to O'Leary (2004), Virtual Learning Environment (VLE) is a specific type of e-learning technology that employs computer networks to offer several functions to instructors, students, and other users. Kumar et al. (1998) state that Virtual Learning Environment (VLE) is an integrated multimedia teaching environment designed in principle so that students can do everything that occurs in traditional schools but do so through the Internet. He also mentioned that VLE is a self-contained web-based system with no other technology required to run classes. In this study, the meaning of VLE is a web-based system that can connect the learner and the instructor in the learning process because all of the class information, learning materials, and tasks are contained on the VLE platform.

جامعة الرانري
AR-RANIRY

CHAPTER II

LITERATURE REVIEW

This chapter describes the theory used in the research. It covers a brief discussion of perception, satisfaction, challenge, and Virtual Learning Environment (VLE).

A. Perception in Brief

1. Definition of Perception

The fundamental cognitive interaction that man has with the world around him is called perception. Perception is a process that starts by using the five senses to receive a stimulus; then, it is organized and interpreted to understand what is sensed (Nugroho, 2012). According to Kotler (2009), perception is the process of individuals selecting, organizing, and interpreting information input to create a meaningful picture of the world. According to Asrori (2009), perception is an individual's process of interpreting, organizing, and giving meaning to the stimulus that comes from the environment where the individual is located, which is the result of the learning process and experience. In line with Asrori, Fadila, and Ridho (2013), perception is all processes of selecting, organizing, and interpreting input information, sensations received through sight, feeling, hearing, smell and touch to produce meaning.

UIN
جامعة الرانري
AR-RANIRY

Based on the definitions above, I can conclude that perception is a unique interpretation of a situation, not a recording of the situation. In short, perception is a complex cognitive process that produces a unique picture of the world, which may be somewhat different from reality. Perception does not only depend on stimuli in physical form but also depends on the surrounding stimuli and the conditions that exist in a person.

2. Process of Perception

According to Walgito (2010), the formation of perception through a process flow is as follows:

1. Natural (physical) process. The object that causes the stimulus and the stimulus hits the sensory organs or receptors.
2. Physiological process. The stimuli received by the sensory organs are continued by the sensory nerves to the brain.
3. Psychological process. The process that occurs in the brain/center of consciousness. A process in the brain enables the person to be aware of the stimulation they are receiving through their receptor.

The perceptual process includes selecting stimuli, allowing them to pass through our filters, organizing them into our existing structures and patterns, and finally interpreting them in accordance with previous experiences. At the last stage of the perceptual process, the individual is aware of what is received through the senses (receptors).

جامعة الرانري
AR-RANIRY

3. Types of Perception

Perception is the process of receiving stimulus by the individual through the five human senses, sight, touch, hearing, taste, and smell (Walgito, B., 2010). In line with this, he also added that there are several types of perception based on the five senses as stimulus recipients, namely:

1. Visual perception. Visual perception from the sense of sight, namely the eye. Perception occurs when the object of perception (what you see) is created within you, reflecting the external world's properties (Sternberg, 2009). This is the earliest developed perception in infants and influences infants and toddlers to understand the world. Visual perception is the result of what we see, either before we see or still imagine and after doing the intended object.
2. Auditory perception. According to Gichella (2019), auditory perception is obtained from the sense of hearing, namely the ear. Hearing is the ability to recognize the sound. A person can feel something from what he hears.
3. Tactile perception. Okamoto (2012) states that tactile perception is defined as the perception of a material's quality and surface properties by touch. Perception of touch is a perception that is obtained from the sense of touch, namely the skin. A person can feel something from what he touches or the result of touching something with his skin.
4. Olfactory perception. Olfactory perception is the perception obtained from the sense of smell, namely the nose. However, the odorant

جامعة الرانري
AR-RANIRY

receptors (ORs) connected with specific olfactory sensations are unclear, unlike in sight or taste, where receptors are associated with a different perception of color and taste (Kowalewski, 2020).

5. Taste perception. Food acceptability, preferences, and decisions are significantly influenced by basic taste perceptions such as sweetness, saltiness, umami, sourness, and bitterness, as well as the oral feeling of fat (Noel, 2015). Taste perception is a type of perception obtained from the sense of taste, namely the tongue. A person can perceive something from what is tasted or felt.

There are five types of perception, according to several researchers, based on the five senses as stimulus recipients; visual perception from the sense of sight, auditory perception from the sense of hearing, tactile perception from the sense of touch, olfactory perception from the sense of smell, and taste perception from the sense of taste.

4. Factors Affecting Perception

According to Rahmatullah (2014), there are two factors that influence a person's perception, namely as follows:

a. Internal Factors

Internal factors are those that originate from a person. It is based on psychological elements such as intentions, emotions, will, needs, motivation, and gender. Every human being is unique and has a unique temperament that is influenced by his family and surroundings.

جامعة الرانري
AR-RANIRY

b. External Factors

External factors are factors that come from outside a person. External factors also affect a person's perception, and the stimulus is an internal factor in the monitoring process. The stimulus process will be connected through the sense organs or receptors such as sight, sound, hearing, etc. It can be concluded that the individual senses are the link between the individual and the objects in the world.

B. Virtual Learning Environment (VLE)

The introduction of computers, the Internet, and information technology has enhanced the educational process. They are now so intertwined with the educational system in general and language programs in particular that it is difficult to think of them as separate entities. Every day, tutors worldwide upload thousands of useful learning resources, such as lecture notes, tutorials, and tests, to the VLE system to make it more successful in the teaching and learning process. VLE is one of the most popular e-learning platforms among universities and training institutions.

1. Definition of Virtual Learning Environment

Based on Alves, Miranda, & Morais (2017), VLE is a technology-based learning environment, and digital resources are mediators in the learning process through the activities they allow. Teachers and students can use a virtual learning environment (VLE) to present and share resources and activities and engage with one another. This platform can be used to teach entire online courses or as a support feature for face-to-face courses. Herrera

جامعة الرانري
AR-RANIRY

(2017) argues that the primary purpose of a virtual learning environment (VLE) is to assist, encourage, and provide a learning experience that extends further than the classroom. In contrast to the traditional face-to-face form of teaching, where teachers can observe students' behavior and preferences about how they learn best, VLE does not have the luxury of being able to adapt teaching methodologies to support each student (Maaliw, 2020).

In the virtual classroom, there is a section called Classroom Resources that enables the teacher to arrange all the content that students will utilize to complete the planned activity and any more content that may be beneficial in the learning process (Boneu, 2007). He also added that there are different types of resource available in the Classroom Resources depending on students' typology:

a. Course resources: this contains links to instructional materials in HTML and/or PDF format that are separated into modules, similar to textbooks.
b. Supporting tools and elements: this category contains additional learning materials such as previous semester samples, suggested books, etc. Students can find and use the majority of educational resources in this area.
c. Knowledge source: external connections to numerous publications, databases, and other resources that may be of interest to students.

According to the definitions above, the researcher concludes that VLE is a place/platform that can assist and engage the learning process,

جامعة الرانري
AR-RANIRY

where the lecturer and the student can access learning materials, collaborate, communicate, etc., beyond their actual classroom through the Internet.

2. Types of Virtual Learning Environment

There are mainly three types of virtual courses, each based on the nature of the instructional relationship between the teacher and the learner, as well as the time at which the engagement occurs; asynchronous online course, synchronous online course, and hybrid online course (Dung, 2020).

a. The asynchronous online course refers to instruction not limited by geography or time (Khan, 2005). The learning activities do not require all students to be online simultaneously, such as online discussion boards that may be read and responded to at any time. The interaction takes place through email, blogs, discussion boards, etc. Students can access online content at any time using asynchronous, and teachers can teach at any time and in any location. Teachers are not bound by regulations in selecting and using online learning methods. However, the methods used by teachers can also be used by students so that communication in learning can be carried out properly.

b. Synchronous online course, refers to interaction of participants with instructors via the Web in real time (Khan, 2007). In other words, online learning activities that take place in real time. Every day, all materials and teacher interactions with students are organized according to the learning schedule. Yamagata-Lynch (2014) states

that synchronous online courses will help learners develop better bonds with their classmates and instructors while also keeping them engaged in class activities.

c. Hybrid online course, Hall & Villareal (2015) states that online and face-to-face learning environments are combined in hybrid courses. The instructor must be familiar with using different online learning technologies and face-to-face classroom activities to encourage and monitor student development to arrange and teach hybrid courses.

