English Online Class: Evaluation and Students' Learning Boredom

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Abstract

English online class has been conducted as a variety of language learning. It is also as an implementation of the advance of technology and educational system in post pandemic era. This study aimed at investigating English online class as an evaluation and describing students' learning boredom appeared during class. It employed students majoring Information System and Accounting Information System to ask for their ideas, perception and complains by spreading questionnaires and open-ended interview. The data gathered were analyzed by describing and interpreting them qualitatively. It resulted that English online class could be implemented as a new way of learning and there was learning boredom had by students with some factors, internally and externally.

Keywords: Evaluation; Learning Boredom; Online Class

1. Introduction

Online classes seem to be one of alternative ways for organizing the learning process. An educational institution organizes hybrid learning as a result of the pandemic and now it is also an innovation. Much expectations are then desired, such as a modernization of learning and student familiarity with technology-based learning. Both lecturers and students must be able to carry out both ways of learning, namely online and offline. Media, learning methods and approaches need to be provided so that students still have stability in learning, especially in English courses.

English courses are still a frightening specter for some students. Even though they have used various methods, in fact it does not make some of them have enthusiasm in learning. One of which later becomes a factor is the boredom experienced by them while participating in learning. Boredom in learning occurs when a person feels tired, lethargic, bored, when participating in learning activities. Students who experience boredom in learning cause their thinking skills to not work properly or even stuck in a place and impact on their learning outcomes.

Boredom of learning affects several things, such as the high number of student errors and no response when given several questions by the lecturer during learning. Mistakes made by students usually occur when they have to practice speaking with various correct pronunciations, but they often pronounce them incorrectly. Next, when understanding the reading in the text, which is reflected in errors when giving reading comprehension answers. Besides that, there are still many students who are unable to understand the instructions in the worksheets given as

assignments for each meeting. Whereas the absence of a response from students is reflected when they are given the opportunity to give opinions or answer questions, but they need a long time to answer them. There needs to be an investigation about why students can feel very real boredom when participating in lecture activities. Perhaps students have several factors that they experience in relation to themselves or related to teaching lecturers. In addition, it is also added with the perception of students to complete the data in this study which will eventually become a joint reflection between students and lecturers, so that learning runs better in the future.

English lectures occur once a week with the number of credits, namely 2 or the equivalent of 100 minutes of lectures. Unfortunately, English courses are one of the courses that must be taught using an online class system, while languages are learned by means of lots of practice to master it. Indeed, this creates a dilemma, both for lecturers and students. Learning boredom can occur because of this dilemma, where on the one hand lectures must be carried out online, but language must be taught with more practice. While, boredom can have a pernicious effect on students (Derakhshan et al., 2021).

Content-Based English Instruction

English is one of obligatory courses for freshmen and sophomores as general subjects that must be mastered, moreover used as a tool to communicate computer language. English is a foreign language for them. In the first semester, they have to learn about basic English consisting the tenses, some structures in making sentences, and the others. The difference is that each meeting and material has a theme which will later be discussed together or what is known as content-based lectures. Students understand how to introduce themselves, discuss daily activities and tell them in English. The lecturer inserts English material into the theme presented at the lecture.

Suwannoppharat & Kaewsa-ard, (2014) in their paper, stated that content-based instruction (CBI) is defined as one of content-language integrated approaches utilized to teach both content and language. It is an approach that refers to learning a foreign language through academic subject matter like Math, Computer, Social studies and the others. In this case, students have major in Computer science. CBI may have any impact on motivating students when they learn English in the class especially (Huang, 2011).

Then, in the second semester, students have to learn about what they enroll in their study program delivered by English as a means of communication. The materials vary, but are still very basic. It can be exemplified such as understanding and types of computers, computer networks, what is in the computer, software and hardware, steganography, cryptography, and so on. Such as the essence of learning English with specific purposes where students will learn English according to the study program they take. So, they will study both, English and their required courses. With the addition that they will practice understanding and conveying material using a foreign language, not their first everyday language. For language practice in class (online), usually lecturers provide opportunities for students to answer questions using English with voice notes media, provide exercises to listen to audio stored on Google Drive, read English texts related to IT, and so on. Besides, in conducting video conference, two-way communication is needed, such as giving students the opportunity to explain the definition, function, or workings of something being discussed.

