Efl Students' Perceptions towards Distance Education During Covid 19 Pandemic With Online Collaborative Platforms: A Case Study at English Education Department of STKIP PGRI Jombang

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Abstract

In view of the COVID-19 pandemic and government policy to carry out distance education by employing full online learning. The research explores the EFL students' perception toward distance education during Covid19 Pandemic with online collaborative platforms which employed in EFL Students of English Department of STKIP PGRI Jombang. 27 EFL students who were taken Critical Reading course participate in this research. The research adopted Technology Acceptance Model (TAM) by Davis (1989) and Basri and Paramma(2019) which involved perceived ease to use, perceived usefulness, attitude technology to use, and behavioral intention to useas indicators to obtain the data of EFL students' perception questionnaire.

This research employs a descriptive case research using purposive sampling techniques by taking 27 respondents from English Department at STKIP PGRI Jombang. The online questionnaire used to collect data on the perception of students by employing online collaborative platforms. The quantitative data was collected using an online questionnaire posted in Google form. The method of descriptive case research in terms of percentage has been used for data processing, and the deduction method has been used to analyze and interpret data.

The result of this research indicates the positive perception those EFL students of English Department at STKIP PGRI Jombang who took Critical Reading by using online collaborative platforms held on the use of online collaborative platforms. Overall, this research affirms that distance education by employing online collaborative platforms has the potential to offer excellent learning and teaching experiences in students of English Department at STKIP PGRI Jombang who took Critical Reading. Further research can refer to this Acceptance Model in determining a suitable ICT integrated learning program between various platform and the user expectations of the online platforms used.

Introduction

Nowadays corona virus pandemic has affected educational systems worldwide, leading to the widespread closures of schools and universities. Efforts to stem the spread of COVID-19 through non-pharmaceutical interventions and preventive measures such as social-distancing and self-isolation have prompted the widespread closure of primary, secondary, and tertiary schooling in over 100 countries. Previous outbreaks of infectious diseases have prompted widespread school closings around the world, with varying levels of effectiveness.

As of 3 April 2020, over 1.7 billion learners were out of school due to school closures in response to COVID-19. According to UNESCO monitoring, over 180 countries have implemented nationwide closures, impacting about 97% of the world's student population. School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences. School closures in response to COVID-19 have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services (Wang, 2020). From those pandemic teachers and lecturer use some kind of application that can change the meeting.

In 1 April 2020, the number of confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases (WHO, 2020). The National Disaster Management Authority of Republic of Indonesia has decided to extend the period of disaster emergency caused by COVID-19 pandemic until 29 May 2020 (BNPB, 2020). The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning (Moorhouse, 2020).

The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 forCOVID-19 affected areas (Mendikbud, 2020b). Soon after that, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from 24 March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs (Mendikbud, 2020a). These policies lead students to learn from home and teachers to work from home, too. It fully replaces face-to-face learning in classroom setting into online learning which possibly lasts till the end of semester due to the COVID-19 pandemic. It becomes a new challenge for both students and teachers to run online learning. According to Cao et al.(2020), these actions certainly give impact on education, particularly students' growth.

Online classes are an attractive option for universities facing space constraints (Parry, 2010a), and most university presidents predict continued growth in online class offerings (Parker, Lenhart, & Moore, 2011). Online offerings are also being increased in response to increasing student demand for more flexible and convenient models of higher education (Kaya, 2010). Online class delivery methods have the potential to transform the landscape of higher

education by expanding educational opportunities, transforming student populations, and prompting the development of new pedagogical methods.

It brings to an idea for teachers to integrate technology into their lesson since the teachers need media to support the students' learning. In this case computer can be a media that can help students in learning foreign language. Therefore lecturers are recommended to apply CALL (Computer Assisted Language Learning) into their English lesson since many students are close to computer. CALL should accommodate changing nature when a learner use a computer, the learner must improve his or her language (Bealty, 2017)

There are some advantages of using CALL. First, it can make language learning more enjoyable, productive and effective (Kiliekaya&Seferoglu, 2013). Second the students are more motivated to learn and practice by themselves then it can make them more independent (Lee, 2000). It is expected that by using CALL, the students will be more motivated to practice their reading comprehension. They are able to practice their reading comprehension independently and not depend on the teacher. So integrating computer as a medium in teaching and learning foreign language is effective since CALL is compatible to learner autonomy and motivation.