Based on the definitions above, the researcher asserts that a synchronous online course is an instruction that is guided by the lesson's timetable or schedule. Within a certain time, students can access materials and assignments. In contrast, asynchronous online course time is more flexible. Furthermore, the hybrid online course combines synchronous and asynchronous course methods.

3. The Advantages of Virtual Learning Environment

According to Dung (2020), virtual learning is perceived positively by the majority of students. He also mentioned that virtual learning has many benefits for the student, such as having more free time for self-study, exposure to new and fascinating kinds of learning, and easy access to online resources.

Introducing new technology aims to improve, simplify, and speed up processes. There are no exceptions in the VLE implementation. Let us begin by looking at the advantages of a virtual learning environment.

a. Flexibility

There are three main components of flexible online learning; time, location, and mode (Gordon, 2014). The educational process becomes more flexible with using VLE, especially in terms of time. Students may simply connect their studies with other plans and activities when they have permanent and unrestricted access to all study resources. As a result, continuing education becomes easy even if you have a full-time job or a newborn baby that requires a lot of time and care. Furthermore, students are permitted to work on their own schedule. Fast learners do not have to wait for the rest of the group to go since they can read the text and watch as many videos as they need to comprehend the material.

b. Accessibility

Accessible technology includes a constantly changing range of tools and features that support the learning of students with disabilities (McAlvage, 2018). There is no need to attend classes because learning may be done online. This allows persons with impairments and those living in rural places or even on different continents to access high-quality education. The virtual learning system also allows for a continuous educational process, as students may continue their studies while on vacation, on business, or in bed with a sick.

c. Affordability

Another significant benefit of implementing VLE is that it is less expensive to obtain a degree, even at a prestigious university, because there

جامعة الرانري
AR-RANIRY

are no campus fees to pay. Because the classes are online, the student no need to be in a certain place at any specific time, the costs may be reduced (Francis, 2019). Foreigners benefit even more from this arrangement since they do not have to pay significant quantities of money to relocate to another nation.

d. Simple Management

Teachers may use virtual learning environments to organize classes, handle administrative tasks, track student performance, activity, and engagement, and give extra resources and support to those who need it. Simkova (2013) states that VLE is used to organize courses, facilitate learning, and construct e-learning programs. It also allows for instant chat communication and manages administration related to the verification of student data. It is also easy to assess the effectiveness of the current curriculum and, if necessary, adapt it using a VLE.

e. Engagement

Students may try out different material types and methodologies in a welcoming virtual learning environment. Online assessments, quizzes, movies, and podcasts enhance educational roadmaps. Combining different activities improves student involvement and makes the learning process more fun. Several experts contend that a good indicator of personal development and achievement is student engagement (Oncu, 2011). He also states that student engagement can be defined as the efforts made by students for educational purposes.

جامعة الرانري
AR-RANIRY

4. The Disadvantages of Virtual Learning Environment

Aside from the numerous advantages, there are several disadvantages to consider while deploying a VLE system.

a. Motivation

Inadequate external support infrastructure can also contribute to amotivation or a lack of motivation (Gustiani, 2020). For students who lack self-discipline or enthusiasm, the virtual learning environment's flexibility might be an issue. They cannot stay focused and study properly without constant control and strict deadlines. Furthermore, because no one can see whether they are cheating on an online test by utilizing another device or doing it entirely themselves, VLE creates extra options for cheating. As a result, self-discipline and strong drive become crucial.

b. Limitations

Xu (2007) states that an important component impacting the delivery of designs that affect the evaluation of the efficacy of online programs is the assessment techniques, benefits, and limitations. Students cannot undertake complicated science experiments in a bedroom or practice dental skills without specialist equipment. As a result, specific courses and degrees are either too theoretical to be useful or are only available through traditional learning institutions. There is also the issue of awaiting responses to consider. In the class, students may answer the questions directly from the

جامعة الرانري
AR-RANIRY

teacher. However, online education allows everyone, including the teacher, to have more flexibility in time.

c. Communication

While VLE systems offer a variety of communication capabilities, such as chat, group discussions, and live courses, they cannot deliver the same degree of engagement as face-to-face interactions. Since the online environment lacks body language, engaging with students involves a little more effort and planning than communicating with students in a traditional context (Alawamleh, 2020). This not only prohibits kids from acquiring the communication and conflict-resolution skills they will need in real life but also prevents them from building warm and valuable connections within particular groups.

d. Investment

A virtual learning environment needs time and financial investment on the part of the educational institution. In order to properly structure ICT investments, it may be important to examine a succession of tiered (combined) alternatives that will assist in reducing risk and improving economic or strategic performance (Angelou, 2007). VLE systems must be selected from current solutions or built from the bottom up, and people must adapt to new learning processes.

5. *Challenges in Virtual Learning Environment*

According to multiple studies, there are also difficulties with virtual learning. (Hildebrandt & Teschler, 2006; Ghaffari & Emami, 2011). According to Hildebrandt and Teschler (2006), virtual learning does not always make learning easier, simpler, more effective, or more cost-efficient than traditional pedagogical techniques. Furthermore, Ghaffari and Emami (2011) state that when there is no laboratory, students may have difficulty honing their abilities and issues with self-discipline, such as procrastination and inability to satisfy criteria. On the other hand, this research shows that the advantages of virtual learning exceed the drawbacks.

Many parties (students, lecturers, parents, and the community) encounter difficulties in terms of skills, knowledge, habits, infrastructure, technology, time, and money. The primary drawbacks of implementing online learning, according to (Zhong, 2020), are insufficient access, internet availability, a lack of technology and student capability to participate in digital learning, and a lack of proper relationships with instructors. In addition, Yusny et al. (2021) state that there are several unpleasant experiences faced by students in online learning that are connected to how students learn, process information, participate in classroom activities and communicate with teachers during learning activities. The students acknowledged their challenges but also shared their issues and offered solutions for what they felt was missing from their learning process. They

جامعة الرانري
AR-RANIRY

also don't comprehend the material presented in the English learning activities.

a. Internet Connection

The main problem faced while studying online is a slow internet connection. This is often faced by teachers and students. The implementation of online learning requires a strong internet connection to be able to access applications, such as Zoom, Google Meet, and others. Based on research conducted by Website Tool Tester, Indonesia is ranked 92 as the country with the fastest Internet in the world. The average speed is only 6.65 Mbps. When the internet connection is not strong enough, then the problem that often occurs is the sound is intermittent and the video stops, this can cause ineffective learning, and students are unable to catch what the teacher is explaining.

