

STUDENTS' PERCEPTION OF ONLINE ENGLISH LEARNING IN THE COVID-19 PANDEMIC AT SMA NEGERI 1 PERANAP

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Abstract: *The purpose of this research found the perception of students on online English learning during the Covid-19 pandemic. The researcher conducted sample testing in two classes, namely X IPA 3 and XII IPA 2, at SMA Negeri 1 Peranap. This research is descriptive research with a quantitative approach. The data was collected through a questionnaire using a Google Form shared in the WhatsApp group of each class. Out of 48 respondents were participating in this research. Based on the result data, the responses from students tended to be neutral towards online English learning during the covid-19 pandemic. Part of items related to the online English learning process with a percent of 42.1% disagrees, part of items related to the online English learning facilities with a percent of 39.1% agrees, part of items related to the online English learning motivation with a percent of 47.2% disagrees. Then part of the items related to the understanding of online English learning with a percent of 43.8% disagrees. The results of the data collected can conclude, namely, the neutral response that students have not adapted to online English learning.*

Key Words: *Students, Perceptions, Online English Learning*

PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS ONLINE PANDEMI COVID-19 DI SMA NEGERI 1 PERANAP

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Abstrak: Tujuan penelitian ini menemukan persepsi siswa terhadap pembelajaran bahasa Inggris online selama pandemi Covid-19. Peneliti telah melakukan pengujian sampel pada dua kelas yaitu X IPA 3 dan XII IPA 2, di SMA Negeri 1 Peranap. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Pengumpulan data dilakukan melalui kuesioner menggunakan Google Form yang dibagikan di grup WhatsApp masing-masing kelas. Dari 48 responden yang berpartisipasi dalam penelitian ini. Berdasarkan data hasil, respon siswa cenderung netral terhadap pembelajaran bahasa Inggris online selama pandemi covid-19. Item yang berkaitan dengan proses pembelajaran bahasa Inggris online dengan persentase sebesar 42,1% tidak setuju, item yang berkaitan dengan fasilitas pembelajaran bahasa Inggris online dengan persentase sebesar 39,1% setuju, item yang terkait dengan motivasi belajar bahasa Inggris online dengan persentase sebesar 47,2% tidak setuju. Kemudian item terkait pemahaman pembelajaran bahasa Inggris online dengan persentase 43,8% tidak setuju. Hasil dari data yang terkumpul dapat disimpulkan yaitu respon netral bahwa siswa belum beradaptasi dengan pembelajaran bahasa Inggris online.

Kata kunci: *Para murid, Persepsi, Pembelajaran Online*

INTRODUCTION

Early in 2020, due to the Covid-19 pandemic, the Indonesian government has offered instructions for current social distance. Covid-19 is the name of a virus that is spreading over the globe. The Indonesian government is implementing online learning since the pandemic affects all sectors of life, including education. Online learning is a method of instruction that does not require physical contact between teachers and students (Allen & Seaman, 2007); Efriana, 2021). In this case, teachers and students interact together simultaneously but in different locations.

Nowadays, online learning is a relatively new learning system that is very helpful in this pandemic. However, the new learning system is not without problems. Some of the problems that can interfere with online learning often occur: Firstly, the lack of contribution between students and teachers in the online learning process. Secondly, not all students have facilities such as smartphones, laptops, internet packages, and internet connections to support online learning. Thirdly is the lack of student motivation from teachers and themselves. Fourthly, students do not understand the material subject.

During the pandemic, online English learning is the biggest challenge for teachers and students. Indispensable participation, communication, and teamwork are essential aspects of online English learning. Facilities are supporting tools to facilitate work, especially during online learning. In this context, facilities should support the work completed properly. In addition, necessary motivation is the key to successful students being aware of learning and understanding the material. Hopefully, motivation can get from teachers and students themselves. In this concept, increasing and fostering interest in students' learning and skills is highly expected from the teacher. In addition, the purpose of learning is to achieve an understanding of the material. Student understanding can interpret as the level of ability in learning. The level of student understanding is influenced during the teaching and learning process in class and independent learning apart from class. If students understand the subject matter, then students have succeeded in achieving the learning goals.

SMA Negeri 1 Peranap is a school that the researcher will research. This school is one of the many schools that implement online English learning. The platform used in this school is WhatsApp. When the researcher was teaching practice at SMA Negeri 1 Peranap, most students claimed that they found it difficult to learn online English. Some teachers always give assignments in the textbook. Some students lack motivation, not enthusiasm, and no interest in online English learning in this school. Some of the material is difficult to understand and lacks time to repeat the material. Therefore, some of these cases will lead to different students' perceptions. Perception is human thought and understanding about explaining something or a conscious statement of encouragement like feeling, seeing, and studying. Therefore, the researcher wants to know students' perceptions, especially about online English learning. As a result, the researcher is interested in further research with the title "Students' Perception on Online English Learning in the Covid-19 Pandemic at SMA Negeri 1 Peranap".