In learning teaching process, technology appears as a revolution from traditional to modern teaching. Technology is a constructivist motion to enhance education in Indonesia. Integrating technology in learning teaching process is the advancement in the present era globalization. It also happens in teaching English as a foreign language. Wang (2015) in his research stated that integrating technology in teaching and learning English in classroom for EFL students enable them to improve their language skills, like writing, reading, listening, and speaking. English language learners use mobile technology or software programs to share each other, check their work, improve their language skills; use Internet emails, to search information, join in threats, publish their work, read technology texts, communicate each other even worldwide. He also says that, technology integration in foreign language teaching such as teaching reading demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach.

In every educational activity, students' perception is one of the most important factors that determine the activity effectiveness. The more positive the students' perception, the more conducive the activity will be, and the better results will be achieved (Manalu, 2019). Based on

the author's informal observation and experience, the students of the English Education Department STKIP PGRI Jombang have different opinions concerning distancing education. Some of the classes have also employed online platforms but some of them use only one single platform but some classes use more than two online platforms. This pandemic causes the fully online language learning to occur in a sudden and completely unprepared situation. Where as a particular research investigating fully online language learning with various platforms is very rare (Sun, 2014), especially during a pandemic.

Various studies have been conducted dealing with electronic learning platforms carried out by Suratno, et al. (2013) Mafa (2018), Abdullah et al.(2019), Cakrawati (2017), Keller &Cernerud (2014), Victoria et al. (2018), Licorish et al.(2018), Lamatokan (2018) Wiyaka et al. (2018) . They conducted the study to investigate the students' perception with electronic learning platform in language learning. From those studies, the writer concludes that most of the students have got positive perception with E learning platforms in language learning. Khalil (2018) conducted the study by using Google Docs and Google Classroom as online collaborative tools in Learning Grammar.; nevertheless, to the best of the researcher's knowledge the use of collaboration online platforms in meeting in the teaching of English Reading at the university level are limited.

From this case I am interested in researching about the student perceptions behind learning by using Google classroom, Zoom Cloud in Meeting and Telegram Apps as online collaborative platforms in critical reading course: a case study at English Education Department of STKIP PGRI Jombang, Indonesia. The study conducted in Critical Reading course in English offered to the forth semester. The research purpose is to investigate EFL Students' perception towards distance education during covid 19 pandemic with the online collaborative platforms at English Education Department of STKIP PGRI Jombang.

Methode

This was a descriptive case study with a holistic and interpretative approach as defined by Creswell (2012) and Yin (2014) that the goal is to portray precisely a phenomenon which exploring the implementation of online collaborative platforms on a Critical Reading course in STKIP PGRI Jombang. Yin (2014) states that the goal of descriptive case study is to portray precisely phenomena. According to Cresswell (2012) a case study is investigating on a single

unit to produce depth holistic description, To answer the research questions, the researcher employ descriptive quantitative which is defined by Creswell (2012) and Yin (2014) as a procedure for collecting, analyzing descriptive quantitative case study design.

It is a descriptive case study with a holistic and interpretative approach as defined by Creswell (2012) and Yin (2009 & 2014), which aimed at describing how the students' perceptions are using Google classroom, zoom cloud in meeting and Telegram Apps as online collaborative platforms in Critical Reading course. The quantitative data was collected using an online questionnaire posted in Google form.

The students participated in this research were from critical reading class of English education department of STKIP PGRI Jombang. I decided to carry out this research with these students because they were taking critical reading class by using collaborating online platform as their distancing learning. There are 27 students, 7 male and 20 female registered in Critical reading class based on online class. Their ages ranged from 20 to 25. They were enrolled in English education department.

A. Data Collection Procedures

This research was administered at the end of the Critical Reading class in academic year 2019/2020. Before conducting a research, I took permission first to the lecturer of English department who were teaching Critical Reading to conduct the research.

The data were collected through an online questionnaire. The questionnaire consisting 17 items was put on a website provided by online questionnaire with the address[https://docs.google.com/forms/d/e/1FAIpQLSeFCwVMoLaKfUOGZJ8cgz_4Xr5W7b2B Cy2Gs6lwhY8Bd_3sNw/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSeFCwVMoLaKfUOGZJ8cgz_4Xr5W7b2BCy2Gs6lwhY8Bd_3sNw/viewform?usp=sf_link) . In this case, I chose a Critical Reading class. Then sharing the virtual questionnaire via Google doc to all students who were attending in Critical Reading class by using collaborating learning online platforms.

