Students' Perceptions towards Distance Education with Online Collaborative Platforms in EFL Critical Reading Course

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ABSTRACT

The research explores the EFL students' perception toward distance education with online collaborative platforms in an EFL critical reading course which was implemented in the EFL Students of English Department of a private college in Indonesia during the outbreak of the Covid 19 pandemic. This research used descriptive survey study using purposive sampling techniques by taking 27 respondents from English Department at STKIP PGRI Jombang. The online questionnaire was used to collect data on the perception of students by employing online collaborative platforms. The questionnaire is adapted from Davis' the technology acceptance model (TAM) constructed with little modification as external factors like internet access, and the administration support are excluded. TAM is probably the most common measurement acceptance framework. The quantitative data was collected using an online questionnaire posted in Google form. The method of descriptive survey. The percentage and average scores of the questionnaire have been used for data analysis descriptively. The result of this research indicates the positive perception of those EFL students of the English Department at STKIP PGRI Jombang who took Critical Reading course by using online collaborative platforms held on the use of online collaborative platforms. This Acceptance Model can be used to determine a proper ICT integrated learning platforms between various platforms and students' expectations for the online platforms that are used by future researchers.

Keywords: students' perception, distance education, online collaborative platforms, critical reading

INTRODUCTION

Critical reading needs to be taught informal education, particularly for university students because it helps students to comprehend the text critically which supports comprehending it. Moreover, by having critical reading skills, students enable to have various background knowledge from different sources of information and synthesize the content of the various text with similar topics. They can obtain the information expended by reading sources, such as research articles from journals or proceedings, newspapers, magazines, and other sources from the internet.

Critical reading needs introducing informal education, especially for higher education levels. The learning objective of critical reading enables students to obtain knowledge from various sources of information. As students of higher education levels or university students need to be taught how to read the information critically. Pardede (2007) states that critical reading is a process of thinking and reading that needs adequate understanding. Educators need to make sure

their students become critical thinkers when they are learning critical reading courses (Kadir & Ismail, 2014; and Din, 2020).

In order to discover information and ideas in one text, critical reading is also a method for teaching. Critical thinking is a method for the assessment, analysis and decision-making of information and ideas. Critical reading means that the reader applies processes, models, questions and theories which lead to greater clarity and understanding. More work and understanding are involved in a critical reading than in a simple 'skimming' of the text.

Today, the pandemic of coronavirus has affected education systems around the world, leading to the extensive closure of schools and universities. Efforts to prevent the spread of COVID-19 through non-pharmaceutical interventions and preventive measures such as social dissociation and self-isolation have led to the widespread end of primary education, secondary education and secondary education in more than 100 countries. Early infectious disease outbreaks have led to widespread school closures.

On April 3, 2020, the school closed in response to COVID-19 showed more than 1.7 billion students drop out of school. More than 180 countries have implemented domestic closure, which affects approximately 97% of the global student population, according to UNESCO surveillance reports. School closures have far-reaching economic and societal consequences, not only for students, teachers and families. In response to COVID-19, the school closures have shed light on various social and economic problems, including student debt, digital learning, food and household insecurity, as well as childcare, health care, housing, internet and disability services (Wang, 2020). From those pandemic teachers and lecturers use some kind of application that can change the meeting. The global spread of the COVID-19 pandemic causes class suspensions resulting in the need for online learning (Moorhouse, 2020).

The Minister of Education and Culture of the Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for COVID-19 affected areas (Mendikbud, 2020b). Soon after that, the Minister of Education and Culture of the 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 staff (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 a classroom setting with online learning which possibly lasts till the end of the 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 an impact on education, particularly students' growth.

The critical reading course is one of the compulsory courses in the English department curriculum of STKIP PGRI Jombang. This course is taken by the students in the fifth semester and they must pass from the interpretative reading course. In this pandemic era, a Critical reading course has been conducted in fully online learning.

DISTANCE EDUCATION   WITH   ONLINE CLASS

Distance education is defined by Moore & Kearsley (2005*)* as the process of providing instruction when students and instructors are separated by physical distance; and technology with online classes. Online classes are an attractive option for universities facing spatial restrictions and many university presidents predict that online class services will continue to grow. In response to increasing student demand for more flexible and convenient higher education models, online

offerings are also increased (Harasim, 2012). Online classes can transform the higher education landscape by expanding education opportunities, transforming student populations and promoting the development of new pedagogical techniques.