In addition to the problem of slow Internet, expensive internet quota is also one of the problems that most students face in online learning. To be able to run video conferencing requires a large internet quota. In Indonesia, the average internet quota price is quite expensive, plus for one purchase, the quota can only be used for one person, not for the whole family. This is not in accordance with the income of most people in Indonesia.

b. Less Comfortable Learning Place

One of the differences between face-to-face learning and online or virtual learning is the place of learning. Face-to-face learning is carried out

in classrooms that have been arranged in such a way as to support the learning process so that it runs smoothly. This is different from online or virtual learning that is done at home. Not all students have comfortable home conditions for studying. Sometimes, students need a quiet and comfortable place and sufficient lighting to be able to focus on learning. The number of activities carried out at home can cause noise that causes students not to focus on learning.

c. Inability to Use Digital Technology

The online learning process forces teachers and students to use various learning support applications, such as zoom, google meet, google classroom, and so on. At first, many students and teachers did not understand the use of digital technology as a medium of learning, but due to the coronavirus pandemic, both students and teachers were forced to use digital technology as a medium to learn. For this reason, at the beginning of the pandemic, the learning process was not very effective, this was due to the lack of knowledge of students and teachers in running several learning support applications.

d. Difficult to Interactive

In general, the online or virtual learning process does not run interactively. Students who do not understand the material presented find it difficult to ask the teacher. This is sometimes because the teacher does not hold a video conference but only provides learning videos and written

material so that students find it difficult to ask questions. And some teachers only teach in one direction, where the teacher does not provide opportunities for students to ask questions about material that has not been understood.

e. Boredom

The difficulty of interacting between teachers and students, which makes students not understand the material provided, can cause students to get bored easily in participating in online learning. In addition, most teachers use a monotonous learning system, where the learning process only uses one method and is carried out repeatedly, and with a learning atmosphere that is not supportive and carried out for a long time makes students bored, so the learning process does not run effectively.

6. E-Learning Satisfaction

Based on the Cambridge university dictionary, satisfaction means the pleasant feeling you get when you receive something you want or when you have done or are doing something you want to do. Satisfaction is also a condition of a desire or needs that must be fulfilled. Landrum (2020) states that seeing students as consumers, what factors contribute to consumer (student) satisfaction has become an urgent question in online/virtual learning research. Interaction, computer self-efficacy, course content, self-regulation, and perceived utility are common determinants of student satisfaction in online courses, according to research (Landrum et al., 2021). According to Rahmawati (2013), the factors that impact student satisfaction specifically aspects linked to university goods (quality, type, suitability of

tuition fees with the facilities offered, and fulfillment of student needs/rights). According to Parahoo et al. (2016), student interactions with faculty, lecturers, and classmates, as well as school reputation, are all components of student experience satisfaction.

Accordingly, key determinants of student satisfaction include the instructor's role, teacher-student interaction, the nature of the course structure, course content, the use of technology, learners' motivation, learner efficacy, self-regulated learning, learning environment, and assessment techniques. Yunusa and Umar (2021) categorize various determinants of student satisfaction in e-learning under four dimensions in their review of literature on student satisfaction in e-learning over the last decade: communication dynamics such as; interaction, informational quality, and e-learning-environmental factors such as; course structure, content), also organizational factors; technological support, service quality, and personality and situational factors such as; autonomy, self-efficacy, motivation.

There are four dimensions of student satisfaction in e-learning, according to Yunusa and Umar (2021):

a. Communication dynamics

Communication dynamics can assist you in harnessing the strength of numerous abilities to convey your thoughts or transmit information effectively. The study of communication dynamics is the study of how

communication works in the environment; what communication does when it functions amongst individuals in diverse circumstances.

b. E-learning-environmental factors

Based on Vlasenko et al. (2022), you must clearly understand the course's target audience, major needs, and unique characteristics before establishing a course. Therefore, the tutor must set the learning objectives and expected outcomes, subjects, framework, evaluation criteria, and feedback organization. This has a huge impact on the course's content and structure. The course structure should be logical, clear, and intuitively understandable.

c. Organizational factors

There is a distinction to be made between online education and remote education. Many scholars believe that online learning is more than just a delivery method but rather a course designed to teach learning information using online technologies. Distance learning, on the other hand, is viewed as a "short-term shift in the delivery of learning content, which includes the use of distance teaching tools for an alternative educational process that will be delivered face-to-face, and it will return to a different form used before an emergency," according to Hodges et al., (2020). However, distance learning and online learning involve using numerous digital tools, with learning content distributed over the Internet.

جامعة الرانري
AR-RANIRY

d. Situational factors

According to Makara & Madjar (2015), a good classroom climate has been shown to enhance student motivation, fulfill psychological needs such as autonomy, ability, and affiliation, and support learning and academic achievement. In line with this, Davidovitch (2020) states that Students who believe they are capable of learning have high self-efficacy.

C. Previous Studies on Virtual Learning Environment

Numerous researches have been conducted to examine how students view a virtual learning environment. Dayag (2018) used a qualitative study to determine how the VLE was perceived by the stakeholders and the issues and difficulties teachers and their students had when used the VLE in higher education. Based on the recommendations of the students and lecturers, the study's findings revealed ways to build better and more efficient VLEs.

Additionally, in the second semester of the 2019-2020 academic year, Torres (2021) looked at how students at the Faculty of Education Sciences of the University of Granada perceived the pedagogical model implemented in the VLE during COVID-19. He discovered that the students are unhappy with the VLE platform (PRADO) since they lack the necessary tool expertise (image editors, computer graphics, synchronous response systems, etc.).

Ryan (2019) conducted a study to see if a VLE may improve instruction by increasing student happiness, engagement, recall, and retention. The study revealed that virtual learning considerably increased student pleasure, engagement, and memory. The study's main conclusions imply that VLEs can play a part in educating students.

Furthermore, Mogus (2012) conducted a study to determine the frequency and importance of students' selections for activities within the virtual learning environment by analyzing the data (activity logs) they collected when accessing the environment. The findings of this study revealed a strong relationship between students' notes on particular activities and their final scores.

Despite previous studies on a related subject, this study aims to learn how EFL students at Ar-Raniry State Islamic University's Department of English Language Education feel about their satisfaction and challenges while using Google Classroom as a virtual learning environment (VLE) during the COVID-19 pandemic. The study explores the students' perceptions of their satisfaction or dissatisfaction with the VLE and any difficulties they have had utilizing it. The selection of criteria and variables for this study differs from those used in earlier research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methods for conducting this research. It includes research design, research participants, method of data collection, and method of data analysis.

A. Research Design

This study applied a quantitative design. Quantitative research is a type of scientific investigation that uses experiments and other systematic approaches to focus on control and quantifiable outcomes (Proctor & Capaldi, 2013). The research method used was a survey method. According to Sugiyono (2018), the survey method is a quantitative research method used to obtain data that has occurred in the past or present, about beliefs, opinions, characteristics, behavior of variable relationships and to test several hypotheses about sociological and psychological variables from the samples taken from a certain population. Data collection techniques by observation (interviews or questionnaires) are not in-depth, and research results tend to be generated. Check & Schutt (2012) state that survey research is defined as gathering information from a sample of individuals through their responses towards the questions. In line with this study, the survey method was chosen to determine EFL students' perceptions of the satisfaction and challenge of their actual use of a virtual learning environment.

B. Research Participants

Creswell (2017) states that a population is a group of individuals who have the same characteristics. In this research, the population was students from English Education Department at UIN Ar-Raniry batch 2018-2019 who had learned using the virtual learning environment platform; in this case, Google Classroom.

In this study, the researcher obtained samples using simple random sampling to prevent researcher subjectivity. As a result, each member of the population has the same chance of being selected. This allowed the researcher to characterize the whole population. The function of simple random sampling is to select individuals to be sampled, and these individuals will represent the population (Mutaqin Y.A.F., 2017). Creswell (2015) explains that subtle changes in a simple random sampling procedure will be used in systematic sampling. In this study, the researcher used a simple random sample to select 100 people.

C. Method of Data Collection

According to Sugiyono (2015), a questionnaire is a data collection technique that responds to respondents by providing a series of questions or statements. In short, questionnaires are a type of data collection technique that typically consists of multiple written questions on a certain topic. Types of questionnaires are divided into two types, namely open questionnaires and closed questionnaires. Closed questionnaires refer to short questions with choices for each question, meaning that the answers are limited in providing choices. Open questionnaires are free answers that allow respondents to express opinions without being limited (Annum, 2017).

Several statements were written into the questionnaire by using the structured item type to determine the reasons of the sample.

