Pre-Service Teachers’ Perception on the Use of Online Learning at
English Education Department of Universitas Muhammadiyah Yogyakarta

A Skripsi
Submitted to the Faculty of Language Education in a Partial Fulfillment
of the Requirements for the Degree of Sarjana Pendidikan

Sanda Aginza Hadi Pradita
20110540099

English Education Department
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta
2015
Approval Page

Pre-service Teachers’ Perception on the Use of Online Learning at English Education Department of Universitas Muhammadiyah Yogyakarta

We here by approve the Skripsi of

Sanda Aginza Hadi Pradita
20110540099
Candidate for the degree of Sarjana Pendidikan

September 1st, 2015
_______________________
Fitría Rahmawati, S.Pd., M.Hum.
The Skripsi Supervisor

September 1st, 2015
_______________________
Suryanto, S.Pd., M.H.Sc., Ph.D
Examiner 1

September 1st, 2015
_______________________
Sri Sudarsi, S.S., M.InT.
Examiner 2

Accepted
Yogyakarta, September 1st, 2015

_______________________
Gendroyono, S.Pd., M.Pd.
Dean
Faculty of Language Education
Statement of the Authenticity

I am a student with the following identity:

Name : Sanda Aginza Hadi Pradita
NIM : 20110540099
Program Study : English Education Department
Faculty : Faculty of Language Education
University : Universitas Muhammadiyah Yogyakarta

Certify that this thesis with the title of “Pre-service Teachers’ Perception on the Use of Online Learning at English Education Department of Universitas Muhammadiyah Yogyakarta” is definitely my own work. I am completely responsible for the content of this thesis. Others’ opinion or findings included in this thesis are quoted in accordance with ethical standards.

Yogyakarta, August 05th 2015

Sanda Aginza H
NIM. 20110540099
Acknowledgement

First and foremost, all praise be to Allah Subhanahu Wa Ta’ala who gives health and capability to finish this undergraduate thesis. Secondly, I would like to express my gratitude to my advisor, Ms. Fitria Rahmawati S.Pd.,M.Hum, for her support, patience and encouragement throughout my undergraduate studies. It is not often that one finds an advisor that always finds the time for listening to the little problems and barriers that unavoidably crop up during finishing this research. Her very detail technical and editorial advice was essential to the completion of this research and has taught me innumerable lessons and insight on the workings of academic research in general.

Besides my advisor, I would like to thank the skripsi examiners: Mr. Suryanto, S. Pd., M.H.Sc., Ph.D and Ms. Sri Sudarsi., S.S., M.InT. Thanks for their insightful comments and encouragement, even for hard question which incented me to widen my research for various perspectives.

Most importantly, this research could not have happened without my family. To my parents who offered encouragement to me through phone call or messenger. They received my deepest gratitude and love for their dedication and support during my undergraduate thesis that provided the foundation of this work. Besides, I must thanks to my sister Hening Apzelon Hadi Pradita and my brother Ega Bintang Tata Negara, their support and encouragement were also the reason what made this research possible. This undergraduate thesis is dedicated to their unconditional love and encouragement.
I have many people to thank for listening to every single up and down during my study in this university. I thank to all of my English Education Department friends who always motivate me to work hard on my undergraduate thesis. They are Trisna, Upik, Esih, Tyas, April, Dita, Haki, Oka and Ibnu. Besides, I also dedicate this undergraduate thesis to Ahmad Sahal Mahfudz (Al) that has been unwavering in his personal and professional support during the time I spent at this University. For many memorable in every step of my life in this University, I must thank everyone above.

I also thanks to my boarding house mates Viksy, Ayen, Mery and Ayuk, for all fun we have had in the last four years. I also dedicate this undergraduate thesis for my best friends, Shindy, Elta, and Eka. You guys have really motivated me to keep working on my thesis and finish it soon. I must not forget to say thank for all my beloved friends in Telkomsel Mengajar Untuk Indonesia and Mr. Hendra Revellino as the one of committees in TMUI. Thank you for all incredible experiences and you guys always support me to graduate as soon as possible.

Sanda Aginza H
Abstract

Online Learning has been implemented in almost all universities. However, not all students at English Education Department of Universitas Muhammadiyah Yogyakarta who are as pre-service teachers are familiar with the use of online learning since the implementation of online learning in this department has not got an equal portion compared with the face to face learning. This study aimed at finding out these pre-service teachers on the use of online learning at EED of UMY.

