# STUDENTS' PERCEPTION ON ONLINE ENGLISH LEARNING DURING THE COVID-19 PANDEMIC AT SMAN 1 KUBU KABUPATEN ROKAN HILIR

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**Abstract:** *This study is intended to discover the students' perceptions on online English learning during the covid-19 pandemic at SMAN 1 Kubu Kabupaten Rokan Hilir. In the past three years online learning has become one of tremendous instructional process which has been in trend over the world, including Indonesia. This research used descriptive quantitative. In Likert-scale questionnaire was used in this study to investigate the students' perspective of online learning with the options, composed of strongly agree, agree, disagree, and strongly disagree. There were 82 students involved in this research. The findings shows that the positive perceptions reaches 89.0% the tenth year students of SMAN 1 Kubu agreed that the media used in English online learning is suitable to support the learning process. However, that 51.2 % of students agreed that students found difficulties in utilizing English online learning due to low skill in the instructional process.*

**Keywords:** *online learning, perception*

# PERSEPSI PESERTA DIDIK TERHADAP PEMBELAJARAN DARING DI MASA PANDEMI COVID-19 DI SMAN 1 KUBU KABUPATEN ROKAN HILIR

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**Abstrak:** Penelitian ini dilakukan dengan tujuan untuk mengetahui persepsi murid terhadap pembelajaran bahasa inggris daring di masa pandemi covid-19 di SMAN 1 Kubu Kabupaten Rokan Hilir. Dalam tiga tahun terakhir pembelajaran online telah menjadi salah satu proses pembelajarang luar biasa yang sedang menjadi tren, yang telah digunakan oleh banyak negara, termasuk Indonesia. Penelitian ini menggunakan metode dekriptif kuantitatif. Kuesioner berskala dipakai untuk mengidentifikasi perspektif peserta didik terhadap pembelajaran jarak jauh, dengan pilihan yang terdiri dari sangat setuju, sutuju, tidak setuju, dan tidak sangat setuju. Terdapat 82 peserta didik terlibat dalam penelitian ini. Hasil penelitian menunjukkan bahwa pendapat positif murid mencapai 89.0% murid kelas 10 SMAN 1 Kubu setuju bahwa media yang digunakan dalam pembelajaran bahasa inggris online sesuai dengan objektif materi sehingga menunjang proses belajar. Namun, 51.2 % peserta didik setuju terdapat beberapa kesulitan dalam mengakses sistem daring disebabkan oleh minimnya keterampilan dalam proses pembelajaran.

**Kata kunci:** Pembelajaran online, persepsi

## INTRODUCTION

The instructional process, all over the world in the course of pandemic, including Indonesia had been subject to change the system of learning. E-learning has been the perceived to be the best way at the expense of face to face classroom. Rokan Hilir Regency particularly the education office decided to ask the schools to conduct online instruction to solve the challenges during Covid-19 pandemic. The Covid-19 has caused disruptions to education, including at SMAN 1 Kubu which has shifted its instructional process to remote learning since in the middle of March last year. Therefore, the implementation of teaching and learning must be done online.

Schunk (2012) prescribes online learning as a process that results in long-term behavioral changes. These changes result in various behaviors and abilities because of practice or other forms of experience. Furthermore, it believes that students' learning begins with putting their knowledge and skills into context, which is developed and improved as one of the learning functions. The usage of online learning is fundamentally used to enhance positive learning environment and unlock current self-competence for students by using new technology in learning. To create conducive environment to study, Su *et al* (2005) explains that good relationships among students and between students and teachers are important in the learning process. Based on this explanation, learning interactions must be incorporated into the learning process; however, the question is whether learning interactions have been incorporated into online learning to support learning activities. Interaction face to face other wisely have been changed into online learning which encountered students and teachers via screen. Learners tend to have build bigger efforts to overcome the connection learning by used online platform.

As mentioned by Fortune *et al*, (2011) that several difficulties occur in applying online learning for learning process. The opposition are prescribed such as teaching materials, learning interactions, and learning environment. The issues have become some of the reasons students experienced and stated different opinion or perception about online learning itself. Previous research has been identified some advantages and disadvantages implementing remote education system or e-learning. Explaining perception, Walgito (2010) states that it is a process individuals receive stimuli through their senses and is also known as the perception process. The stimulation can primarily create different insight about issue learners experience during the learning stage. Opinions would described differently explanation how online learning effected to learning objectives faced by students.