Evaluation of Learning

After conducting learning process, evaluation is needed to do. The nature of evaluation itself is to judge the quality of a performance or work product against a standard and focuses on the grade (Yambi, 2020). In addition, Kizlik in (Yambi, 2020) stated that there are some basic components in evaluating education program: 1) articulating educational system purpose, 2) identifying and collecting relevant information, 3) having valuable and useful ideas to students in their lives and professions, 4) analyzing and interpreting information for students, and 5) classroom management or classroom decision making. From the evaluation, teachers can obtain information about the education programs and plan the following programs for improvement and enrichment to gain the purposed goals.

Learning Boredom

1. A Brief Description

Generally, boredom is an unpleasant emotional or psychological state, related to low physical arousal and cognitive simulation (C. Li et al., 2021) as well as lower academic attainment. In addition, boredom can be explained in terms of its symptoms, causes, stability, level of intensity, and its valence and arousal. Bored students are manifested in the characterization of silent treatment, in which they cannot easily go noticed and may be left to suffer alone (Derakhshan et al., 2021). Boredom is characterized as one of disruptive emotions that may have deleterious effects and it is multifaceted phenomenon composing of affective, cognitive, expressive, and motivational dimensions (desire to leave boring situations) (Pekrun, 2006). In addition, consequently, students' feelings of boredom can range from exuberant boredom (indifferent to boredom), a helpless desire to change the situation (boredom calibrating), a strong determination to find something more interesting to do (seeking boredom), or unpleasant, to anger. deflecting the fault to a different external. factors (e.g. teacher, material, topic (boredom reactant) to a very painful experience of helplessness mixed with dissatisfaction (boredom apathy) (Goetz in Pawlak et al., 2020).

The impetus of this boredom is from the psychological factor and found in the research of psychology, educational psychology and education (Kruk & Zawodniak, 2018). As said by Agustina et al. (2019) that errors in education also play a role in the cause of learning saturation. This is because the learning process only emphasizes intellectual aspects and fulfillment of standards as measured by qualitative score. The quality of education ultimately only stops at score alone.

2. Causes

As divided by Goetz & Hall (2014) that there are three categories of potential antecedents of boredom, such as (1) the environment (e.g. monotonous situation); (2) the person (e.g. low control/value); (3) the environment/person fit (e.g. too high/too low difficulty). Environment or what is known as a situation where students are undergoing lectures can be boring. In this case, a related situation is the situation of online lectures which forces them to be anywhere and have to listen to lecture material, moreover they have to struggle with networks that cannot work together. Apart from that, someone who has low self-enthusiasm towards a lecture is also the result of boredom. Daniels et al., (2015) added that it is also related to if a lecturer gives too much lecture material and requires students to listen to it while he has low interest in the content delivered, this

also causes boredom in learning. Teachers also may fail to communicate to their students what is required of successful or satisfactory completion of a task or set task goals that are beyond their reach. This can result in disengagement and feelings of boredom in connection with possibly interesting tasks.

3. Preliminary Studies

In 2019, Agustina et al. (2019) described their findings in researching high students' learning saturation/boredom which focused on the factors that caused learning saturation. Students were lack of rest time which causes them to find it difficult to focus while studying, lack of rest time caused by the much assignments given by the teacher, and the use of methods that do not vary such as the use of lecture methods, notes, summarizing, and without being accompanied by other methods. In line with her, Li et al., (2021) tried to withdraw conceptualization and measure students' boredom in foreign language learning using a two-step investigation to more than 600 students. The data allowed a multidimensional conceptualization of Foreign Language Learning Boredom (FLLB) based on the educational psychology. There are some words indicating boredom like lack of interest, restlessness, lack of meaning, etc.