It gives teachers an idea of incorporating technology in their lesson as teachers need media to support the learning of students. A computer can be a medium for students to learn a foreign language in this case. Therefore teachers should apply CALL to their English lesson, as many students are close to the computer. The language of the teaching staff is not always easy. When a student uses a computer, the learner has to improve their language CALL. It should accommodate changes (Beatty, 2017).

The use of CALL offers some advantages. First, it can improve the fun, productive and effective learning of languages (Kiliekaya &Seferoglu, 2013). Second, the students are motivated to learn and practice themselves more independent. The students are expected to be more motivated to practice their reading understanding by using CALL the students will be more motivated to practice their reading comprehension. They can practice their reading comprehension independently and not depend on the teacher. So integrating a computer as a medium in teaching and learning a foreign language is effective since CALL is compatible with learner autonomy and motivation.

Technology appears to be a revolution in the learning process between traditional and modern teaching. Technology is a constructivist move in Indonesia to improve education. Integration of technology into the learning process represents progress in the present age of globalization. Wang (2015) in her research shows that the integration of technology into the classroom for EFL students enables them to improve their language abilities, such as writing, reading, listening and speaking. English learners are using mobile or software technologies to exchange views and language skills, to use e-mail messages, to find news, to publish work, to read on-line texts, to communicate, even worldwide, with each other. He also says that the integration of technology into foreign language teaching, for example in learning, shows the shift from behavioral to constructivist learning. It also happens in teaching English as a foreign language. 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.

ONLINE COLLABORATIVE PLATFORMS

Various studies have been conducted dealing with electronic learning platforms carried out by Suratno, et al. (2013), Mafa (2018), Cakrawati (2017), Licorish et al.(2018), and Wiyaka et al. (2018). They conducted the study to investigate the students' perception of electronic learning platforms in language learning. From those studies, we conclude that most of the students have got a positive perception of 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.

TECHNOLOGY ACCEPTANCE MODEL

With regard to the perspective and attitudes towards ICT, a model by Davis (2009) was introduced to measure user acceptability of computer-based information systems. Tech Acceptance Model According to Davis, (2009) the Model of Acceptance for Technology, there are four relationship indicators with two main beliefs that affect the acceptance of innovative information technology; (PEOU). The perceived usefulness (PU) refers to a measure in which a person believes the use of a specific system to boost the work performance of users, while a perceived ease of use (PEOU).

Perceived usefulness (PU) refers to a measure in which an individual believes that using a particular system enhances users' job performance, while perceived ease of use (PEOU) refers to a measure in which users' belief in a particular system would be free of workload and thinking effort. Further indicator Technology Acceptance Model is attitudes toward technology and actual technology to use. Attitude toward technology refers to evaluate the effect in which individuals are associated with using the target system in users' performance, while Actual Technology to Use (ATU) refers to an individual's actual direct usage of the given technology in the context of users' performance. Thus, it is a repeated, multiple-act behavioral criterion that is specific concerning target (specified system), action (actual direct usage) and context (in person's job), and non-specific concerning the period.

In this research, we adapted from Wiyaka et.al. (2018) and Basri & Paramma (2019) to construct the questionnaire for EFL Students' perception by using online collaborative platforms. It involves perceived ease to use, perceived usefulness, the attitude of technology to use, and behavioral intention to use.

STUDENTS' PERCEPTION

Perception is a psychological process; according to Gregorc (2001), perception refers to how the brain organizes and interprets sensory information. Until fairly recently perception was considered by the school of psychology called behaviorism to be a largely passive and inevitable response to stimuli. Perception of students Based on the Oxford learner's dictionaries' definition, the perception can be like "the way you see things, in particular the senses, the ability to understand something's true nature and an idea, a belief or an image that you have because of how you see or understand something. There is extensive literature studying the determinants of student perception. According to Wilson and Simons (2002, citied in Abdulah et al., 2019), there are kinds of literature indicate that there are clear relationships between students' perceptions, approaches, and outcomes. Student expectation can be deliberated by explaining three main categories that are course contents, experiential, and outcomes.

To respond to those expectations, The question, it seems, has any impact on how they approach their learning and on the quality of the outcomes they can achieve in a student learning location (Wilson and Simons et al., 2002 cited in Abdulah, 2019). The best outcomes students attain are that they are taught rather than by what they learn in school or higher institutions. Tangible and intangible factors have a significant effect on student perception. Factors related to levels of satisfaction and students' perceptions of quality will attract them in many directions. Nell and Cant (2014, as cited in Manawong, 2016).that the reason why higher learning institutions need to understand students' perception is, it enables the students to be in a better position to handle

their perceptions.