B. Research Instrument

The research instrument consists of a questionnaire using 5-point Likert response scale where 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, and 1: Strongly Disagree. The items of questionnaire are adapted from the technology acceptance model (TAM) constructed by Davis, 1989 with little modification as it excludes the external

factors such as the availability of the internet access, and the support from the administration. TAM is possibly the most widely-used framework for measuring technology acceptance, and its high validity has been proven empirically in many previous studies (Basri & Paramma, 2019 and Wiyaka et.al., 2018).The questionnaire consists of 17 close ended questions using a five –Likert Scale involving strongly agree, agree, neutral, disagree, and strongly disagree.

The questionnaire was administrated to figure out the students' perception toward the use of online collaborative platforms in Critical Reading course by using Zoom, Google Classroom and Telegram. The questionnaire was shared to all students who were taking Critical Reading course in English Department of STKIP PGRI Jombang virtually via Google doc. The measured items include perceived ease of use (6 items), perceived usefulness (6 items), attitude toward usage (3 items), and behavioural intention to use (2 items).

C. Data Analysis

The data from students' close ended questionnaire was presented in percentage of statement has been employed for data analyzing and then was interpreted data descriptively. The online questionnaire adapted the Technology Acceptance Model (TAM) constructed by Davis (1989) with some adjustment for classroom activities in English Language Teaching based on Wiyaka et.al (2018). The questionnaire consists of 17 close ended questions using a five–Likert Scale involving strongly agree, agree, neutral, disagree, and strongly disagree. The indicator of questionnaire consisted of (1) Perceived ease of use, (2) perceive of Usefulness, (3) Attitude toward usage, (4) Behavioral intention to use. The questionnaire was administrated to figure out the students' perception toward the use of online learning platforms in Critical Reading classroom by using Zoom, Google Classroom and Telegram Apps. The questionnaire was shared to all students who are taking critical reading in English Department of STKIP PGRI Jombang by virtually via Google doc.

Finding

This section presents and discusses the findings related to the research questions on EFL students' perception toward distance education during Covid 19 Pandemic by using online collaborative platforms. The discussion is shown through the interpretation of the results shown in the tables elaborated with the findings from the interview. The finding of the research from

questionnaire taken from 27 students of English department of STKIP PGRI Jombang who were taking Critical Reading course. In order to answer research questions, the findings from students' questionnaire is shown in Table 1, 2,3 & 4.

Table 1 EFL Students' Perception on the Use of Online Collaborative Platform in Perceived Ease of Use

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel that using an eLearning would be easy for me	11.1%	63 %	15.5%	14.8%	0
2	I feel that it would be easy to become skillful at using eLearning	11.1%	51.8%	29.6%	3.7%	3.7%
3	I would find eLearning to be flexible to interact with	7.4%	70.4%	22.2%	0	0
4	Learning to operate eLearning would be easy for me	7.4%	70.4%	22.2%	0	0
5	It would be easy for me to get eLearning to do what I want to do	14.8%	51.8%	26%	7.4%	0
6	I feel that my ability to determine eLearning ease of use is limited by my lack of experience	3.7%	59.3%	26%	7.4%	3.7%

Percentage of Perceived Ease of Use (PEU) involves 6 questions as the following:

The question one is that I feel that using online platforms based learning would be easy for me. The finding showed that Strong agree gained 3 persons (11'1%), Agree gained 17 persons (63%), Neutral gained 5 persons (15.5%) Disagree gained 4 persons (14.8%) Strong

Disagree gained   0 persons (0%).

The question two is that I feel that it would be easy to become skillful at using online collaborative platforms based learning. The finding showed that Strong Agree gained 3 persons (11.1%), Agree gained 14 persons (51.8%), Neutral gained   8 persons (29.6%), Disagree gained 1   person   (3.7%),   and   Strong   Disagree   gained 1 person (3.7%).

The question three is that I would find online platforms based learning to be flexible to interact with. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 19 persons (70.4 %), Neutral gained 6persons (22.2%), Disagree gained   0 persons (0%), and Strong Disagree gained   0 persons (0%).

