

ABSTRACT

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Today, the use of technology has become the current issue that is widely discussed since it gives many benefits for its users. One of the uses of technology in the educational context is online learning. In the language learning context, online learning offers the benefit of language skill development which allows students to study without being limited by time and space. Soffer et al. (2017) stated that examining students' perception toward online course plays a crucial role in developing effective learning.

The research aimed to find out: (1) students' perception toward online reading class and (2) challenges of online reading class. The research used qualitative descriptive study to examine the data. The study involved 9 participants described as EFL students at 3rd semester majoring English Education at Sunan Gunung Djati Bandung. To obtain the data, questionnaire and interview were used as research instrument. The questionnaire were adapted from Soffer et al., (2017) to examine students' perception toward online learning and the interview question was adapted from the theory of Sun (2014) and Jayanti (2016) about challenges in online reading class.

The finding result shows that students have positive perception toward online reading class including course design, course content, assignment, course workload and interaction. In cognitive aspects, they perceived that online reading class has motivated them to understand the learning material and discover new knowledge. In the affective aspect, they perceived that course design, course content, and assignment has made them interested to study and do the assignment. Meanwhile, in conative aspect, students showed most positive perception to course content and assignment. From the data analysis, the challenges of online reading class are limited interaction with instructor/lecturer, the difficulty to write comment, time management, less of vocabularies, identifying main idea and application of learning material to the text.

The research came to the conclusion that students perceived online reading class positively and they faced some challenges during online reading class in the aspect of participation, learning strategy and reading skill problem. For further research, it is suggested to examine teachers' perception to get broader understanding toward the effectiveness of online reading class. Furthermore, the exploration of online learning in other language skill such as speaking should be identified as online learning gives opportunities to the development of language learning process.