The students of SMAN 1 Kubu was used online platform during pandemic situation to study English study. Pre-observation stated that teachers and students were differently stated contradictory perception through online learning usage. Two sides opinion has become questionable problems to identify how students reflected to e-learning classroom. The study was intended to continue further proceeding research which focus on identifying students' awareness related to online classroom implementation. Though it was primarily discussed on negative and positive attention about online platform to learn English during pandemic situation.

**METHODOLOGY**

To overcome the results of this study, the research was identified by using descriptive quantitative approach. The study as defined by Sugiono (2010) that descriptive research is a type of research that helps us understand data by describing it in simple terms. This type of research isn't used to make any conclusions that would be applicable to the public, but it clarifies the data. The data was calculated by applying quantitative method. Moreover, Gay and Airasian (2000) explain that the quantitative approach is used to look at the current conditions or to find out a correlation which use for different cases. To discover completed analysis about e-learning perception, 82 students of first year high school were used to define the findings. The data was collected using likert-scale questionnaire which was appropriate to answer the case. Sugiyono (2014) said that the Likert Scale is a way to measure attitudes, opinions, and perceptions about social phenomena. The instrument was organized by dividing two different insight of perception such as negative and positive thoughts. The data was calculated using SPSS 23 to find descriptive quantitative result of percentage data.

**RESULT AND DISCUSSION**

The data of research was classified into several categories which directed into two different options about findings focusing on e-learning perception. The questionnaire allowed learners to clarify the prescription which tend to the most advantageous and challenging items of online learning platform implementation. The outcome of this study is mainly explained through these following aspects:

1. **The Questionnaire Result Presentation**

The questionnaire was filled by the first-year students of SMAN 1 Kubu which consist of X1 – X3. The overall samples of 82 students put the checklist into the questionnaire which focused on students' perception in learning English during pandemic era. The chart presented the students participation from each class to fulfill the description of students' opinion in understanding English material through online learning.

**Figure 1. The percentage of classes filling out the questionnaire**
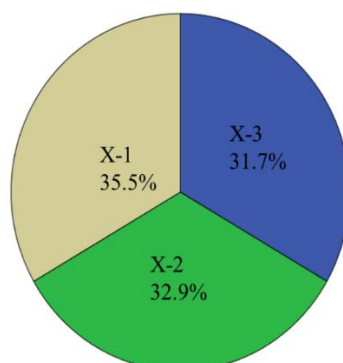


The figure of chart shows that the total percentage of each class in giving responses to the statements of the questionnaire. From the total samples of 82 students, the highest percentage of class contribution through the collection of data process is X-1 with the

total frequencies of 29 students of 35.5% percentage. The following class is X-2 with 27 frequencies with 32.9 % of partaking. The last class of X-3 is considered as the lowest involvement percentage with 26 students of 31.7% percentage.

2. **The description analysis of the positive perception of the questionnaire**

As stated by Irwanto (2002) that positive perceptions describe all knowledge and the responses that continue with their efforts to use. Positive perception showed how students mostly commented to advantageous of applying online platform. The result prescribed in this following table:

**Figure 2. The responses of students related to positive perception of online learning**

| N o | Questionnaire Statement | Statements | | |
|---|---|---|---|---|
| | | Scale | Frequency | Percentage |
| 1 | Guru menjelaskan materi bahasa Inggris dengan baik melalui pembelajaran online. (*The teacher explains the English material well through online learning.*) | 4 | 3 | 3.7 % |
| | | 3 | 32 | 39.0 % |
| | | 2 | 46 | 56.1 % |
| | | 1 | 1 | 1.2 % |
| 2 | Media pembelajaran bahasa Inggris yang digunakan oleh guru sudah tepat. (*The English learning media used by the teacher is appropriate*) | 4 | 8 | 9.8 % |
| | | 3 | 73 | 89.0 % |
| | | 2 | 1 | 1.2 % |
| | | 1 | 0 | 0 % |
| 3 | Pembelajaran bahasa Inggris melalui online learning efektif selama pandemi covid-19. (*Learning English through online learning is effective during the covid-19 pandemic*) | 4 | 4 | 4.9 % |
| | | 3 | 41 | 50.0 % |
| | | 2 | 36 | 43.9 % |
| | | 1 | 1 | 1.2 % |
| 4 | Anda mampu menyelesaikan tugas bahasa Inggris online sesuai jangka waktu (deadline) yang diberikan. (*You can complete online English assignments according to the given deadline*) | 4 | 19 | 23.2 % |
| | | 3 | 44 | 53.7 % |
| | | 2 | 18 | 22.0 % |
| | | 1 | 1 | 1.2 % |