The question four is that learning to operate online platforms based learning would be easy for me. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 16 persons (59.3 %), Neutral gained 6persons (22.2%), Disagree gained 3 persons (11.1 %), Strong Disagree gained 0 persons (0%)

The question five is that it would be easy for me to get online platforms based learning to do what I want to do. The finding showed that Strong Agree gained 4 persons (14.8%), Agree gained 14 persons (51.8%), Neutral gained 7 persons (26 %), Disagree gained   2persons (7.4%), Strong Disagree gained 0 persons (0%).

The question six is that I feel that my ability to determine online platforms based learning ease of use is limited by my lack of experience. The finding showed that Strong Agree gained 1 persons (3.7%), Agree gained 16 persons (59.3 %), Neutral gained   7persons (26%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 1 persons (3.7%).

Table 2 EFL Students' Perception on the Use of Online Collaborative Platform in Perceived Usefulness

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	Using eLearning in my English Language Teaching course would enable me to	0	62.9%	22%	14.9%	0

	accomplish tasks more quickly				
8	Using eLearning would improve my English Language Teaching course performance	7.4%	44.5%	37.1%	11.1%	0
9	Using eLearning in my English Language Teaching course would increase my productivity	0	52.3%	22.2%	14.8%	3.7%
10	Using eLearning would enhance my effectiveness on the English Language Teaching course	3.7%	55.5%	25.9%	14.9%	0
11	Using eLearning would make it easier to do my English Language Teaching course	3.7%	66.7%	33.3%	0	0
12	I would find eLearning useful in my English Language Teaching course	0	66.7%	33.3%	0	0

Percentage of Usefulness involves 6 questions as the following:

The question one is that using online platforms based learning in my English Language Teaching course would enable me to accomplish tasks more quickly. The finding showed that Strong Agree gained 0 persons (0 %), Agree gained 17 persons (62.9%), Neutral gained 6 persons (22.2%), Disagree gained 4persons (14.9%), Strong Disagree gained 0 persons (0%).

The question two is that using online platforms based learning would improve my English Language Teaching course performance. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 12 persons (44.5%), Neutral gained 10 persons (37.1%), Disagree gained 3 persons (11.1 %), Strong Disagree gained 0 persons (0%).

The question three is that Using online platforms based learning in my English Language Teaching course would increase my productivity. The finding showed that Strong Agree gained 0 person (0%), Agree gained 16 persons (52.3 %), Neutral gained 6 persons (22.2%), Disagree gained 4 persons (14.8%), Strong Disagree gained 1 person (3.7%).

The question four is that Using online platforms based learning would enhance my effectiveness on the English Language Teaching course. The finding showed that Strong Agree gained 1 person (3.7%), Agree gained 15 persons (55.5%), Neutral gained 7 persons (25.9%), Disagree gained 4 persons (14.9%), Strong Disagree gained 0 persons (0%).

The question five is that using online platforms based learning would make it easier to do my Critical Reading Course. The finding showed that Strong Agree gained1 person (3.7%), Agree gained 18 persons (66.7%), Neutral gained 6 persons (22.2%), Disagree gained 1persons (3.7%), Strong Disagree gained 1 person (3.7%).

The question six is that I would find online platforms based learning useful in my Critical reading course. The finding showed that Strong Agree gained 0 person (0%), Agree gained 18 persons (66.7%), Neutral gained9 persons (33.3 %), Disagree gained 0 person (0 %), Strong Disagree gained 0 person (0%).

Table 3 EFL Students' Perception on the Use of Online Collaborative Platform in Attitude toward Usage

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13	I believe it is a good idea to use an eLearning on English Language Teaching course	7.4 %	66.7%	33.3%	0	0
14	I like the idea of using an eLearning on English Language Teaching course	11.1%	55.5%	26%	7.4%	0
15	Using an eLearning on English Language	7.4 %	59.3%	26%	7.4%	0

	Teaching course is a positive idea					

Percentage of Attitude Toward Usage (ATU) involves three questions as the following:

The question one is that I believe it is a good idea to use an online platforms based learning on Critical Reading course. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 18persons (66.7%), Neutral gained 5 persons (18.5 %), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 persons (0%).

The question two is that I like the idea of using an online platforms based learning on Critical Reading course. The finding showed that Strong Agree gained 3 persons (11.1%), Agree gained 15persons (55.5%), Neutral gained 7 persons (26%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 person (0%).