In order to obtain information about students' perceptions towards the satisfaction and challenges of using the virtual learning environment, a questionnaire with a Likert scale consisting of 4 degrees of agreement was used to collect the data. There are Strongly Agree (Score = 4), Agree (Score = 3), Disagree (Score = 2), and Strongly Disagree (Score = 1). The student must choose the level of agreement based on their opinion. After the data is collected, it is analyzed to answer research questions and provide the study results. In this study, a questionnaire was adopted from another researcher and modified by the researcher. The questionnaire was divided into two sections; section one was to answer the students' perceptions towards satisfaction in using VLE; this questionnaire was adopted from Andersen, (2013); and the second section was used to answer the students' challenges in using VLE which was adopted from Froman, (2021). Each section consists of 10 questions.

D. Method of Data Analysis

Based on Kawulich (2004), data analysis is the process of reducing large amounts of collected data to make sense of them. Data analysis is a systematic process that helps researchers comprehend the data. According to Ramadhan et al. (2020), a good instrument is an instrument that has high validity and reliability, as well as the minimal potential error in gathering information. However, the discovery of instruments that are not yet valid and reliable is often occurred and still used for measurement (Sugiharni, 2017). It is necessary to test the validity and

جامعة الرانري
AR-RANIRY

reliability to get a good instrument. If the test has measured students' actual abilities through learning activities, the test is proven valid (Ramadhan, 2019).

a. Validity Test

Validity relates to how well an instrument measures the objectives it is supposed to measure and how well it fits the requirements (Hatch and Farhady, 1982). In short, a test is considered to be valid if it measures what it is supposed to be measured. The score does not mean what it was intended for if a test is invalid for its design purposes.

$$r = \frac{n(\sum xy) - (\sum x \ \sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Description:

r = product-moment correlation

n = number of respondents

x = question score (respondent's answer)

y = total score of all questions

xy = question score multiplied with total score

x^2 = question score (respondent's answer) squared

y^2 = total score of all questions squared

Based on Azwar (2015), an item is considered to be valid if it fits the criteria for the validity coefficient value of ≥ 0.3.

b. Reliability Test

The term "reliability" relates to measurement consistency, or the ability to compare test scores or other evaluation outcomes from one

measurement to another (Bruton, 2000). This indicates that a test is unreliable if it is conducted under the same conditions on different occasions and provides different findings. In this study, the researcher used the Cronbach Alpha technique to test reliability with the following formula:

$$\alpha = \left(\frac{K}{K-1}\right)\left(\frac{S_r^2 - \sum S_I^2}{S_X^2}\right)$$

Description:

α = Cronbach's alpha reliability coefficient

K = Total of question items being tested

$\sum S_I^2$ = Total of item score variances

S_X^2 = Variance of test scores (all K items)

In its application, reliability is measured using a reliability coefficient that ranges from 0 to 1.00. The higher the reliability coefficient approaching the number 1.00 means the higher the reliability. On the other hand, the lower the coefficient approaching 0 means the lower the reliability (Azwar, 2015). The reliability norms described by Guilford include:

Table 3.1 Reliability Criteria (Azwar, 2015)

Reliability Coefficient	Criteria
> 0,9	Very Reliable
0,7 – 0,9	Reliable
0,4 – 0,7	Quite Reliable
0,2 – 0,4	Less Reliable
< 0,2	Unreliable

جامعة الرانري
AR-RANIRY

c. Indicator for satisfaction

Table 3.2 Criteria of Students' Satisfaction Index Value

Index (%)	Criteria
80% - 100%	Very Satisfied
60% - 80%	Satisfied
40% - 60%	Quite Satisfied
20% - 40%	Less Satisfied
0% - 20%	Not Satisfied

The researcher used SPSS to analyze the validity and reliability of the instrument from the questionnaire. The data that had been collected from the questionnaire in the google form were analyzed quantitatively. It is used to determine students' perceptions of the satisfaction and challenges of using a virtual learning environment. In the end, the study's result is summarized based on the perceptions of students' satisfaction and challenges during the teaching and learning process in a virtual learning environment.

To analyze the data obtained from the questionnaire, the researcher used a simple statistical formula as follows:

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

Descriptions:

P = Percentage

F = Frequency

N = Number of samples

100% = Constants value

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses the data that has been collected from the questionnaire. This chapter consists of two parts. The first part is finding where the questionnaire data is presented in the form of tables and graphs. The second part is a discussion that explains the data that has been shown in the finding section. The results of the data analysis will be discussed in the next section to answer the research questions.

A. Findings

The questionnaire's 20 question items can be divided into two main categories. The first section consisted of 10 questions, which included statements to answer the first research question: How is students' perception towards the satisfaction of using a virtual learning environment? It focuses on the student's perceptions of satisfaction in using VLE. The second section consisted of 10 questions, which included statements to answer the second research question: What challenges have the students encountered while using a virtual learning environment? It focuses on the challenges/difficulties the students face in using VLE.

1. Students' Satisfaction of Using Virtual Learning Environment

Based on students' answers to the questionnaire that has been distributed, the results of the questionnaire showed that most students agreed that virtual class

was not as effective as a face-to-face class due to reduced interaction between fellow students. However, students agreed that the explanation given by the instructor was easy to understand, and the feedback was also positive, along with the percentage of student answers.

Table 4.1 Student Satisfaction Towards VLE

NO	QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
		F	%	F	%	F	%	F	%		
1	I feel online or virtual course(s) are as effective as face-to-face courses	4	4	59	59	34	34	3	3	59	
2	I am very satisfied with the interaction opportunities with other students in online or virtual course(s)	5	5	47	47	42	42	6	6	62.25	
3	I am very satisfied with my instructor(s) course communication methods	1	1	39	39	55	55	5	5	66	
4	I learned as much in my online and virtual course(s) as compared to a face-to-face course	8	8	57	57	27	27	8	8	58.75	63.675
5	I am very satisfied with the timeliness of my instructor(s) feedback	3	3	39	39	49	49	9	9	66	
6	I am very satisfied with my instructor(s) course organization	1	1	38	38	57	57	4	4	66	
7	I am very satisfied with the overall experience of my course(s) delivered	3	3	38	38	51	51	8	8	66	

جامعة الرانري
AR-RANIRY

	through Google Classroom									
8	I would like to take another online or virtual course	9	9	49	49	32	32	10	10	60.75
9	Online or virtual course(s) did not meet my learning needs	1	1	38	38	53	53	8	8	67
10	Overall, online or virtual course(s) encouraged students to discuss ideas and concepts covered with other students	3	3	40	40	51	51	6	6	65

Based on the outcomes of the data processing and analysis that was done, it can be determined that EFL students are happy with the usage of VLE in the teaching and learning process. This is demonstrated by the average index value of 63.675%, which indicates that the level of student satisfaction in using the VLE is classified as satisfied.

The result showed that there were as many as 37 (37%) students who chose strongly agree and agree that they agreed online classes were as effective as face-to-face classes. 63 (63%) other students chose the disagree and strongly disagree statements. Then, there were 48 (48%) students who chose strongly agree and agree that they were very satisfied with the opportunity to interact with their peers in online classes. While 52 (52%) other students chose disagree and strongly disagree statements.