| | | | | |
|---|---|---|---|---|
| 5 | Pengumpulan tugas bahasa Inggris secara online mudah dilakukan selama pandemi covid-19. (*It is easy to submit English assignments online during the covid-19 pandemic*) | 4 | 12 | 14.6 % |
| | | 3 | 35 | 42.7 % |
| | | 2 | 33 | 40.2 % |
| | | 1 | 2 | 2.4 % |
| 6 | Anda dapat mengikuti pembelajaran bahasa Inggris online dengan baik selama pandemi covid-19.(*You can follow online English learning well during the covid-19 pandemic*) | 4 | 8 | 9.8 % |
| | | 3 | 39 | 47.6 % |
| | | 2 | 32 | 39.0 % |
| | | 1 | 3 | 3.7 % |
| 7 | Anda mengerjakan tugas bahasa Inggris karena rasa tanggung jawab sebagai seorang siswa. (*You do English assignments because of your responsibilities as a student*) | 4 | 41 | 50.0 % |
| | | 3 | 39 | 47.6 % |
| | | 2 | 2 | 2.4 % |
| | | 1 | 0 | 0 % |
| 10 | Belajar bahasa Inggris online dapat menumbuhkan sikap belajar mandiri pada siswa. (*Learning English online can foster an independent learning attitude in students*) | 4 | 12 | 14.6 % |
| | | 3 | 32 | 39.0 % |
| | | 2 | 34 | 41.5 % |
| | | 1 | 4 | 4.9 % |
| 11 | Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui online learning. (*Your English skills will improve during learning through online learning*) | 4 | 4 | 4.9 % |
| | | 3 | 24 | 29.3 % |
| | | 2 | 46 | 56.1 % |
| | | 1 | 8 | 9.8 % |
| 12 | Guru memberikan waktu kepada siswa untuk memahami materi dan bertanya apabila belum memahami. (*The teacher gives time for students to understand the material and asks questions if they do not understand*) | 4 | 32 | 39.0 % |
| | | 3 | 46 | 56.1 % |
| | | 2 | 4 | 4.9 % |
| | | 1 | 0 | 0 % |
| 13 | Guru memberikan contoh materi berupa video atau gambar sebelum melakukan pembelajaran bahasa Inggris secara online. (*The teacher provides examples of material in videos or pictures before* | 4 | 12 | 14.6 % |
| | | 3 | 39 | 47.6 % |
| | | 2 | 25 | 30.5 % |

| | | | | |
|---|---|---|---|---|
| | *doing online English learning)* | 1 | 6 | 7.3 % |
| 14 | Guru memberikan motivasi kepada siswa saat pembelajaran bahasa Inggris online berlangsung. (*The teacher motivates students when online English learning takes place)* | 4 | 20 | 3.7 % |
| | | 3 | 46 | 56.1 % |
| | | 2 | 16 | 19.5 % |
| | | 1 | 0 | 0 % |
| 15 | Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui pembelajaran online. (*You ask the teacher when you have difficulty learning English through online learning)* | 4 | 24 | 29.3 % |
| | | 3 | 40 | 48.3 % |
| | | 2 | 15 | 18.3 % |
| | | 1 | 3 | 3.7 % |

The highest item that students selected in the questionnaire form to answer the perception of English online learning is item number 2. The students agreed that leaning media that is used for studying English languages is suitable with the lesson. It can be inferred from the data that 73 students of 89.0% percentage agree with the opinion or thoughts. In other side, the lowest item which filled by the students is item number 10. The students disagreed that online learning could make students become independent learners in studying English language. 34 students of 41.5% percentage disagree with the perception. Thus, the positive perceptions shows that tools which apply in learning process has been chosen correctly for students. But students also believe that online English learning makes them become dependent learners or cannot learn individually.