The question three is that using an online platforms based learning on Critical Reading Course is a positive idea. Strong Agree gained2 persons (7.4%), Agree gained 16 persons (59.3%), Neutral gained 7 persons (26%), Disagree gained 2 persons (7.4%), Strong Disagree gained 0 persons (0 %).

Table 4 EFL Students' Perception on the Use of Online Collaborative Platform
In Behavioral Intention to Use

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	I plan to use an eLearning in the future	7.4 %	63 %	22 %	7.4 %	0
17	Assuming that I have access to an eLearning, I intend to use it	18.5	59.3%	11.1%	11.1%	0

Percentage of Behavioral Intention to Use (BIU) involves 2 questions as the following:

The question one is that I plan to use an online platforms based learning in the future. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 17 persons (63%),

Neutral gained 6 persons (22.2%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 persons (0%).

The question two is that assuming that I have access to online platforms based learning, I intend to use it. Strong Agree gained 5 persons (18.5%), Agree gained 16 persons (59.3%), Neutral gained 3 persons (11.1%), Disagree gained 3 persons (11.1%), Strong Disagree gained 0 persons (0%).

The findings showed that the overall most respondents' percentage of questionnaire on the perception toward online collaborative platforms was Agree or positive perception. Such overall the totally most percentage in the table demonstrate that participants in this research represent a positive perception towards online collaborative platforms in Critical Reading course. Furthermore, the overall data displayed in Table 1,2,3 and 4 showed that most participants gave a very positive response to the ease of use of usefulness, attitude toward usage and behavioral intention to use.

The data showed that students gave various responses toward the use of online learning platforms such as Zoom, Google Classroom and Telegram. However, most of the respondents of the research perceived the use of Zoom, Google Classroom and Telegram in positive way. The students participated in the research agree that by using Zoom, Google Classroom and Telegram. They can learn particular lesson outside the classroom.

The students mentioned that Zoom, Google Classroom and Telegram allow them to do the assignments given by their lecturer at home or anywhere, anytime. The online learning platforms allow the students to do the assignment during their spare time, anywhere, as long as they have sufficient internet connection. They also mentioned that the online materials provided by their teacher through Zoom, Google Classroom and Telegram are easily accessible.

The online learning platforms allow teachers to create and share materials to support students' learning as well as to provide learning tasks to help them in practicing the language. The accessible platforms encourage students to learn in any location and at any time via computer, tablets, or smart phones (Wallace, 2014; Hammonds et al., 2013 in Manowong, 2016).

Students see the use of online learning platform in the classroom is environment friendly. Although some of the students still prefer reading the text in the paper, they think that online learning should be promoted since it is paperless and is very good for environment.

It shows how the suitability of user expectations is following the program provided for their learning experience. An application should ideally present a good and positive impression on the users. When more than 20 percent of the users complain about the product, there must be direct review from the designer to improve the product. This attitude has been identified as a factor that guides future behavior and as an intentional cause that ultimately leads to a particular action (Wiyaka et al., 2018).

Perceived Ease of Use (PEOU)