Hence, the researchers focused on the learning evaluation emphasizing on students' learning boredom during English online class. Learning boredom became one of aspects to be included to the evaluation in order to search for the solution and make better English learning process. This research purposes to evaluate, obtain information on students' learning boredom using some data employed before.

2. Method

It was descriptive research conducted in Universitas Bina Sarana Informatika with the subjects were students of Information System and Accounting Information System major. With qualitative approach procedure, this research was purposed to conceal and comprehend something behind the phenomenon happening. It employed 60% of students as the representatives of this research. The researchers regarded that this number of students were enough to be obtained about the information during English learning process. They fulfilled a questionnaire spread by the researcher and also were interviewed using open-ended interview. The questionnaire contained some multiple choices questions which students had to choose according to what they felt and thought. For analyzing the data, the researchers interpreted and described each answer from students. The researchers try to draw and obtain new interpretation towards learning evaluation during one semester to be reference for the future learning process expected both for lecturer and students.

3. Findings And Discussion
3.1 Section A: Biographical Data

Male and female students were employed in this research. Specifically, they were sophomores around 19-20 years old. Using questionnaire with questions describing learning evaluation and open-ended interview as an additional data needed.

3.2 Section B: Students' Responses

With various questions given to the students, this research obtained various answers and they were interesting to be discussed. Below were division of questions categories:

Table 1. Questions Categories Division

No	Questions Categories	Number
1	Students' contribution during class	3
2	Lecturer's ability in teaching	6
3	Learning content	4
4	Learning boredom	7
5	Open-ended interview questions	4

From those questions categories, the brief description about them were as follows:

3.3 Students' contribution during class

Q1: How is your contribution during class?

Students had their own answers to this question. There were 22.64% of students regarding that their contribution during class was enough. While 56.60% and 18.86% of them contributed satisfactorily and very well. Pepper & Pathak (2008), in their paper, stated that both students and lecturer interaction can influence each other on the increasing of fun class atmosphere. Further, the open assessment criteria, frequency of feedback, and proactive instruction techniques increased the perceived fairness of contribution grading techniques. More than half of the students who filled out the survey admitted that they contributed well to the class. As for the others, they were only active at certain times where this was due to many reasons that they did not want to disclose.

Q2: Do you always finish the assignments?

In this question, students had the same answers in which they used to finish their assignments with different submission time. There was 86.79% of them who finished and submitted on time and the others did it at the end of time submission. Doing assignments is one of the tasks and roles as a student. Lailiana & Handayani (2017) stated that students should be willing to involve themselves fully in their duties and roles as students and be responsible for the tasks given by the lecturer. With this involvement, students strive to complete their assignments in a timely manner without neglecting the quality of their assignments so that students can be successful and obtain academic results or achievements as expected. By the number of students who submit assignments every week well, it can be said that they have a positive perception and awareness of their responsibilities.

Q3: Are you active in the class?

Talking about the students' activeness, there was 77.35% of them who were active during class. They answered, questioned, gave ideas, joined the class on time, confirmed learning material, and the others. In this English class, more than half of the students considered themselves quite active in the class and fully contributed to it. By the demand of global competition era of

the 21st century which requires students to be active and have critical and creative thinking, it starts from the smallest environment first, e.g. class. Hasan et al., (2019) in their paper stated that student activeness in class is a step towards their critical and creative thinking.

3.4 Lecturer's ability in teaching

Q1: Is the lecturer's teaching effective?

This question asked students' perspective on the lecturer's way of teaching, whether effective or not. There were as much as 49 students or 92.45% of them who agreed and regarded the effectiveness of lecturer's teaching way. The rest of them chose to neutral in answering that question. Teaching effectiveness is related to the students' outcome in the end of learning process. It is supported by Hawthorne (2022), Effective teaching is the knowledge, strategies, processes and behaviors that lead to good student outcomes. If it is correlated with the final results obtained by students, they obtained good to very good scores in the range of 80-100. In addition, their understanding is better than before, even though the process doesn't always go well.

Q2: Is the lecturer's presentation clear and arranged?