In every educational activity, students' perception is one of the most important factors that determine the activity's 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 online learning. 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 fully online language learning to occur in a sudden and completely unprepared situation. Whereas particular research investigating fully online language learning with various platforms is very rare (Sun, 2014), especially during a pandemic.

CRITICAL READING

Critical reading has close links to EFL students' competence in reading comprehension. Critical reading strategies refer to a strategy that encourages learners to use each of the cognitive processes in the three upper levels of Bloom's Taxonomy, which is commonly associated with critical thinking skills (Nasrollahi, et al, 2015). Critical reading is part of the reading process. It is the analytic process. It can help students become better readers and thinkers because they will be looking at reading as a process rather than a product. In this case, when they are reading, they are thinking and analyzing the text at a similar time to identify information and to gain a good understanding (Wallace, 2003; Yu, 2015).   However, critical reading skills in EFL classrooms are weak to be implemented because of some factors, such as lack of vocabulary, lack of background knowledge, and students' content schemata. Sapitri & Amin (2018) find that critical reading skills are of utmost importance for EFL students. However, many of them unable to apply relevant critical thinking skills in analyzing what they were reading.

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

METHOD

The research design of this study was a descriptive survey. It aims to investigate people's beliefs, opinions characteristics, and behavior (Ary, 2010). A descriptive survey design was used in this research which tool the sample from the population and use a questionnaire as a collection tool data. In this study data and information were collected from respondents by using a questionnaire. The data were presented descriptively. This survey was conducted to investigate student's perceptions toward online collaborative platforms in a critical reading course.

The respondents in this research are from a critical reading class of the English education department of STKIP PGRI Jombang. We decided to carry out this research with these students because they are taking a critical reading course 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 are enrolled in the English education department.

This research was administered at the end of the Critical Reading class in the academic year 2019/2020. Before conducting the research, we took permission first to the lecturer of the English department who are teaching Critical Reading to conduct the research. The data are 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_4Xr5W7b2BCy2Gs 6lwhY8Bd_3sNw/viewform?usp=sf_link In this case, we chose a Critical Reading class, then sharing the virtual questionnaire via Google Docs to all students who are attending in Critical Reading class by using collaborating learning online platforms.

The research instrument consists of a questionnaire using a 5-point Likert response scale where 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, and 1: Strongly Disagree. The items of the questionnaire are adapted from the technology acceptance model (TAM) constructed by Davis, 1989 with little modification as it excludes external factors such as the availability of internet access and support from the administration. TAM may be the most used measurement technology acceptability framework and in many previous studies, its empirical validity has been proved. (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 with all students who are taking a critical reading course in the 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 behavioral intention to use (2 items).

After gathering the data from students' close-ended was statistically computed to find out the percentage of each statement that has been employed for data analysis and then was interpreted data descriptively. The data were analyzed by using SPSS 21 to see the average score for each indicator of the questionnaire. The score of the questionnaire was a totaled number of options given by the respondent. The data were used to describe students, perception of the use of collaborative online platforms in a critical reading course.

FINDING AND DISCUSSION

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 finding of the research from a questionnaire taken from 27 students of the English department of STKIP PGRI Jombang who are taking a critical Reading course. 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 Perceive Ease of Use (PEU)

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%

It could be seen that the average of 27 students answered "agree" with the mean score of 73.9 from questionnaire number 1 until 6. It means that students had a positive using online collaborative platforms in perceiving easy to be used. The table also showed there were high gaps between agreeing and neutral or disagree in questions 1,2,3,4,5, and 6. Those gaps indicated that students' positive perception towards the ease to use of collaborative online platforms in Critical reading courses.

The percentage of perceived ease of use (PEU) involves 6 questions like the following: 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%).

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 gained1 person (3.7%).

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%).

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%).

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%).

Question six is that I feel that my ability to determine online platforms based on learning ease of use is limited by my lack of experience. The finding showed that Strong Agree gained 1

person (3.7%), Agree gained 16 persons (59.3 %), Neutral gained 7 persons (26%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 1 person (3.7%).