### 3. The negative perception of online English learning

To analyze deeply about the perception of English online learning, the negative statements also applied in transcribing the data of the research. As stated previously by Irwanto (2002) that negative perception describes all knowledge and responses which are not in harmony with the perceived object. Therefore, negative perception used to gain further understanding of the students' obstacles of English online learning. The table below describes the detailed information about negative statements which can be seen as follow:

**Figure 3. The responses of students related to negative perception of online learning**

| No | Questionnaire Statement | Statements | | |
|---|---|---|---|---|
| | | Scale | Frequency | Percentage |
| 8 | Siswa atau guru mengalami kesulitan dalam melaksanakan pembelajaran bahasa Inggris online karena keterbatasan ketersediaan ponsel, keterbatasan kuota internet, dan masalah sinyal yang kurang baik. (*Students or teachers experience difficulties in online English learning due to the limited availability of mobile phones, limited internet quota, and poor signal problems*) | 1 | 2 | 2.4 % |
| | | 2 | 6 | 7.3 % |
| | | 3 | 41 | 50.0 % |
| | | 4 | 33 | 40.2 % |
| 9 | Belajar bahasa Inggris online sulit karena kurangnya pemahaman siswa tentang cara menggunakan aplikasi pembelajaran online. (*Learning English online is difficult due to students' lack of understanding of how to use online learning applications*) | 1 | 3 | 3.7 % |
| | | 2 | 14 | 17.1 % |
| | | 3 | 42 | 51.2 % |
| | | 4 | 23 | 28.0% |

The result of data analysis showed the highest score proved that 46 students of 56.1% percentage agree that English online learning wastes the data of the internet. The students agreed that English online learning would impact to the limitation of phone, internet allowance and signal. Moreover, the lowest data of the instrument shows that 42 students of 51.2% percentage agree that e-learning become problem because students have difficulty to run up online learning application. Therefore, the data analysis of negative statements showed that the students' perception about online learning gave some problems because ineligible supplies of phone, quota, and internet connection, and low ability in accessing e-learning application.

### 4. The Statistical Result of The Questionnaire

**Figure 4. The Statistical Data of Questionnaire**

| | | ITEM 1 | ITEM 2 | ITEM 3 | ITEM 4 | ITEM 5 | ITEM 6 | ITEM 7 | ITEM 8 | ITEM 9 | ITEM 10 | ITEM 11 | ITEM 12 | ITEM 13 | ITEM 14 | ITEM 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | Valid | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | | 2.45 | 3.09 | 2.59 | 2.99 | 2.70 | 2.63 | 3.48 | 3.28 | 3.04 | 2.63 | 2.29 | 3.34 | 2.70 | 3.05 | 3.04 |
| Minimum | | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 |
| Maximum | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Sum | | 201 | 253 | 212 | 245 | 221 | 216 | 285 | 269 | 249 | 216 | 188 | 274 | 221 | 250 | 249 |

The statistical data is used to measure the level of the wholeness questionnaire which calculate students' perception about using English online learning. The score views the items which can be understood as the highest aspect of opinions or thought which students felt about applying e-learning. Through mean of the data, the results can approve what the most dominant terms and minimum aspects which students had in understanding English.

### 5. The Rank Order of Students' Perception

Through the analysis, the data was sorted to determine how each item that students selected reflecting to the perception about positive and negative results. The rank order of this case is prescribed as follow:

**Figure 4. The Rank Order of Item Numbers of Students' Perception**

| Rank Order | Item No | Scale | Frequency | Percentage | Mean | Category |
|---|---|---|---|---|---|---|
| 1 | 7 | 4 | 41 | 50.0 % | 3.48 | Medium |
| 2 | 12 | 3 | 46 | 56.1 % | 3.34 | Medium |
| 3 | 8 | 3 | 41 | 50.0 % | 3.28 | Medium |
| 4 | 2 | 3 | 73 | 89.0 % | 3.09 | Medium |
| 5 | 14 | 3 | 46 | 56.1 % | 3.05 | Medium |
| 6 | 9 | 3 | 42 | 51.2 % | 3.04 | Medium |
| 7 | 15 | 3 | 40 | 48.3 % | 3.04 | Medium |
| 8 | 4 | 3 | 44 | 53.7 % | 2.99 | Medium |
| 9 | 5 | 3 | 35 | 42.7 % | 2.7 | Medium |
| 10 | 13 | 3 | 39 | 47.6 % | 2.7 | Medium |
| 11 | 6 | 3 | 39 | 47.6 % | 2.63 | Medium |

| 12 | 10 | 2 | 34 | 41.5 % | 2.63 | Medium |
|----|----|---|----|--------|------|--------|
| 13 | 3 | 3 | 41 | 50.0 % | 2.59 | Medium |
| 14 | 1 | 2 | 46 | 56.1 % | 2.45 | Low |
| 15 | 11 | 2 | 46 | 56.1 % | 2.29 | Low |