جامعة الرانري
AR-RANIRY

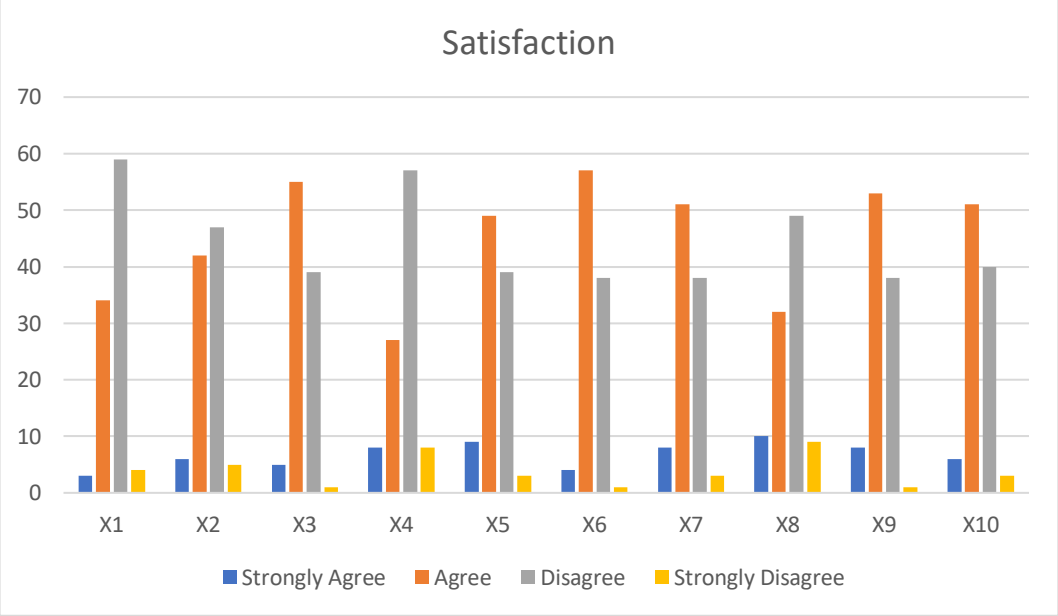
Furthermore, there are 60 (60%) students who chose strongly agree and agree that they were satisfied with the communication method used by instructors in the classroom. 40 (40%) other students chose to disagree and strongly disagree statements. Then, as many as 35 (35%) students chose strongly agree and agree that the amount of time they spent studying in virtual classes was the same as when compared to face-to-face classes. While 65 (65%) other students chose disagree and strongly disagree statements.

There were 58 (58%) students who chose strongly agree and agreed that they were satisfied with the feedback provided by the instructor in the learning process. 42 (42%) other students chose disagree and strongly disagree statements. Then, there were 61 (61%) students who chose strongly agree and agreed that they were satisfied with the course that had been prepared by the instructor in the virtual learning process. While 39 (39%) other students chose disagree and strongly disagree statements.

There were as many as 59 (59%) students who chose strongly agree and agree that they were satisfied with the overall learning experience delivered through Google Classroom. 41 (41%) other students chose disagree and strongly disagree statements. Then, there were 42 (42%) students who strongly agreed and agreed that they were satisfied with the virtual course and would take other virtual courses in the future. While 58 (58%) other students chose disagree and strongly disagree statements.

There were as many as 61 (61%) students who chose strongly agree and agree that they thought the virtual course could not meet their learning needs. 39 (39%) other students chose disagree and strongly disagree statements. Then, there were 57 (57%) students who strongly agreed and agreed that they felt that the virtual course could encourage students to discuss ideas and concepts thoroughly with other students. While 43 (43%) other students chose disagree and strongly disagree statements.

Figure 4.1 *The Recapitulation of Students' Satisfaction of Using VLE*



2. *Students' Challenges of Using Virtual Learning Environment*

Based on the results of students' answers, most experienced challenges in the virtual class in the form of distractions from the outside environment that did not support learning, the virtual class schedule being conflicted and disrupting other

class schedules, lack of interaction between students and lecturer, the instruction is uncleared. Also, students need additional time to complete assignments and exams given. Moreover, there is a lack of training about VLE provided by the institution.

Table 4.2 Student Challenges in Using VLE

NO	QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
		F	%	F	%	F	%	F	%		
1	I face many interruptions or distractions when learning at home	-	-	10	10	59	59	31	31	80.25	
2	My schedule or availability conflicts due to caregiving, work, or other classes	3	3	30	30	56	56	11	11	53.75	
3	I do not have access to devices or other equipment for course	12	12	59	59	26	26	3	3	55	
4	I do not have any technological background	21	21	53	53	24	24	2	2	51.75	
5	I do not have access to reliable internet/service	11	11	61	61	23	23	5	5	55.5	66.825
6	There is a lack of interaction between students and teaching staff	1	1	13	13	62	62	24	24	77.25	
7	The instruction is unclear or difficult in learning course content	-	-	18	18	65	65	17	17	74.75	
8	It is harder for me to access course notes/feedback about materials	2	2	37	37	50	50	11	11	67.5	
9	I need additional time for classwork	-	-	19	19	60	60	21	21	75.5	

جامعة الرانري
AR-RANIRY

	and exams/assignments										
10	There is a lack of training courses provided by the institution	-	-	14	14	64	64	22	22	77	

Based on questionnaire answer, there were as many as 90 (90%) students who chose strongly agree and agree that they faced many distractions when studying at home. 10 (10%) other students chose disagree and no student chose a strongly disagree statement. Then, there were 67 (67%) students who strongly agreed and agreed that their schedule was messy because of work and other virtual classes to follow. While 33 (33%) other students chose disagree and strongly disagree statements.

There were 29 (29%) students who chose strongly agree and agree that they did not have access to operate the device or equipment needed for the virtual course. 71 (71%) other students chose disagree and strongly disagree statements. Then, there were 26 (26%) students who strongly agreed and agreed that they did not previously have a technology background or expertise to operate the available technology. While 74 (74%) other students chose disagree and strongly disagree statements.

There were as many as 28 (28%) students who chose strongly agree and agree that they did not have access to the Internet. 72 (72%) other students chose disagree and strongly disagree statements. Then, 86 (86%) students strongly agreed and agreed that they felt that in the virtual course there was a lack of interaction

between students and lecturers. While 14 (14%) other students chose disagree and strongly disagree statements.

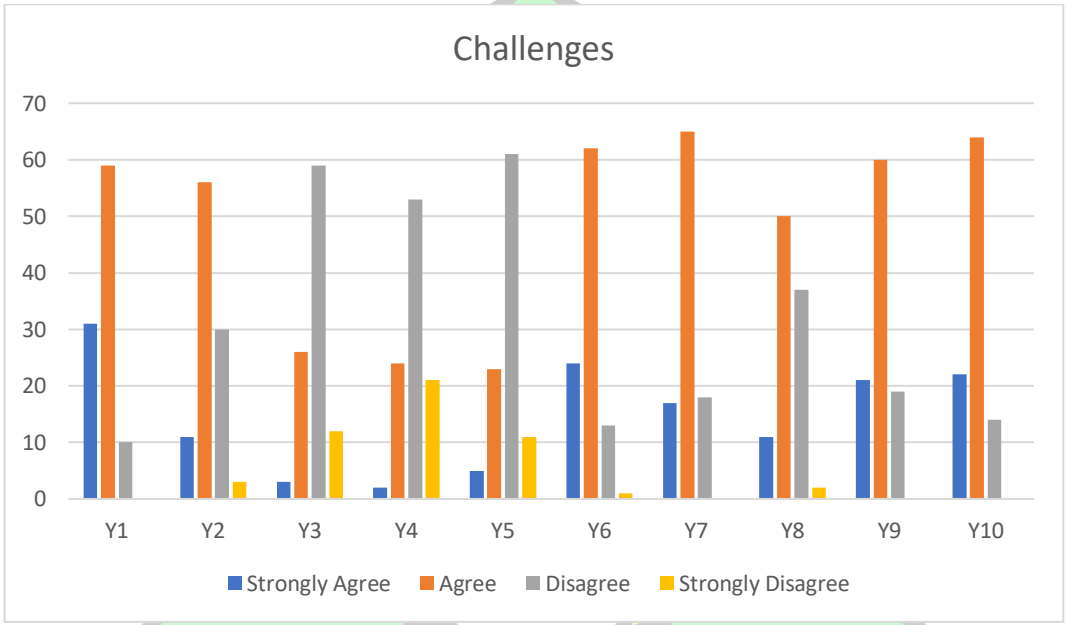
There were as many as 82 (82%) students who chose strongly agree and agree that the instructions given during the virtual course process were not clear enough to be understood. 18 (18%) other students chose disagree and no student chose strongly disagree statement. Then, there were 61 (61%) students who chose strongly agree and agreed that they felt that in the virtual course it was sometimes difficult to access the material and feedback given by the lecturer. While 39 (39%) other students chose disagree and strongly disagree statements.