METHODOLOGY

This research used a quantitative method with a questionnaire instrument. The questionnaire in this research was in the form of a Google Form given through the WhatsApp group of two classes, namely, X IPA 3 and XI IPA 2 students at SMA Negeri 1 Peranap. According to Anas Sujino (2003); Bazzar Ari Mighra et al. (2019), a questionnaire is several statements and should be replied to finished by the respondent. Out of 67 students in the two classes, only 48 students filled out the questionnaire. The questionnaire in this research is about the process, facilities, motivation, and students' understanding during online English learning. The researcher used convenience sampling for the sampling technique. According to Sukardi (2012), convenience sampling is the technique of sampling that accidentally happened. The researcher uses this sampling technique to facilitate research because this school applies a hybrid learning system, so the present students became the sample.

The indicator in this research is using a Likert scale. The Likert scale is a unidimensional scale used by researchers to assess respondents' perceptions of research. According to Sugiyono (2014), the Likert scale is a scale in the type of research data that continuously measures attitudes, opinions, and perceptions of individuals or groups related to social phenomena that subject. The perception measurement will measure in an indicator table on the Likert scale. Then the indicator is used as a starting point for compiling instrument items in the form of statements. This research questionnaire consists of 15 items about the process, facilities, motivation, and understanding of students during online English learning.

In this research, the variable is the perception of students at SMA Negeri 1 Peranap on online English learning during the Covid-19 pandemic, which is the concept of varying values. In this research, test the validity using the SPSS application. SPSS is a statistical data processing application that is very helpful for validity and reliability. The researcher uses questionnaires for this research to get an accurate picture of the respondent and use it.

Table 1.: Likert Scale

No.	Statement		Responses	
			Positive	Negative
1	Strongly agree	SS	4	1
2	Agree	S	3	2
3	Disagree	TS	2	3
4	Strongly disagree	STS	1	4

Respondents filled out a questionnaire to indicate their level of agreement with the statement items. Therefore, each response category received a score. When positive data items, the highest score is 4, the lowest score is 1, and otherwise, it refers to negative items. When the largest number is in the strongly agree response, the item or perception is positive; when the largest number is in the strongly disagree response, the item or perception is negative. If the highest score is 2 or 3, it refers to neutral items.

In this research, quantitative data analysis used several process steps, namely. First, the researcher collected data according to the order in which the questionnaire was collected. Second, the researcher filled the research table with data arranged in sequence. Third, it is time for the researcher to calculate the percent of respondent data into four parts: strongly agree, agree, disagree, and strongly disagree. To measure the suitability and disagreement of respondents to the object in this research, the researcher uses SPSS. According to Duwi Priyanto (2008), SPSS is a statistical data processing program or application. Respondents will evaluate the answers to the questionnaire.

FINDINGS

1. Students' perceptions related to the online English learning process

The first research problem contains five statements in the questionnaire related to the online English learning process.

Table 2: Questionnaire data about online English learning process

No.	Questionnaire Statements	Scale	Frequency	Percent
1.	The process of learning English is easier with online learning (Proses belajar bahasa Inggris menjadi lebih mudah dengan pembelajaran online).	4	4	8.3%
		3	14	29.2%
		2	24	50%
		1	6	12.5%
2.	English learning process is more fun with online learning (Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online).	4	5	10.4%
		3	13	27.1%
		2	28	58.3%
		1	2	4.2%
3.	Online English learning makes the English learning process more effective in achieving learning objectives (Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran).	4	4	8.3%
		3	14	2.2%
		2	27	56.3%
		1	3	6.3%
12.	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere (Pembelajaran bahasa Inggris online memudahkan siswa atau guru untuk berkomunikasi dan berinteraksi kapan saja dan di mana saja).	4	17	35.4%
		3	18	37.5%
		2	8	16.7%
		1	5	10.4%
13.	Online English learning can save times in the learning process (Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran).	4	9	18.8%
		3	25	52.1%
		2	14	29.2%
		1	0	0

Tabel 3: Analysis students' perceptions related to the online English learning process

No.	Scale	Responses	Percent
1.	4	Strongly agree	16.2%
2.	3	Agree	35%
3.	2	Disagree	42.1%
4.	1	Strongly disagree	6.7%

From the table above, the highest frequency in the online English learning process data is 42.1% who disagree with the questionnaire. It means respondents disagree with statements including the online process of online English learning is accessible, fun, more effective in achieving learning goals, making it easier for students or teachers to communicate and interact anytime and anywhere and save time. The highest percent of students' perceptions of the online learning process is neither negative nor positive because the highest score is not 1 and 4, while the other frequencies are 16.2% strongly agree, 35% agree, and 6.7% strongly disagree.