This study used qualitative research design and specifically employed descriptive qualitative research. The researcher chose interview as the instrument to gather the data. There were six (6) participants coming from pre-service teachers of EED of UMY from batch 2011. Participants were chosen based on some criteria. They were students who were highly involved participating in online learning, had good technological capability and they had already enrolled in all courses which implemented online learning. In analyzing the data, the researcher used three kinds of coding including open coding, axial coding, and also selective coding to get final categorization of the data. Prior to it, the researcher had already done member checking to get validity of the data before analyzing the data.

The first finding of this study showed that there were two main interactions which were taken place in the online learning context at EED of UMY. The interactions perceived by the participants were student-student
interaction and student-teacher interaction. The second finding is about the activities occurred in online learning at EED of UMY. There were five activities used by the lecturers in the online learning context which were discussion, feedback from the lecturer, feedback from friends, answer-question session, and commenting. The third purpose of this study is finding out the pre-service teachers’ perception on the use of online learning toward their language skill. Based on finding from interview, it was revealed that by having online learning, students pay more attention to structure, and the use of language become more formal. Online learning also enhances pre-service teachers’ writing skill, reading skill, vocabulary, grammar, and language development. The fourth finding is related to pre-service teachers’ preferences dealing with their experiences in online learning. The finding showed that Edmodo and WordPress became the tools which are mostly preferred by the participants. The last finding on this study discussed the strengths and the weaknesses of online learning. The finding revealed the strengths of online learning including flexibility, providing updated material and information, encouraging reading, personal development, and enriching learning resources. On the other hand, the weaknesses of online learning included decreasing of social relationship, decreasing oral communication, spending cost for the equipment, lack of internet connection, lack of an actual teachers’ feedback, and lack of technological skill.

*Keywords: Online learning, Kinds of interaction, Activities in online learning, Pre-service teachers’ preferences, Strength and weakness.*
# Table of Contents

Title Page................................................................................................. i
Approval Page ........................................................................................ ii
Statement of the Authenticity ................................................................. iii
Acknowledgement ...................................................................................... iv
Abstract..................................................................................................... vi
Table of Contents .................................................................................... viii

## Chapter One: Introduction ................................................................... 1
- Background of the study........................................................................ 1
- Identification of the Problem............................................................... 4
- Formulation of the Problem................................................................. 5
- Purpose of the Study............................................................................ 5
- The Significance of the Study ............................................................ 5
- Outline of the Study............................................................................ 7

## Chapter Two: Literature Review ......................................................... 9
- Definition of Online Learning............................................................. 9
- The Significance of Online Learning .................................................. 10
- Types of Online Learning.................................................................... 11
- Tools in Online Learning.................................................................... 11
- The Implementation of Online Learning............................................ 16
- The Interactions Taken Place in Online Learning context............... 19
- The Use of Online Learning toward Language Skill.......................... 23
The Strength and Weakness of Online Learning ............................................. 24
Review of Related Studies ................................................................................ 27
Conceptual Framework ......................................................................................... 30

Chapter Three: Methodology .............................................................................. 33
Research Design ..................................................................................................... 33
Research Setting ..................................................................................................... 34
Research Participants .............................................................................................. 35
Research Instrument ............................................................................................... 37
Data Collection Procedures .................................................................................... 38
Data Analysis ........................................................................................................... 39

Chapter Four: Finding and Discussion ................................................................. 41
Pre-Service Teachers’ Perception on the Implementation of Online Learning .......... 41
Pre-service Teachers’ Perception on the Kinds of Interaction in Online learning .... 49
Pre-service Teachers’ Perception on the Activities in Online Learning .............. 51
Pre-service Teachers’ Perception on the use of Online Learning toward Pre-Service Teachers’ Language Skills ................................................................. 60
Pre-service Teachers’ Preferences in online learning ......................................... 66
Pre-service Teachers’ Perception on the Strengths and Weaknesses of Online Learning ................................................................. 72
Chapter Five: Conclusion and Recommendation ........................................82

Conclusion ...............................................................................................82

Recommendation .......................................................................................85

References ..................................................................................................87

Appendices ..................................................................................................94
List of Appendices

Appendix 1: Interview Guideline .......................................................................................... 94
Appendix 2: Selective Coding ............................................................................................... 98