There were as many as 81 (81%) students who chose strongly agree and agree that they needed a longer time to complete assignments and exams given by the lecturer. 19 (19%) other students chose disagree, and no students chose strongly disagree statements. Then, 86 (86%) students strongly agreed and agreed that the institution did not provide enough training regarding virtual classes. While 14 (14%) other students chose disagree, and no students chose strongly disagree statements.

Based on the data that has been analyzed, it can be concluded that all of the 10 challenges in the questionnaire were acknowledged by the students. However, the researcher discovered that 6 of the challenges had a more significant impact on students' use of the VLE, with a score of 80.25% for distractions at home and 77.25% for lack of interaction between students and instructors. Then, with a score of 77%, the institution's absence of training courses regarding virtual learning. The

need for more time received a score of 75.5%. In addition, the instruction was uncleared, with a score of 74.75%. Moreover, with a score of 67.5%, it was challenging to get course notes and feedback.

Figure 4.2 *The Recapitulation of Students' Perception on The Challenges of Using VLE*



B. Discussions

This study aimed to find out how satisfied students were with their VLE experience and what difficulties they encountered. The researcher used a questionnaire to determine the students' perceptions in this study. After presenting the research results in the form of charts and percentages, the researcher analyzed the data in further explanation. The following is a discussion of student questionnaire answers.

جامعة الرانري
AR-RANIRY

1. *Students' Satisfaction of Using Virtual Learning Environment*

Students agree that virtual courses are not as effective as face-to-face classes. According to them, it was because they did not have a great opportunity to interact with other friends in class in the online virtual course because they did not meet in person. This is similar to Yusni et al. (2021), who found that student satisfaction and enjoyment of learning are still heavily influenced by teacher-student interaction. However, they were satisfied with the communication method used by the lecturer when delivering the material, even though it was only through a screen. Furthermore, the time spent by students studying during virtual courses is not as much compared to face-to-face classes. This is because students are not in class, and virtual courses can take place anywhere and anytime.

In the ongoing learning process, students feel satisfied with the feedback given by the lecturer. Even though the feedback is not given directly, the lecturer always provides feedback on time so that students can find out their own mistakes. Then, the course design and preparation of the material delivered by the lecturer during the learning process were very good and made students feel satisfied during the learning process. Several supporting applications are used in running virtual classes, one of which is Google Classroom, which connects lecturers and students in a room. While using this application students feel satisfied with the material presented. However, despite this, they have no intention of taking any other virtual courses in the future.

According to students, virtual courses cannot meet their learning needs. Although they can still learn without meeting each other, virtual courses certainly

have their own advantages and disadvantages, so not all learning needs can be met in virtual courses. However, students feel the virtual course can encourage them to continue discussing and exchanging opinions with other students because they can still communicate well online. This is the same as the results of Ryan (2019) research which found that students were happy during the virtual learning process because they were still involved in the class. Even though they did not meet, they could still improve their memory of the material.

2. Students' Challenges of Using Virtual Learning Environment

In terms of challenges faced by students during virtual classes, the biggest challenge came from outside, where the conditions of the home and surrounding environment did not support students to take virtual classes well. Besides that, students also experienced obstacles in setting schedules, virtual classes that have been set at certain times often coincide with student activities such as work or the same schedule as other virtual classes.

Students do not experience challenges in terms of technology. Because we know that in this era, everything is technology-based, students already have adequate and basic background technology to access the devices and equipment needed in the learning process through virtual classes. They also did not experience difficulties in accessing the Internet. Because now there is a lot of Internet available on various devices that can be accessed easily. This is not the same as the research results of Torres (2021), who found that students were unhappy in virtual classes because they had difficulty accessing the devices and equipment needed during the learning process.

Then, in virtual learning, students felt they had little opportunity to interact with the learning staff because of separate places and times, so they could only interact when learning occurred. In addition, because they did not meet face-to-face with the lecturer, students could not understand the instructions given properly, so the instructions that the students understood became unclear.

Furthermore, students also need more time to complete assignments or to answer exam questions given by lecturers. Then, students feel that institutions must provide training before deciding to use virtual courses. According to them, so far, institutions have not provided adequate training. The results of this study are relevant to the research conducted by Dayag (2018). In his research results, he explained that stakeholders and institutions must think about the best way to implement an effective virtual class, and also institutions must improve VLE for the better.

جامعة الرانري
AR-RANIRY

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion regarding EFL students' perception of using VLE and proposes some suggestions.

A. Conclusions

This study shows that each student has a different level of satisfaction in the virtual class and faces different challenges. Several things make students happy and satisfied in the learning process using VLE. They find it easy to access and understand the material presented through Google Classroom, and they are also satisfied with the lecturer's feedback and the prepared material's design. However, there are things that make virtual classes not provide a satisfying experience during the learning process; for example, students feel they do not have an excellent opportunity to continue to be able to interact with other friends because they do not meet in person. So, in some cases, the virtual class does not meet the learning needs. Based on the outcomes of the data processing and analysis, it can be determined that EFL students are happy with using VLE in the teaching and learning process. This is demonstrated by the average index value of 63.675%, which indicates that the level of student satisfaction in using the VLE is classified as satisfied.

There are several challenges students face in virtual classrooms, including disturbances that arise from home and the surrounding environment that do not support it, there are schedules that coincide with other virtual classes or with student

جامعة الرانري
AR-RANIRY

work, a lack of opportunities for students to interact with lecturers in the learning process, the instruction is uncleared, students need more time to complete assignments and exam questions given by the lecturer, and lack of training course about VLE provided by the institution. Furthermore, students do not experience difficulties and challenges in accessing the devices and equipment needed, they also have no difficulty in accessing the Internet and other technologies.

B. Suggestions

This research is focused on the EFL student's perception and challenges they encounter while using virtual learning environment. Based on the findings, the researcher offers some recommendations for English students and future researchers.

For students, the challenges that arise in virtual class can be minimized by attending virtual classes in a supportive place so that there are no disturbances arising from the surrounding environment. In addition, students must also have access to devices and other equipment as well as good internet access.

For future researchers, this research was conducted using quantitative method with a questionnaire instrument in collecting data. So that the perceptions generated in this study are in the form of agreeing and disagreeing perceptions. For future research, employ in-depth interviews can be carried out to find out more deeply about students' perceptions and the reasons behind the challenges they face in the learning process using virtual classes.

جامعة الرانري
AR-RANIRY

REFERENCES

Abdallah, M. (2011). *Teaching English as a foreign language from a new literacy perspective*. Saarbrucken, German: VDM Verlag.

Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, *11*(2), 380-400.

Alves, P., Miranda, L., & Morais, C. (2017). The influence of virtual learning environments in students' performance. *Universal Journal of Educational Research*, *5*(3), 517-527.

Angelou, G. N., & Economides, A. A. (2007). E-learning investment risk management. *Information Resources Management Journal (IRMJ)*, *20*(4), 80-104.

Annum, G. (2017). Research instruments for data collection method. *Creative Education*, *7*(14), 1–4. Retrieved from: https://cutt.ly/YmmAAG3

Asrori, M. (2009). *Psikologi pembelajaran*. Bandung: Wacana Prima.

Azwar, S. (2015). *Validitas dan reliabilitas*. Yogyakarta: Pustaka Pelajar.

Bruton, A., Conway, J. H., & Holgate, S. T. (2000). Reliability: What is it, and how is it measured?. *Physiotherapy*, *86*(2), 94-99.

Check, J., & Schutt, R. (2012). Causation and research design. *Research methods in education*, 116-144.

Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches. *Thousand Oaks*, CA: Sage.