Perceived Ease of Use (PEOU) is the extent to which prospective users expect the target system to be free of effort (Davis, 1989 citied in Basri & Paramma, 2019). In this research, it refers to the degree that the students believe that the use of ICT based learning requires a relatively low workload and thinking effort. It implies that the tool of ICT based learning, which is applied, should make the learning simple. The following figure describes the students' responses.
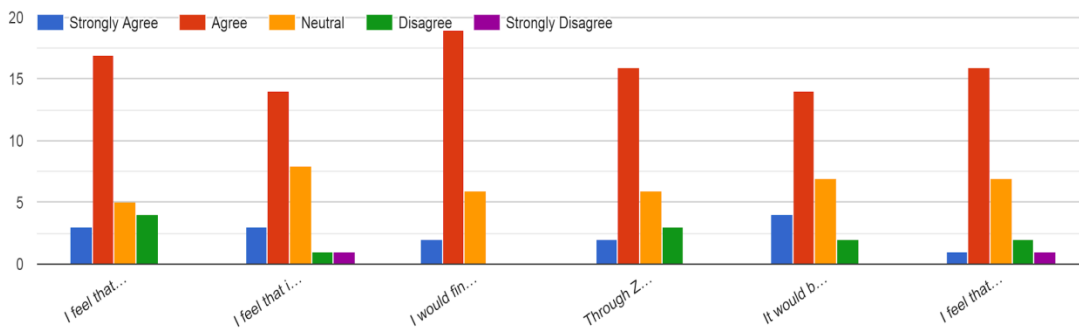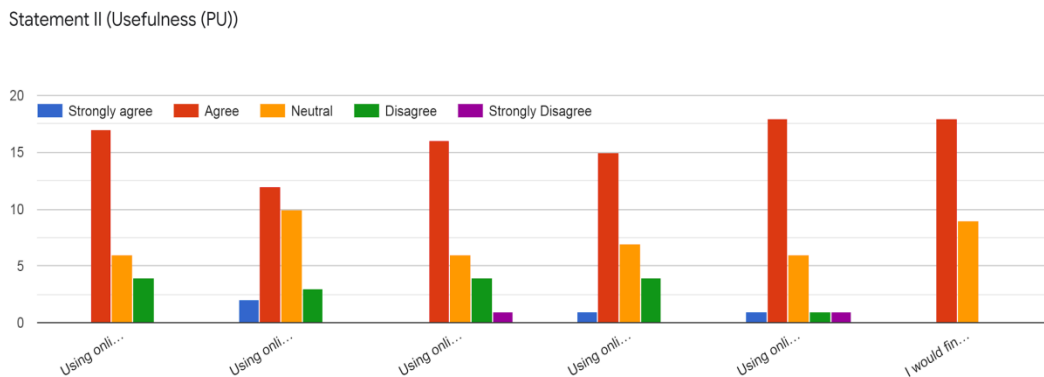

Figure 1

Regarding the figure above, I can infer that online collaborative platforms seems easy for students to implement. When combined, almost all of the students perceived that the online collaborative platforms are easy to use. Practicality and simplicity of the tool or the software used in the learning experience are of paramount consideration for the students. It is understandable since students usually avoid programs, which are difficult to operate. Any

particular program is preferred when it would be free of effort. The online collaborative platforms must be free from difficulty or great effort. The aim is limited resources that a person can allocate to various activities for which users are responsible (Radner & Rothschild, 1975 citied in). Further, users believe that the application, which is provided by the university, is more comfortable to use. From the comprehensive data on users' behavioral intention to use the program, almost all students plan to use ICT based learning (59.3%) Agree, and only (7.4%) and of students who do not have an idea about the plan to use ICT based learning in the future.

Perceived Usefulness (PU)

Perceived Usefulness (PU) is the subjective probability of prospective users using a particular application system that will improve their work performance in an organizational context (Davis, 1989). In this research, PU refers to degree that ELT students believe that using ICT based learning would enhance their English Language Teaching performance. The following figure describes the students' perceived usefulness.

Statement II (Usefulness (PU))

Based on the figure above, I can infer that using online collaborative platforms in the Critical Reading course can be useful to enhance students' English Language Teaching performance. From the whole items of students' perceived usefulness, almost all of the students agreed that using online collaborative platforms in Critical Reading course becomes useful for their performance. From the comprehensive data on users' perceived usefulness to use the program, almost all students plan to use ICT based learning (58.1 %) Agree, and only (1,65 %)of students who do not agree about the use online collaborative platforms in the future.

Perceived usefulness is dealing with student believes that using online collaborative platforms would enhance their learning performance. It is clear from the figure that almost all the students perceived that online collaborative platforms is useful to accomplish their Critical Reading course. From six items to be displayed in measuring students' recognized usefulness, only small percentage of students thought that the use of online collaborative platforms is not useful to support the learning process in the Critical Reading course. It must be an essential warning to the lecturer to seek the causes of such a perception. A tool will be used when it brings about improvement in the learning performance. In other words, people will use a device when it is useful for their learning experiences. A program has high-perceived usefulness when the user believes in the existence of a positive use-performance relationship (Ajzen & Fishbein, 2000 citied in Wiyaka et al., 2018).