According to Riffat *et al* (2010), referring to the mean scores, all mean scores fell within the range of 2.5-3.5. This range belongs to medium (2.5-3.5) and > 3.5 categorizes as high level. The rank order of the questionnaire of students' perception of English online learning contains the profound analysis of the research. The rank order is determined by sorting the total number of mean from overall data of all items. The table shows that which items that students mostly checked in the list of questionnaires.

In this research, item number 7, 12, and 8 are the highest items in overall questionnaire observed from the data. The tenth-year students of 41 samples with 50.0% percentage were strongly agree that English online learning made students finishing their homework with responsibility, and it is categorized as medium perception of e-learning with 3.48 mean score. Moreover, 56.1% of 36 students with 3.34 mean score agreed that students could understand the material and wanted to ask if they did not know the lesson to the teachers. Item 12 is measured as medium perceptions. However, 50.0% of 41 students with 3.28 total mean score states that learning through English online learning is difficult due to availability of phone, internet allowance and signal. It is known as medium thoughts.

Learning through online learning advantage student for certain reason but also give issues in using it. In this research, 73 students of 89% percentage with 3.28 mean score agreed that media and tools used by teachers were supported with the lesson. Perspective in item 2 is categorized as medium opinion. Also, students felt that teachers gave motivation in online learning which helped them to learn. Item 14 shows that 46 students of 56.1 % with 3.05 total mean score approved this idea and labelled as medium perceptions. But Item 9 states that 42 students of 51.2% accepted situation in online learning which low ability in running online application. With 3.04 total mean score, it is recognized as medium perception.

Moreover, online learning shows benefits in helping students to acquire materials which is given by teachers. Item 15 shows that 40 students of 48.3 % with 3.04 mean score agreed with situation in which they asked teachers once there were problems in learning process. It is categorized as medium ideas about online learning. Students also approved that they could finish tasks due to the deadline in online learning. That perspective is supported with the data which shows 44 students of 53.7 % agree with it and it is categorized as medium opinion. Then, 35 students of 42.7 % agree with perception which opinion which told that online learning assignments were easily to be submitted. It is categorized as medium opinion in this study.

The use of online learning helps students to acquire English materials more effectively. It is supported in item 13 with 47.6% percentage and 2.7 mean score of 39 students agree that online learning is easy to be acquired because of video and picture implementation. Moreover, students could follow the learning process well during pandemic era. It is approved in item 6 with 47.6 % percentage and 2.63 mean score. Also, online

learning made students becoming independent learners. It is explained in item 10 where 34 students agreed about it with 41.5 % percentage of 2.63 mean score. These advantages of implementing online learning are categorized into medium level of students' perception. Using online learning is giving a new way for students to develop personal ability. During Covid-19, e-learning becomes the best method to be applied in this research. 41 students agreed with this perception. It is approved in item 3 with 50% percentage of 2.59 mean score and clarified as medium level.

Although e-learning impacts several benefits for students, there are some aspects that students disagree in applying online learning. In this research, 41 students did not agree that online learning was explained well by teachers. It is approved in item 1 with 56.1 % percentage of 2.59 mean score and categorized as low-level perception. Also, 46 students disagree that tells English competence increase using e-learning. The result is resulted in item 11 with 56.1% percentage of 2.29 mean score and labelled as low-level opinion of student's perception.

**Discussion**

The perception of the tenth-year students of SMAN 1 of English online learning are divided into two different opinions, negative and positive thoughts. The positive observation is intended to know how English online learning impacts on the interest of the students in understanding the materials. However, the advantages of English online learning also accompany with the disadvantages or negative issues which faced by the tenth-year students of SMAN 1 Kubu of English online learning.