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed). Boston, MA: Pearson.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Davidovitch, N., & Yavich, R. (2022). Classroom climate and student self-efficacy in e-learning. *Problems of Education in the 21st Century*, *80*(2), 304-323.

Dayag, J. D. (2018). EFL Virtual learning environments: Perception, concerns and challenges. *Teaching English with Technology*, *16*(4), 20-33.

Dung, D. T. H. (2020). The advantages and disadvantages of virtual learning. *IOSR Journal of Research & Method in Education, 10*(3), 45-48.

Fadila, D., & Ridho, S. L. Z. (2013). *Perilaku konsumen*. Palembang: Penerbit Citrabooks Indonesia.

Francis, M. K., Wormington, S. V., & Hulleman, C. (2019). The costs of online learning: Examining differences in motivation and academic outcomes in online and face-to-face community college developmental mathematics courses. *Frontiers in psychology, 10*, 2054.

Ghaffari, A., & Emami, A. (2011). Improving education in adult through online learning. *Life Science Journal*, *8*(3), 4.

Gichella, G. (2019). *Persepsi masyarakat terhadap tayangan debat calon presiden Republik Indonesia periode 2019-2024 di stasiun tv nasional (Studi Pada Masyarakat RT. 33 RW. 13 Kelurahan II Ilir Kecamatan Ilir Timur II Palembang)* (Doctoral dissertation, UIN Raden Fatah Palembang).

Gordon, N. (2014). Flexible pedagogies: Technology-enhanced learning. *The Higher Education Academy*, 1-24.

Gustiani, S. (2020). Students'motivation in online learning during Covid-19 pandemic era: A case study. *Holistics, 12*(2).

Hall, S., & Villareal, D. (2015). The hybrid advantage: Graduate student perspectives of hybrid education courses. *International Journal of Teaching and Learning in Higher Education*, *27*(1), 69-80.

Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. London: New Bury House Production, Inc.

Herrera, L. (2017). Impact of implementing a virtual learning environment (VLE) in the EFL classroom. *Ikala*, *22*(3), 479-498.

Hildebrandt, B. U., & Teschler, S. J. (2006). Towards a model for structuring diversity: Classifying & finding quality approaches with the EQO model. In *Handbook on quality and standardisation in E-Learning* (pp. 171-182). Springer, Berlin, Heidelberg.

Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). The difference between emergency remote teaching and online learning.

Iwai, Y. (2011). The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL teachers. *The Reading Matrix*, *11*(2), 150, 159.

Jain, P. (2015). Virtual learning environment. *International Journal in IT & Engineering*, *3*(5), 75-84.

Jaya, H., & Ahmar, A. S. (2017). Inovasi pembelajaran dengan pendekatan lingkungan virtual.

Kawulich, B. B. (2004). Data analysis techniques in qualitative research. *Journal of research in education, 14*(1), 96-113.

Khan, B. H. (Ed.). (2005). *Managing e-learning: Design, delivery, implementation, and evaluation*. IGI Global.

Khan, B. H. (Ed.). (2007). *Flexible learning in an information society*. IGI Global.

Koper, R. (2014). Conditions for effective smart learning environments. *Smart Learning Environments, 1*(1), 1-17.

Kotler, Philip. (2009). *Manajemen pemasaran.* Jakarta: Indeks.

Kowalewski, J., & Ray, A. (2020). Predicting human olfactory perception from activities of odorant receptors. *Iscience, 23*(8), 101361.

Kumar, A., Pakala, R., Ragade, R. K., & Wong, J. P. (1998). The virtual learning environment system. In *FIE'98. 28th Annual Frontiers in Education Conference. Moving from'Teacher-Centered'to'Learner-Centered'Education. Conference Proceedings, 2*(98), 711-716. IEEE.

Kusuma, R. D., & Pradana, E. A. A. (2019). Pengembangan 3D virtual learning environment. *Jurnal Ilmiah Manajemen Kesatuan, 7*(3), 331-338.

Landrum, B. (2020). Examining students' confidence to learn online, self-regulation skills and perceptions of satisfaction and usefulness of online classes. *Online Learning, 24*(3), 128-146.

Landrum, B., Bannister, J., Garza, G., & Rhame, S. (2021). A class of one: Students' satisfaction with online learning. *Journal of Education for Business, 96*(2), 82-88.

Maaliw III, R. R. (2020). Adaptive virtual learning environment based on learning styles for personalizing e-learning system: Design and implementation. *Online Submission, 8*(6), 3398-3406.

Makara, K. A., & Madjar, N. (2015). The role of goal structures and peer climate in trajectories of social achievement goals during high school. *Developmental psychology, 51*(4), 473.

Martins, L. L., & Kellermanns, F. W. (2004). A model of business school students' acceptance of a web-based course management system. *Academy of Management Learning & Education, 3*(1), 7-26.

McAlvage, K., & Rice, M. (2018). Access and accessibility in online learning: Issues in higher education and K-12 contexts. From" OLC Outlook: An

Environmental Scan of the Digital Learning Landscape". *Online Learning Consortium.*

Minguillón Alfonso, J., Boneu Castells, J. M., & Galofré Olsina, M. (2007). Lifelong learning teachers' needs in virtual learning environments. *eLearning*.

Mogus, A. M., Djurdjevic, I., & Suvak, N. (2012). The impact of student activity in a virtual learning environment on their final mark. *Active Learning in Higher Education, 13*(3), 177-189.

Mutaqin, Y. A. F. (2017). An analysis of the problems faced by students in learning speaking at the tenth grade of SMA Islam Batu *(Doctoral dissertation, University of Muhammadiyah Malang)*.

Noel, C., & Dando, R. (2015). The effect of emotional state on taste perception. *Appetite, 95*, 89-95.

Nugroho, S. (2012). Profesionalisme guru SD Negeri se-kecamatan Warungasem kabupaten Batang Suatu tinjauan aspek persepsi guru tentang kepemimpinan kepala sekolah dan motivasi berprestasi guru. *Jurnal Varidika, 24*(2).

O'Leary, R. (2004). Virtual learning environment. Retrieved from: https://www.alt.ac.uk/sites/default/files/assets_editor_uploads/documents/eln002pdf

Okamoto, S., Nagano, H., & Yamada, Y. (2012). Psychophysical dimensions of tactile perception of textures. *IEEE Transactions on Haptics, 6*(1), 81-93.

Oncu, S., & Cakir, H. (2011). Research in online learning environments: Priorities and methodologies. *Computers & Education, 57*(1), 1098-1108.

Parahoo, S. K., Santally, M. I., Rajabalee, Y., & Harvey, H. L. (2016). Designing a predictive model of student satisfaction in online learning. *Journal of Marketing for Higher Education, 26*(1), 1-19.

Proctor, R. W., & Capaldi, E. J. (2013). *Why science matters: Understanding the methods of psychological research*. John Wiley & Sons.

Rahmatullah. (2014). *Persepsi mahasiswa terhadap pengguna produk helm merek GM (Studi Kasus pada Mahasiswa Jurusan Administrasi Bisnis)*. Palembang: Polsri.

Rahmawati, D. (2013). Analisis faktor-faktor yang mempengaruhi kepuasan mahasiswa. *Jurnal Economia, 9*(1), 52-65.

Ramadhan, S., Mardapi, D., Prasetyo, Z. K., & Utomo, H. B. (2019). The development of an instrument to measure the higher order thinking skill in physics. *European Journal of Educational Research, 8*(3), 743-751.

Ramadhan, S., Sumiharsono, R., Mardapi, D., & Prasetyo, Z. K. (2020). The quality of test instruments constructed by teachers in Bima regency, Indonesia: Document analysis. *International Journal of Instruction, 13*(2), 507-518.

Ryan, E., & Poole, C. (2019). Impact of virtual learning environment on students' satisfaction, engagement, recall, and retention. *Journal of medical imaging and radiation sciences, 50*(3), 408-415.