Attitude towards Usage (ATU)

Attitude towards Usage (ATU) represents individuals' evaluative feelings (positive or negative) when performing a particular behavior (Basri & Paramma, 2019). ATU determines the intention to use a specific program or learning tool. The students' attitude towards online collaborative learning can be seen in the following figure.
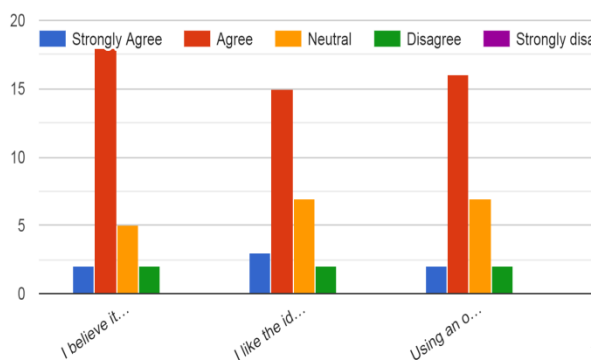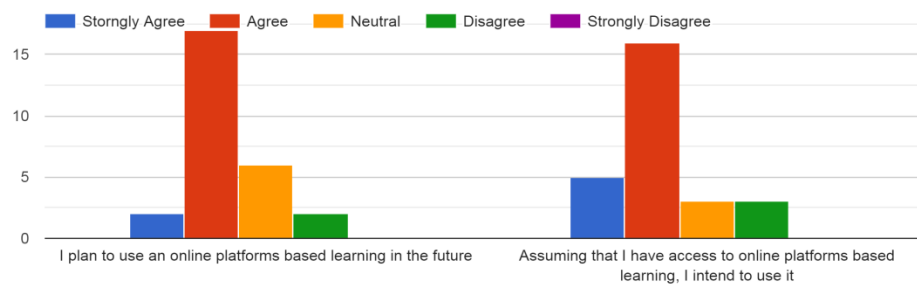

Based on data, I can be identified that using online collaborative platforms is a good idea. From the comprehensive data on students' attitude towards the usage of online collaborative platforms

in Critical Reading course, almost all students admitted that online collaborative platforms was a good idea (60.5%) while only (7.4%) disagree an idea about online collaborative platforms.

Behavioral Intention to Use (BIU)

Behavioral Intention to Use (BIU) is defined as the actual use of a given program and therefore determines technology acceptance. The BIU is similar to a drive to apply alternatively, use the online collaborative platforms. The following figure represents the students' intention to use online collaborative platforms.

Statement IV (Behavioral Intention to Use (BIU))

According to the Figure, I can infer that ICT based learning can be a feasible application to be recommended in supporting the learning classroom process in the future. From the comprehensive data on users' behavioral intention to use the program, almost all students plan to use ICT based learning (61.5%) Agree, and only 9.25 % of students who do not agree the use online collaborative platforms in the future.

It has been identified that there are factors that guide future intentions. One's attitude towards the program will ultimately lead to a particular behavior. According to the model, a user's intention is affected by the attitude towards the system. A user's perceptions of the usefulness and ease-of-use brought impact to the user's intention to use (BIU) to the system (Davis 1989, Basri & Paramma, 2019).

Conclusion

To face the pandemic Covid 19 The students of English Department at STKIP PGRI Jombang who took Critical Reading course toward distance education by using online collaborative platforms hold a positive perception. Despite the constraint associated during the process of its implementation, students also provide a positive response from their willingness to complete the tasks given in Google classroom, Zoom and Telegram. Depart from the findings and discussions discussed previously; it presents concluded points of the research.

The result showed that students of English Department at STKIP PGRI Jombang had positive perceptions towards the use of   online collaborative platforms course. With this finding, students maintained that online collaborative platforms made their learning easier and useful for their English Language Teaching course. In support of that easiness, the ELT students thought that using integrating ICT and a face-to-face meeting is a good idea, and they plan to use it in the future. Although there were some inputs related to the adjustment of relevant material related to the English Language Teaching course that was running for the needs of the students as well as time adjustments between face-to-face meetings and online, majority of students remain positive towards the use of online collaborative platforms as distance education during pandemic Covid 19.

Future research is required to address how the other variables of the Technology Acceptance Model relate to ease of use, usefulness, attitude, and behavior acceptance. It should be considered that perceived usefulness and ease of use are a subjective appraisal, which does not necessary objective views. Given that this research indicates that the user act according to their perceives about performance, further research can refer to this technology acceptance model in determining a suitable ICT integrated learning program between user expectations and the reality of the program used. Besides that for the future researcher I suggest to conduct the research for students' perception towards online collaborative platforms with interview or open ended questionnaire, to have the qualitative data.

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