Through the analysis of positive perceptions, the students believe that the implementation of media decide the learning process. The research shows that tools that used in online learning was suitable to support learning process. 73 students of 82 samples of the study believed that using video and picture were correct in online learning. This point is also approved by previous study by Yudiatmaja which states online learning effects into positive line in making satisfactory between tutor and student. In the research findings that students find online classes easy to access because of the usage of media which help them to study and review for exams. Therefore, English online learning gives positive adjacent as stated by the tenth-year students of SMAN 1 Kubu. (2)

Deliberated as fun way to learn in pandemic era, most of students at SMAN 1 Kubu approve that English online learning gives the advantages and enhances the interest of study. The previous study as arranged by Susiya (2021) approves that e-learning methods are expected to increase the awareness of students in learning and students can adapt to the technology used. In this research, 42.7% and 53.7% of SMAN 1 Kubu students believe that online learning can develop the desire to learn English and even increase the understanding about English language. Thus, online learning is thought as the way to level up the curiosity of studying and enhance the comprehension of subject materials.

As the way to increase the desire to learn, the analysis of students' perception shows that online learning acquire the learning objectives and can be developed for

future method learning. As stated by Hamidah & Surani (2020) states that the ongoing pandemic period allows online learning to become a basic need for lecturers and students and the readiness of lecturers and students in online learning needs to be improved with the support of learning technology devices. In this research, the data explains that 47.6% of SMAN 1 Kubu students agree that online learning can be one learning way to achieve learning goals and to be developed for future study concept.

However, in different observations of online learning also contain negative perceptions which students of SMAN 1 Kubu mention as learning challenges. The most problematic issue as the tenth-year students of SMAN 1 Kubu mentioned in perception rubrics that problem students faced while having English online learning is technical challenges. According to Cao & Jittawiriyanukoon (2022), students agree that they have procedural challenges when they use e-learning to study English and the most important factor affecting the implementation of E-learning is lack of technology/software required for home access. In this research, the SMAN 1 Kubu students also state that they have difficulties to access English online learning due to low understanding of expending technological devices. As proved with 51.2% of 42 students agree with this issue of e-learning.

Furthermore, online learning takes over the high amount of internet allowance. As stated previously research which arranged by Milla *et al* (2021) state that many students experienced significant e-learning barriers, and a large percentage of students have been unable to attend online such as lack of a device to attend online classes, lack of a separate room to study at home, and poor Internet connectivity issues. 50.0% of 41 SMAN 1 Kubu students agree that limited internet quota and poor signal issues have become challenging of using online learning.

Another Based on the explanation above, the research firstly conducted to know how the students reflect with the concept on e-learning in pandemic era. The results explain that students' perception direct to two path which need to be considered as significant results of the study. By looking at the positive adjustments of online learning, most of students approve that English online learning gives several advantages. Though, English online learning has some of problematic issues or challenging that impact to the outcomes of the students.

## CONCLUSION AND RECOMMENDATIONS

**Conclusion**

This study is purposed to find out the students' perceptions of English online during the covid-19 pandemic. The research is constructed by giving the statements that reflect to the students' situation while constructing online learning. To find the results, the data was analyzed by comparing each item with the total number and percentage that students filled. The data was divided into two main term observation, the positive and negative perception of students with online learning. The positive perceptions indicate that online learning give advantages to the students. The highest score of positive explanation shows that 89.0% students agree that media such as video and picture supported learning process. While

observing in negative evaluation, the highest score of challenging issues by applying online learning is low ability in running the e-learning application. 51.2% students agree that e-learning is difficult to be used due to minimum skill in operating the system.

However, by observing the total mean score of all items, the first rank describes that students approve that English online learning has made them become responsible students to finish homework's given by teachers. 50% of students agree with it. The total mean score is 3.48 and categorized as medium level of students' perception. While the last position of students' perception is 56.1% of students disagree that English online learning can increase the language skill of English language. The total mean score is 2.29 and categorized as low-level opinion of English online learning perception. Therefore, in this research the students' opinion through online learning gives several advantages which maintain the learning system, while there are also problems that need to be fixed.

### Recommendation

1. The recommendation for teachers, learning will be effective if the teachers prepare the materials for online learning before. Moreover, the evaluation is also needed to measure the outcomes of the students in understanding how far they comprehend the material during the class.
2. The recommendation for students, that students can ask the teacher if they find some of challenges while entering online learning, discussing with teachers about material they are not sure about, not delaying any homework to help students get better score from teacher evaluation.
3. The recommendation for other researchers which the research can be focused in using online learning media with different types of topics. Also, the researcher can link this research as one of sources to know the effectiveness of applying online learning. The future researcher can also make questions related to the application used, direct or delay learning and also related to skills in learning English.

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