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

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

It could be seen that the average of 27 students answered "agree" with the mean score of 70.12 from questionnaire number 7 until 12. It means that students had a positive using online collaborative platforms in perceiving usefulness. The table also showed there were high gaps between agreeing and neutral or disagree in questions 7,8,9,10,11 and 12. Those gaps indicated that students' positive perception towards the use of collaborative online platforms in Critical reading courses.

The percentage of usefulness (PU) involves 6 questions like the following:
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%).

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%).

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 people (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%).

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%).

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%).

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 gained 9 persons (33.3 %), Disagree gained 0 person (0 %), Strongly Disagree gained 0 person (0%).

Table 3. EFL Students' Perception on the Use of Online Collaborative Platform in

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 Teaching course is a positive idea	7.4 %	53.9%	26%	7.4%	0

It could be seen that the average of 27 students answered "agree" with the mean score of 74.56 from questionnaire number 13 until 15. It means that students had a positive using online collaborative platforms in perceiving attitudes toward uses (ATU). The table also showed there were high gaps between agreeing and neutral or disagree in questions 13,14 and 15. Those gaps indicated that students' positive attitude towards the use of collaborative online platforms in a critical reading course.

The percentage of attitude toward Usage (ATU) involves three questions as the following: Question 13 is that I believe it is a good idea to use an online platform- based learning on a 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 people (0%).

Question 14 is that I like the idea of using an online platform based on learning on a critical reading course. The finding showed that Strong Agree gained   3 persons (11.1%), Agree gained 15 persons (55.5%), Neutral gained 7 persons (26%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 people (0%).

Question 15   is that using online platforms based on 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 people (0 %).

Table 4. EFL Students' Perception on the Use of Online Collaborative Platform

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

It could be seen that the average of 27 students they answered "agree" with the mean score 75.55 From questionnaire number 16 and 17. It means that students had positive perceptions using online collaborative platforms in perceiving behavioral intention to use (BIU). .The table also showed there were high gaps between agreeing and neutral or disagree in questions number 16 and 17. Those gaps indicated that students' positive perception towards perceiving of the behavioral intention of collaborative online platforms in Critical Reading.

The percentage of behavioral Intention to use (BIU) involves 2 questions like the following:

Question one is that I plan to use online platforms based on 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%).

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 people (0%).

The findings showed that the most respondents' percentage of questionnaire on the perception toward online collaborative platforms was Agree or positive perception. The total most percentages in the table showed that respondents in this research represented a positive perception towards online collaborative platforms in a critical reading course. Furthermore, the overall data displayed in tables 1,2,3, and 4 showed that most respondents gave a positive response to the ease of use, usefulness, attitude toward usage, and behavioral intention to use. The average score for perceived ease of use (PEU) was 73.9, perceived usefulness (PU) was 70.12, attitude toward usage (ATU) was 74.56, and behavioral intention to use (BIU) was 75.55.

Considering the mean score of the data analysis, it can be concluded that the students tend to use online collaborative platforms for a critical reading course. The questionnaire was adapted from Davis, 1989; Basri & Paramma, 2019 and Wiyaka et.al., 2018 consisting PEU, PU, ATU and BIU. The questionnaire explored about technology accepted model which was implemented for online learning.

Perceived Ease of Use (PEU) is the extent to which prospective users expect the target system to be free of effort (Davis, 1989 cited in Basri & Paramma, 2019). 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.

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.

Perceived usefulness is dealing with students who believe 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 are useful to accomplish their Critical Reading course. From six items to be displayed in measuring students' recognized usefulness, only a small percentage of students thought that the use of online collaborative platforms is not useful to support the learning process in a 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 cited in Wiyaka et al., 2018).

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. 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).

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. 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 and Basri & Paramma, 2019).

The online learning platforms allow teachers to create and share materials to support students' learning 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 computers, tablets, or smartphones (Wallace, 2003; Hammonds et al., 2013 in Manowong, 2016).

CONCLUSION

To face the pandemic Covid 19 The students of the English Department at STKIP PGRI Jombang who took a critical Reading course toward distance education by using online collaborative platforms hold a positive perception. Despite the constraint associated with 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. 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 are some weakness dealing with adjustment relevant material related to the a critical reading course adjustments between face-to-face meetings and online , the majority of students remain positive towards the use of online collaborative platforms as distance education during pandemic Covid 19.

Future studies are required to address how the other variables of the Technology Acceptance Model relate to ease of use, usefulness, attitude, and behavior acceptance. It is

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 future researchers, we suggest researching students' perception towards online collaborative platforms with an interview or open-ended questionnaire, to have the qualitative data.

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