2. Students' perceptions related to the online English learning facilities

The second research problem contains four statements in the questionnaire related to the online English learning facilities.

Table 4: Questionnaire data about online English learning facilities

No.	Questionnaire Statements	Scale	Frequency	Percent
7.	Online English learning makes it easy to facilitate students in gathering assignments (Pembelajaran bahasa Inggris online memberikan kemudahan untuk memudahkan siswa dalam mengumpulkan tugas).	4	7	14.6%
		3	20	41.7%
		2	19	39.6%
		1	2	4.2%
8.	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems (Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena keterbatasan fasilitas handphone, paket internet yang terbatas, dan masalah sinyal yang buruk).	4	15	31.3%
		3	22	45.8%
		2	8	16.7%
		1	3	6.3%
11.	Online English learning is learning that utilizes internet networks as a learning tool (Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana pembelajaran).	4	13	27.1%
		3	27	56.3%
		2	7	14.6%
		1	1	2.1%

14.	Online English learning is wasteful of internet data (Pembelajaran bahasa Inggris online boros data internet).	4	8	16.7%
		3	20	41.7%
		2	18	37.5%
		1	2	4.2%

Tabel 5: Analysis students' perceptions related to the online English learning facilities

No.	Scale	Responses	Percent
1.	4	Strongly agree	22.4%
2.	3	Agree	39.1%
3.	2	Disagree	27.1%
4.	1	Strongly disagree	4.2%

From the table above, the highest frequency in the data about the online learning facilities is 39.1% who agree with a questionnaire. It means, respondents agree with statements including, online English learning is learning that utilizes internet networks as a learning tool, online English learning makes it easy to facilitate students in gathering assignments, there are problems in implementing online English learning like limited mobile phone facilities, limited internet packages, and poor signal problems, and online English learning is wasteful of internet data. The highest percent of students' perceptions of the online learning process is neither negative nor positive because the highest score is not 1 and 4, while the other frequencies are 22.4% strongly agree, 27.1% disagree, and 4.2% strongly disagree.

3. Students' perceptions related to the online English learning motivation

The third research problem contains three statements in the questionnaire related to the online English learning motivation.

Table 6: Questionnaire data about online English learning motivation

No.	Questionnaire Statements	Scale	Frequency	Percent
4.	Online English learning can increase students' interest in learning (Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa).	4	4	8.3%
		3	13	27.1%
		2	25	52.1%
		1	6	12.5%
6.	Online English learning can foster students' independent learning attitudes (Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa).	4	5	10.4%
		3	11	22.9%
		2	29	60.4%
		1	3	6.3%
10.	English teacher motivates students during online learning (Guru Bahasa Inggris memotivasi siswa saat pembelajaran online berlangsung)	4	4	8.3%
		3	28	58.3%
		2	14	29.2%
		1	2	4.2%

Tabel 7: Analysis students' perceptions related to the online English learning motivation

No.	Scale	Responses	Percent
1.	4	Strongly agree	9%
2.	3	Agree	34.1%
3.	2	Disagree	47.2%
4.	1	Strongly disagree	7.7%

From the table above, the highest frequency in the data about the online learning motivation is 47.2% disagree with the questionnaire. It means respondents agree with statements, including online English learning that can increase students' interest in knowledge, foster students' motivation, and foster students' independent learning attitudes. The highest percent of students' perceptions of the online learning process is neither negative nor positive because the highest score is not 1 and 4, while the other frequencies are 9% strongly agree, 34.1% agree, and 7.7% strongly disagree.

4. Students' perceptions related to the understanding of online English learning

The fourth research problem contains two statements in the questionnaire related to the understanding of online English learning.

Table 8: Questionnaire data about understanding of online English learning

No.	Questionnaire Statements	Scale	Frequency	Percent
5.	Online English learning can improve students' understanding in learning (Pembelajaran bahasa Inggris online dapat meningkatkan pemahaman siswa dalam belajar).	4	3	6.3%
		3	13	27.1%
		2	26	54.2%
		1	6	12.5%
9.	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications (Pembelajaran bahasa Inggris online sulit dilakukan karena kurangnya pemahaman siswa terhadap penggunaan aplikasi pembelajaran online).	4	12	25%
		3	18	37.5%
		2	16	33.3%
		1	2	4.2%

Tabel 9: Analysis students' perceptions related to understanding of online English learning

No.	Scale	Responses	Percent
1.	4	Strongly agree	15.7%
2.	3	Agree	32.3%
3.	2	Disagree	43.8%
4.	1	Strongly disagree	8.4%

From the table above, the highest frequency in the data about understanding online English learning is 43.8% who disagree with the questionnaire. It means respondents

agree that online English learning can improve students' understanding of learning. Online English learning is challenging because of the lack of students' knowledge of online learning applications. The highest percent of students' perceptions of the online learning process is neither negative nor positive because the highest score is not 1 and 4, while the other frequencies are 15.7% strongly agree, 32.3% agree, and 8.4% strongly disagree.