There were 48 students who agreed with the statement that lecturer presented learning material clearly and arranged. In addition, 9.43% of students picked neutral in responding that statement. It is related to teacher's performances. The supported idea stated by Aeni et al. (2023) that teacher's performances is when teacher demonstrates in front of the class and impacts on students' learning as measured by student achievement test scores and their understanding towards the material. Referring to the results of the questionnaire, more than half of the students considered that the lecturer's explanation was clear enough.

Q3: Does the lecturer stimulate students' interest during class?

The way the teacher stimulates student interest raised several responses. As many as 44 students chose to agree with this statement. They assumed that lecturer was able to stimulate students' interest in learning. Meanwhile, the rest of them or as many as 16.98% of them chose to be neutral on the question. Annisaa & Yulmiati (2018) concluded that by stimulating students' interest, it means teacher encourages students to grow and develop, so that they can be more active than before. Students will have full attention to what they are doing and learning. Besides, they have willingness to participate during class running.

Q4: Does the lecturer spend time effectively during class?

As many as 24 students or 45.28% of them strongly agreed with the question whether the lecturer used his time effectively during class. Then, 39.62% of them agreed and the rest chose to be neutral in responding this question. By several activities in the learning process, lecturers should have good time management according to the time that has been set. Sahito et al. (2016) in their paper, confirmed that time management can be defined as process to manage the time according to the need and requirement of work and activities in order to utilize, save and do not waste the time for an effective teaching progress and success. This learning process takes 100 minutes for each meeting, with time allotted for discussion of material, question and answer sessions, doing exercises, reviews, and giving additional assignments. Half of the respondents considered that the time management carried out by the lecturer was quite appropriate.

Q5: Does the lecturer always attend and help during class?

From 53 students who filled out the form, 29 students strongly agreed if the lecturer was always there and helped students while in class. While as many as 35.84% of students or 19 of them chose to agree and the rest only answered neutral to the question. Johnson (2017) stated that lecturers play pivotal roles in creating an environment that supports students' learning. Thus, lecturer has roles to motivate in which to help and attend during class running to encourage students to achieve their learning goal. In addition, Kelly (2019) mentioned 8 things to help students succeed: 1) set high expectations; 2) establish a classroom routine; 3) practice daily fives; 4) continually grow in the profession; 5) help students climb bloom's taxonomy pyramids; 6) vary teacher's instruction; 7) show that the teacher care about every students; and 8) be transparent and ready to help.

Q6: Does the lecturer give scores quickly with beneficial advice?

Talking about the lecturer's speed in assessing and providing useful suggestions, as many as 8 students considered it neutral. However, 47.16% of students strongly agreed and the remaining 20 students responded in agreement to the question. Rubrics enhance teaching, provide feedback to students, contribute to good assessment, and are an important source of information for program improvement (Wolf & Stevens, 2007). A well-designed rubric can also help students by delivering constructive feedback about their common mistakes and by providing further information about how to improve their work (Chowdhury, 2018). Beneficial advice with the quick scores giving mean a lot for students' improvement. Moreover, the most influential teachers also obtain and apply constructive feedback, and use different techniques to encourage student-oriented active learning to become independent, independent, and critical thinkers (Hammer in Paolini, (2015)).

3.5 Learning content

Q1: Are learning objectives clear?

In learning content, there is clarity of purpose. In learning content, there is clarity of purpose. Almost half of the students stated that they strongly agreed with the question about whether the lecturer provided clear learning objectives. Then, as many as 43.39% of them expressed their agreement while the rest was only neutral. Effective teachers focus on core topics and sequence information to cover basic material before introducing new topics (Paolini, 2015). In addition, they organize activities in sequences, presenting content through small segments of instruction over several days, rather than planning a single activity to cover an entire concept.

Q2: Is learning content well-arranged and well-planned?

43.39% of students responded 'strongly agree' to the question whether the lecturer provided well-organized and well-planned learning content. Meanwhile, in line with that response, as many as 24 students answered 'agree'. For the rest of the answers, students chose to be neutral. To realize ideal and effective learning, it is necessary to plan and arrange teaching content according to student needs. Muhtarom & Maghfiroh (2022) mentioned the assumptions that support learning such as learning must be planned in order to facilitate students to learn and designed with a system approach. This learning process used technology for delivering the material, e.g. Zoom Meeting, LMS, social media, and the others. The content is rich, contextual

and unlimited when implementing the advance of technology and information (Nurcahyono & Permanasari, 2015).

