ABSTRACT

Chintya, (2022): Exploring the Students' Perception of Online Learning of the Seminar on ELT Subject during the Covid-19 at an English Education Department UIN Sunan Gunung Djati Bandung

The purpose of this study is to find out how students feel about online learning in the COVID-19 era. Its main goal was to accomplish the following: 1) Discuss the implementation of an online English language learning process at the English Education Department of UIN Sunan Gunung Djati Bandung, and 2) analyze students' perception of online learning at the English Education Department of UIN Sunan Gunung Djati Bandung.

The research was conducted using a qualitative method, specifically a descriptive design, with 10 students in the seventh-semester from the English Education Department at UIN Sunan Gunung Djati Bandung. To collect data, the researcher used a closed-ended questionnaire and an interview. The researcher distributed a Google form link to the participants via WA and performed one-on-one interviews. The questionnaire and interview questions were written in Indonesian to make it easier for the participants to understand, and then transcribed into English.

The findings of this research revealed that the online learning process at SOELT subject has implemented four stages conforming to (Gilly Salmon, 2010). It made online learning less tedious by adopting a variety of apps. The online learning method, on the other hand, is determined by the lecturer. According to the students' replies, some instructors still do not maximize the process of English online learning. The second result revealed that all three measures measured by the researchers were positive. Students in the English Education Department at UIN Sunan Gunung Djati Bandung have a positive perception toward English online learning related to the dimension of teaching material, learning environments and student interaction.

In conclusion, the English Education Department UIN Sunan Gunung Djati Bandung's implementation of English online learning is outstanding since it has been implemented four out of five stages based on the theory of (Gilly Salmon, 2010). As a consequence, the pupils have a positive perception toward English online learning.