Simkova, M., & Stepanek, J. (2013). Effective use of virtual learning environment and LMS. *Procedia-Social and Behavioral Sciences, 83*, 497-500.

Siregar, N. S. S. (2013). Persepsi orang tua terhadap pentingnya pendidikan bagi anak. *JPPUMA: Jurnal Ilmu Pemerintahan dan Sosial Politik UMA (Journal of Governance and Political Social UMA), 1*(1), 11-27.

Sri, K. U., & Krishna, T. V. (2014). E-Learning: Technological Development in Teaching for school kids. *International Journal of Computer Science and Information Technologies, 5*(5), 6124-6126.

Sternberg, R. J., & Mio, J. S. (2009). *Cognitive psychology*. Australia: Cengage Learning/Wadsworth.

Sugiharni, G. A. D. (2017). Validitas isi instrumen pengujian modul digital matematika diskrit berbasis open source di STIKOM Bali. *E-Proceedings KNS&I STIKOM Bali*, 678-684.

Sugiyono. (2015). *Statistika untuk penelitian.* Bandung, Indonesia: Alfabeta Bandung.

Sugiyono. (2018). *Metode penelitian kuantitatif*. Bandung: Alfabeta.

Torres Martín, C., Acal, C., El Homrani, M., & Mingorance Estrada, Á. C. (2021). Impact on the virtual learning environment due to COVID-19. *Sustainability, 13*(2), 582.

Vlasenko, K. V., Sitak, I. V., Kovalenko, D. A., Volkov, S. V., Lovianova, I. V., Semerikov, S. O., & Zahrebelnyi, S. L. (2022). Methodical recommendations for the development of online course structure and content. *AET 2020*, 471.

Walgito, B. (2010). *Pengantar psikologi umum*. Yogyakarta: Andi.

Xu, H., & Ebojoh, O. (2007). Effectiveness of online learning program: A case study of a higher education institution. *Issues in Information systems, 8*(1), 160.

Yamagata-Lynch, L. C. (2014). Blending online asynchronous and synchronous learning. *International Review of Research in Open and Distributed Learning, 15*(2), 189-212.

Yunusa, A. A., & Umar, I. N. (2021). A scoping review of critical predictive factors (CPFs) of satisfaction and perceived learning outcomes in E-learning environments. *Education and Information Technologies, 26*(1), 1223-1270.

Yusny, R., Rizki, F., Trisnawati, I. K., & Mulia, M. (2021). Offline or online?: EFL students' perceptions on working in face-to-face and virtual learning modes. *Englisia: Journal of Language, Education, and Humanities, 9*(1), 113-128.

Zhong, R. (2020). The coronavirus exposes education's digital divide. *The New York Times, 18*, 2020.

جامعة الرانري
AR-RANIRY

APPENDICES

Appendix A: Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6422/UN.08/FTK/KP.07.6/06/2022

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 18 Mei 2022

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Khairiah Syahabuddin, MHSc.ESL., M.TESOL., Ph.D. — Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Agus Ridha Aulia**
NIM	:	**180203053**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**EFL Students' Perceptions on Virtual Learning Environment**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

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: 03 Juni 2022
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Appendix B: Recommendation Letter 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-14387/Un.08/FTK.1/TL.00/11/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Ketua Prodi Pendidikan Bahasa Inggris
2. Mahasiswa Prodi Pendidikan Bahasa Inggris Leting 2018 - 2019 Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

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

Nama/NIM : **AGUS RIDHA AULIA / 180203053**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Ajun Jeumpet Kec. Darul Imarah, Kab. Aceh Besar

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 ***EFL Student's Perception Towards Virtual Learning Environment***

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

Banda Aceh, 01 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 01 Desember 2022

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

Appendix C: Confirmation Letter of Conducted Research 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- 156/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-14378/Un.08/FTK.I/TL.00/11/2022 tanggal 1 November 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	: Agus Ridha Aulia
NIM	: 180203053
Fak/Prodi	: FTK/Pendidikan Bahasa Inggris

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

EFL Student's Perception Towards Virtual Learning Environment

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 13 Desember 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Questionnaire

QUESTIONNAIRE

A. Participant Identity:

1. Name
2. Student ID
3. Phone Number

B. The Student Satisfaction and Student Challenges Survey Instruction:

Please choose the answer according to your level agreement based on the statement below. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Direction:

1. Read the following statement carefully
2. Please choose the most appropriate response that applies to you

A. Participant Identity

Name:	
Student ID:	
Phone Number:	

B. The Student Satisfaction Survey (Andersen, J. C.)

No	Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	I feel online or virtual course(s) are as effective as face-to-face courses				
2	I am very satisfied with the interaction opportunities with other students in online or virtual course(s)				
3	I am very satisfied with my instructor(s) course communication methods				
4	I learned as much in my online and virtual course(s) as compared to a face-to-face course				

5	I am very satisfied with the timeliness of my instructor(s) feedback				
6	I am very satisfied with my instructor(s) course organization				
7	I am very satisfied with the overall experience of my course(s) delivered through Google Classroom				
8	I would like to take another online or virtual course				
9	Online or virtual course(s) did not meet my learning needs				
10	Overall, online or virtual course(s) encouraged students to discuss ideas and concepts covered with other students				

C. The Student Challenges Survey (Froman, V.)

No	Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	I face many interruptions or distractions when learning at home				
2	My schedule or availability conflicts due to caregiving, work, or other classes				
3	I do not have access to devices or other equipment for course				
4	I do not have any technological background				
5	I do not have access to reliable internet/service				
6	There is a lack of interaction between students and teaching staff				
7	The instruction is unclear or difficult in learning course content				
8	It is harder for me to access course notes/feedback about materials				
9	I need additional time for classwork and exams/assignments				
10	There is a lack of training courses provided by the institution				

Appendix E: Output Data of SPSS

Student Satisfaction Towards VLE

QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
	F	%	F	%	F	%	F	%		
1	4	4	59	59	34	34	3	3	59	63.675
2	5	5	47	47	42	42	6	6	62.25	
3	1	1	39	39	55	55	5	5	66	
4	8	8	57	57	27	27	8	8	58.75	
5	3	3	39	39	49	49	9	9	66	
6	1	1	38	38	57	57	4	4	66	
7	3	3	38	38	51	51	8	8	66	
8	9	9	49	49	32	32	10	10	60.75	
9	1	1	38	38	53	53	8	8	67	
10	3	3	40	40	51	51	6	6	65	

Student Challenges in Using VLE

QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
	F	%	F	%	F	%	F	%		
1	-	-	10	10	59	59	31	31	80.25	66.825
2	3	3	30	30	56	56	11	11	53.75	
3	12	12	59	59	26	26	3	3	55	
4	21	21	53	53	24	24	2	2	51.75	
5	11	11	61	61	23	23	5	5	55.5	
6	1	1	13	13	62	62	24	24	77.25	
7	-	-	18	18	65	65	17	17	74.75	
8	2	2	37	37	50	50	11	11	67.5	
9	-	-	19	19	60	60	21	21	75.5	
10	-	-	14	14	64	64	22	22	77	

AUTOBIOGRAPHY

1. Name : Agus Ridha Aulia
2. Place / Date of Birth : Banda Aceh, July 01th 1999
3. Sex : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Jeumpet Ajun, Darul Imarah, Aceh Besar
7. Email : auliaagus10@gmail.com
8. Occupation : Student of English language Education of Ar-Raniry Islamic State University
9. Parents
   a. Father's Name : Ridwan (Alm)
   b. Mother's Name : Hanifah
   c. Father's Occupation : Farmer
   d. Mother's Occupation : Housewife
10. Address : Jeumpet Ajun, Darul Imarah, Aceh Besar
11. Educational Background
    a. Elementary School : SDN MNS Kota Meureudu
    b. Junior High School : MTsN 2 Pidie Jaya
    c. Senior High School : SMAN 1 Meureudu
    d. University : UIN Ar-Raniry Banda Aceh