Q3: Are students' workloads appropriate?

Regarding the workload given by the lecturer, most students agree if the task is in accordance with their capacity to complete and collect. While the rest gave a neutral response to the question. The appropriateness of workload for students were evidenced when lecturer gives it in every meeting suitable with the material delivered at that day. The submission time has a range of 2-4 days which gives students the opportunity to do the assignment properly and correctly and it uses e-learning. The reason for the importance of the e-learning learning model is learning in an era where there is a lot of information to always be up-to-date and accessible (Yudhistira, 2021). The workload received by students will always have its own effects, whether light or heavy. By the help of technology, students have more productivity to complete it.

Q4: Does learning content accommodate students' participation?

As many as 23 students strongly agreed that learning content delivered by the lecturer could accommodate students' participation in learning process. While 24 students just chose to agree and the rest of it (6 students) had neutral answer. The material provided is not just a theoretical discussion, but is also accompanied by questions and exercises which are intended to provide students the opportunity to actively participate in the learning process. According to Fassinger in Rone et al. (2023), the best classroom discussions occur in an atmosphere where all students actively participate, take notes, and listen to each other.

3.6 Learning Boredom

Q1: Are students bored with learning method during class?

As many as 24 students said they disagreed with the question. They tried not to get bored while learning English. It was different from the other 29 students; they chose to be neutral in answering the question because sometimes they felt bored and sometimes, they didn't. The following feelings are accompanied by boredom: boredom, sadness, and lethargy (Xie, 2021).

Q2: Are students lack of interest during class?

There are 40 students who feel excited to take part in learning English, as long as they got motivation and the way the lecturer teaches. Meanwhile, someone felt unenthusiastic for several reasons. Meanwhile, 12 other students chose to be neutral in responding to this question. Teachers can foster student interest, take appropriate steps, and significantly increase student motivation by making lessons more interesting for them and creating activities that match their interests, building a supportive environment, and reinforcing positive behavior in a way that students can appreciate (Rone et al., 2023).

Q3: Is learning method monotonous?

Regarding the monotony of the lecture method, 28 students felt that learning English was not monotonous. This figure was half of the number of respondents. While the rest, namely 25 students felt bored because the method of learning English so far was still monotonous. Students in a class have varying levels in a particular subject, therefore lecturers need to use different teaching methodologies or find methods that can reach all students effectively. Another reason to

seek new teaching techniques is advances in communication technology; information technology and especially educational technology, this has changed the mindset of the current generation (Al-Rawi, 2013).

Q4: Is the lecturer lack of attractiveness?

As many as 67.92% of students gave disapproving responses when it was said that lecturers were less attractive in learning English. The rest, namely 32.08% chose to be neutral and also agreed that lecturers were less attractive. The attractiveness is related to teacher's performance during teaching, such as how to deliver the material, the method she used, how to invite students to be active and participative, etc.

Q5: Have students understood about the learning material?

Discussing student boredom in lectures because they already understand the material, 17 students agree with this question. This is because the lecture material is still related to the study program being studied by them, namely about computer science. While 36 other students chose to disagree and be neutral in responding to the question. During learning process, the lecturer employs content-based instruction (CBI) which adjusts between learning language and the courses students take suitable with their major. CBI may have any impact on motivating students when they learn English in the class especially (Huang, 2011). Therefore, students should understand the material since they just repeat what they have learned before although it uses different language as a means for delivering.

Q6: Are students lack of time to join the class?

Almost all of the respondents/students did not feel a shortage of time in participating in the English learning process. This was shown in their attendance list which was always full and meant they used to take their time to attend. Moreover, English courses are mandatory for the sophomores to take. This course takes 100 minutes in a week. For learning English for specific purposes, it is ideal to be conducted in a class and excluded additional practices out there.