DISCUSSION

Based on the data results, the responses from students tended to be neutral towards online English learning during the covid-19 pandemic. It is evidently from the results of the data and the number of student responses to online English learning processes, facilities, motivation, and understanding of the subject matter. In this research, the questionnaire indicator used a Likert scale consisting of four categories, namely, strongly agree, agree, disagree, and strongly disagree. Sugiyono (2014) claimed that the Likert Scale measures people's attitudes, opinions, and perceptions about social phenomena. An item or data is positive if the highest score strongly agrees, whereas if the item or data is negative, the highest score strongly disagrees. If the highest score is in the agree and disagree responses, it refers to neutral items.

Essential points in the learning process include interaction and participation between students and teachers. Students should prepare themselves for online English learning, be aware of managing time efficiently and effectively, be active during the learning process and learn more independently. Students who influence the process of goal setting, preparation, scheduling, and evaluation of the learning process (Vonderwell, 2004; Rifiyanti, 2020). Teachers must prepare teaching materials properly, from planning and implementation to learning evaluation. A teacher's role is needed (Emda, 2018). Teachers must provide good teaching, creativity, and innovation using engaging online English learning to achieve the purpose of the subject matter. The data from the highest questionnaire test result is 42.1% disagree with the statements. It can be concluded from the student's perception that the online English learning process is still not optimal.

The next is about online English learning facilities. Facilities are objects or things that make activities or work easier to carry out. Teachers and students need facilities to support teaching and learning in online English learning. For online English learning to carry out according to the target, facilities such as mobile phones, internet packages, and internet connections are required. The questionnaire results can conclude from the student's perception that the online English learning facilities are optimal. The data from the highest questionnaire test result is 39.1% agree with the statements.

The next is about online English learning motivation. Students need motivation from teachers and themselves. Teachers are a facilitator for students who are required to show their skills in educating and motivating. Nevertheless, students must motivate themselves more to be active and enthusiastic in online English learning. Motivation is a tool to encourage students to learn and develop their potential in education. The data from the highest questionnaire test result is 47.2% disagree with the statements. It can be concluded from the student's perception that the online English learning motivation is still not optimal. From the results of the questionnaire, the English teacher has

motivated students. However, students themselves are not motivated because they are not used to online English learning.

The next is about the understanding of online English learning. The data from the highest questionnaire test result is 43.8% disagree with the statements. The questionnaire result can conclude the student's perception that understanding online English learning is still not optimal. The most critical learning goal is achieving students' understanding of the material subject. Student understanding can interpret as the level of ability in learning. Every student has a different understanding of each sub-subject material. The level of student understanding is influenced during the teaching and learning process in class and independent learning apart from class. If students understand the subject matter, then students have succeeded in achieving the learning goals.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the data analysis and the previous discussion, the conclusions drawn that the perceptions of students of class X IPA 3 and XI IPA 2 at SMA Negeri 1 Peranap is about online English learning processes, facilities, motivation, and understanding of subject matter are neutral perceptions. Students disagree related to the online English learning process with a percent of 42.1%, students agree related to the online English learning facilities with a percent of 39.1%, students disagree related to the online English learning motivation with a percent of 47.2% and students disagree related to the understanding of online English learning with a percent of 43.8%. From the research results, students of class X IPA 3 and XI IPA 2 at SMA Negeri 1 Peranap have not adapted to online English learning.

Recommendation

1. For Teachers

Participation between students and teachers is crucial in online English learning. In addition, teachers must prepare teaching materials properly, from planning and implementation to learning evaluation. Teachers should teach creatively and innovatively by using learning media to increase student interest in learning and achieve the objectives of the subject matter. Furthermore, students need motivation from teachers and themselves. Teachers are a facilitator for students who are required to show their skills in educating and motivating.

2. For students

Students must be more active during the online English learning process and learn independently on online platforms. In addition, students should develop the ability to understand English subject matter with online study groups. In that case, fellow students can motivate and share about subject matter that is not understood.

3. For Researchers

The researcher hopes future researchers would develop research with large populations, different methods, and techniques. In addition, further researchers can make breakthroughs like developing social media on online English learning, increasing student motivation in online English learning, and using online English learning models.

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