Q7: Does not lecturer invite students' participation and activeness?

Almost all students did not agree when asked this question. They admitted that lecturers used to provide opportunities and invite students to actively participate in learning English. Whether it was in answering questions, asking questions or just having an opinion about the lecture material on that day. Lecturer has roles for giving students motivation and opportunity to participate actively during class in order to improve students' critical and creative thinking skill.

3.7 Open-ended Interview

Q1: What makes you bored during class?

The students' responses were described in table form below:

Table 2. Reasons of Students' Boredom

No.	Students' Responses	Category
1	I am not that good at English and I'm not used to using English.	Students' abilities
2	Some students may get bored with lectures that focus too much on grammar and spelling rules, without enough emphasis on communication skills and practical use of the English language.	Lecturer inaccuracy in assessing
3	Boredom is commonplace in the learning process.	Common reason
4	Learning process was conducted online.	Learning implementation
5	The way the lecturer explained the material sometimes made students sleepy.	Lecturer's learning method used
6	Noisy at home (student personal problem).	Students' personal problem
7	Boring learning method/monotonous.	Lecturer's learning method used
8	Boredom caused by the length of time waiting for other students to answer questions from the lecturer; Students lacked initiative in answering lecturer questions or even asking questions.	Students' lack of participation
9	I regretted it when there was a misspelling but the lecturer did not notice and correct.	Lecturer inaccuracy in assessing
10	Some material was less understandable	Learning material
11	Form of a quiz that was still monotonous	Quiz implementation

The learning boredom comes from internal and external factors. Internal factors are had by the students personally. From the answers above, internally, boredom is caused by students' abilities, students living atmosphere and students' lack of participation. It is related to their stability during learning, which temporarily happens. Derakhshan et al., (2021) explained that regarding stability, the boredom that occurs can be temporary and specific to certain situations, which occurs as a result of a mismatch between the teaching practices of the teacher and the level of proficiency of the students involved in the activity. Besides, motivation has pivotal roles there. Students underestimate their own ability to be able to master the English language, so that their interest in learning decreases. Purmama et al. (2019) confirmed that motivation involves a constellation of closely related to beliefs, perceptions, values, interests, and actions. Hence,

teacher has additional duty for encouraging students to have positive perception, good interest and beliefs in order to create good ability at English.

The external one comes from the way lecturer conducts learning process, lecturer's inaccurate assessment and quiz implementation. English has four skills to be learned, while lecturer still emphasizes on the structural approach in learning process. Lecturers do not emphasize learning on communication skills. This is due to limited space and time, where Zoom meetings are used as learning media. Li & Li (2015) traditional grammar describes the written language without considering and studying the oral language. So, broadly speaking, traditional grammar does not refer to learning that requires students to acquire oral communication. In addition, it became a dilemma for both lecturer and students. Instead of wanting to implement fun learning methods but limited to only using online media where neither lecturers nor students see directly the circumstances and the situation. Quiz itself benefits for measuring knowledge growth of students direct and indirectly by empowering learning (Sánchez et al., 2017). Here students have to keep up to date with the material encouraging good learning habits. However, the form of quiz used was still monotonous in which it used google form and quiz inside the slides displayed. Some students gave insight to make a quiz through some platforms available in the internet, such as Quizziz, Kahoot!, etc. It becomes an evaluation for the lecturer for future English course. Besides, there was also an answer related to the common reason about why students get bored when learning English online. It covered the problems from internal and external of students.

Q2: What is important/beneficial aspects of this class?

About the students' responses on how important/beneficial the learning was, they were described below:

Table 3. Important/Beneficial Aspects in English Learning

No	Students' Responses	Category
1	Studying my course material in English; Development of English language skills and use of the language in various contexts; New knowledge; Get to know a lot of new vocabulary; Discussion; Learning method.	Education
2	I like learning English; Interactive; Insightful and beneficial material; Understandable material; Understandable material delivering; Suitability of the tasks load; Responsive lecturer; Use of materials related to everyday life.	Positive perception
3	Increased activity in learning; Freedom to participate; Increased participation in learning.	Improvement
4	Aspects of politeness, time discipline and respect for lecturers; Focused on what lecturer delivered; The generosity of the lecturer in giving grades.	Attitude

In the education development, students who study English can get beneficial such as enhancement of language skill with various contexts. Students get the opportunity to study contextually, based on their major taken with different material in each meeting. In line with that,

the enhancement of vocabularies automatically obtained by students. They also get discussion intensively in which it can engage among them and promote communication skill and collaboration. They exchange their ideas by the problems/questions given before during class related to the IT issues. Discussion gives positive effect for students which encourage them to interact collaboratively and socially (Alzahrani, 2017).

In addition, online class gives students opportunity to experience interactive, insightful and beneficial learning process supported by understandable material and lecturer's material delivering. Moreover, suitability of task load and related material comfort students to stay attentive during learning process. With the principle of English for Specific Purposes (ESP) which provides students with comprehensive but professional English relevant courses in order to meet the needs of major suitability (Lee, 2016). Besides, the role of lecturer to give feedbacks and help responsively when teaching creates positive perception. Most students do not hesitate to ask for help when they experience difficulties and ask about material they still cannot understand. Consequently, students have improvement and freedom in participating during class although it is an online way.

The taking place of online class not only effects on the education, but also on the students' attitudes. With the attentive and participative attitudes, students learn how to be polite and discipline. The politeness is depicted when responding the questions and commenting with other students with good words and appropriate to the discussion topic, not going off it. They respect the lecturer much. Then, about the time discipline, students admit and fill presence list by the specified time. In lecturer side, she is considered generous in providing scores and feedback.

Q3: What is your advice for this class?

Table 4. Students' Advice Towards English Online Class

No	Students' Responses	Category
1	No more advice; Enough	Students' satisfaction
2	Increasing opinions exchange; Increasing students' participation; Penalizing who are late; Lecturer must be more assertive to those who are not disciplined; Students must be aware of their attitudes in the class; Increasing interactions between lecturer and students	Attitudes
3	Focusing more on the communication skill when learning; Less questions when learning; More discussion of tasks	Education
4	It must be face-to-face learning; Varying learning methods; Quiz in each meeting; Games when learning to eradicate boredom; Extending video conferencing duration	Learning method

Different students' responses vary in asking for the advice for this class particularly. Some students choose to give no more advice, while the others explain the advice like categorized above. In the attitudes categories, students hope others who are inactive can be more active without being pointed by the lecturer and lecturer becomes more assertive to those who are indiscipline. Besides, from education categories, students want the learning process focus more

on the communication skill and have more discussion. Lastly, learning method is also emphasized such as conducting face-to-face learning process, varying learning methods, the existence of quiz in each meeting, the existence of game when being bored and having more duration in video conferencing.

Q4: Do you recommend this class to your junior?

Apart from being a compulsory subject, according to the students, they would recommend this course to their juniors later. This is because they need to master a foreign language, including English associated with the study program taken. However, learning is better done offline or if they follow technological developments, a hybrid system can be used with internet assistant (e.g. using AI technology, using platforms, and others).

4. Conclusion

The implementation of English online class had created pros and contras by students since the midst of COVID-19 era. It becomes a must to do due to the advance of IT in language learning. By investigating and evaluating what had been implemented, English online class apparently effected to the new habit. Hence, students had perceptions toward it, although the implementation was regarded success in some aspects, such as new learning way, relevant material learned, understandable lecturer's explanation, and learning boredom that sometimes appeared. The focused problem appeared was a learning boredom which was from internal side (during class) and/or external side (students' problems with their environment). Internally, class had monotonous learning method, students lacked of activeness and lecturer lacked of giving feedback comprehensively. Externally, students had self-esteem and they lived in noisy environment so they felt disturbed by the voice surrounding them. Consequently, this way of learning could be accepted with some acceptable requirements, both for students and lecturer. It is to prevent learning boredom appeared during class and it will run well in the future, moreover by the implementation of technology in language learning.

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