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STUDENTS' PERCEPTION TOWARD ENGLISH ONLINE LEARNING DURING COVID-19

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ABSTRACT

Students' perception has become an essential part of the teaching-learning process. It needs to be considered for helping teachers as an evaluation in the classroom. This research aims to know the students' perception of English online learning during Covid-19. Seventy-one students at SMAN 1 Semparuk participated in this study. This study was descriptive research with a quantitative approach that used thirty items questionnaire as the data collection instrument adapted by Anggarini (2021) and Santosa & Adijaya (2018). These questionnaires contained three dimensions, namely (1) teaching material, (2) learning interaction, and (3) learning environment. The data were analyzed descriptively in several stages, and each respondent will be classified into five categories of perceptions. The finding indicated that students' perceptions toward English online learning at SMAN 1 Semparuk during the Covid-19 Pandemic fell into a very high category of 1.4% for one student, a high category of 14.1% for ten students, a medium category of 46.5% for 33 students, a low category of 36.6% for 26 students, and a very low category of 1,4% for one student. These results interpreted that students' perceptions of English online learning were included in the medium to low categories.

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INTRODUCTION

More than 200 countries have been affected by the Coronavirus (COVID-19). It also poses several difficulties for educational institutions, especially in Indonesia. In educational

institutions, the ministry of education urges students and teachers to be able to stay at home, work, and study. In addition, educational institutions have to find some innovations in the teaching-learning process. One of these innovations is online learning. Online learning is a concept in education that utilizes technology, information, and communication to support teaching and learning. An example of utilizing technology, information, and communication in education is that information will be conveyed through online media via an internet connection. Then the result becomes a process of communication or transferring knowledge to students and is usually called the teaching and learning process. Moore, Dickson-Deane, & Galyen (2011) stated that online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various learning interactions. Using online learning, the delivery of information from teacher to students would undoubtedly be more efficient.

In this context, online learning applied in SMAN 1 Semparuk led to distance learning where teachers and students were in separate locations. It would need an interactive telecommunication system to connect them with necessary resources. Distance learning is a learning method with an institution that regulates it, and there is a curriculum in it. Rumble, quoted in (Simonson et al., 2015), explains that there must be a teacher, one or more students, and a course or curriculum that the instructor is competent in teaching. Also, the student is attempting to learn. There should be an implicit or explicit contract between the student and the teacher or the institution in the remote education process. The online learning system strives for students to study at home without coming to school. Learning is carried out with an application-based system used in remote places. Learning is not conducted face-to-face but virtually by utilizing applications as learning media. It seems more practical in delivering learning materials and easy to implement in the middle of a pandemic like today. Online learning allows students to do learning from home or anywhere following the agreement between students and teachers. Moreover, this learning only requires an internet connection, so there is no need to do face-to-face directly (Adijaya & Santosa, 2018).

Several problems commonly arise in online learning. According to Fortune et al. (2011), three things appear the most in online learning: teaching material, learning interactions, and learning environment.

Teaching materials are an essential part of learning. It impacts the educational process by referring to the curriculum utilized to accomplish predetermined competency standards and essential competencies (Lestari, 2013, p. 2). In conclusion, Good teaching material will significantly affect the achievement of learning objectives.

Learning interaction has an essential role in the teaching-learning process. Learning interaction is a reciprocal relationship between teachers and students in a teaching system. An essential part of interaction is process communication or the process of delivering information. The process of communication between teachers and students is called educative communication or educative interaction. According to Djamarah (2000, p. 11), learning, also known as educative interaction, is a two-way relationship between teachers and students that follows the rules to attain educational objectives.

The learning environment also has an essential role in the learning process. It includes conditions, circumstances, and facilities in the classroom. Everything employed in the learning process, including the settings, circumstances, and facilities in the environment, is referred to as the learning environment (Triyogo, 2014). In conclusion, the teaching and learning process occurs

in a learning environment. Therefore, the learning environment can affect the success of a learning process.

Similar studies were conducted by Adijaya & Sentosa (2018) and Zuriati & Briando (2020). Adijaya & Santosa (2018), based on the result, researchers found that students face some problems interacting in online learning, not only with other students but also with a lecturer. Likewise, students feel that the learning environment in online learning less supports them more minor in the learning-teaching process. Thus, to help students develop their interaction and learning environment, lecturers can facilitate them by creating a group on social media to interact and boost the learning environment atmosphere among class members.

Zuriati & Briando (2020), the aim was to determine students' perceptions of online learning. The result indicates that several dimensions must be the primary concern in implementing distance learning. These dimensions include Material or teaching mode, student interaction, and learning atmosphere.

The senior high school in Semparuk has been chosen because it is one of the schools located in the Sambas area affected by the pandemic. The online learning application had been running for about three semesters. After that, it would enter the four semesters and a total of almost two years, starting during the 2019/2020 second semester learning period. In observation, the teacher explained that there were some problems between teachers and students related to using Google for education applications at the beginning of the implementation of online learning. Research related to the students' perceptions of English online learning needs to be done because of the current conditions. By finding perception would help the teacher to evaluate in the classroom. Therefore, teachers needed to ensure that students had a good perception and understanding during the learning process. A good perception would make it easy for students to understand the subject matter delivered in class to achieve competence and learning objectives. This research was a descriptive method with a quantitative approach where the writer describes the students' perception of English online learning. These research questions were: What are the students' perceptions of English online learning during Covid-19 at SMAN 1 Semparuk.

METHOD

This research used a quantitative approach to analyze and explain the tenth and eleventh-grade students' perceptions of online English learning. The study produced descriptive data to correctly describe the goal and systematically characterize a specific topic's facts and characteristics (Azwar, 2012). According to Kountur (2005), descriptive research has the following characteristics: it relates to the current situation and describes only one variable or several variables but is described one by one. The variables studied are not manipulated.

The research site of this study was SMAN 1 Semparuk. It is one of the schools in Sambas, West Kalimantan. The school has used online learning because of the covid-19 pandemic. The population of this research is 359 students, consisting of twelve classes. In the tenth grade, six classes consisted of 4 social classes and two science classes. Meanwhile, in the eleventh grade, there are four classes in social and two classes in science. The researcher used a probability sampling technique to determine the sample of this research. *Probability sampling* is a sampling strategy that ensures that each population element has an equal chance of being chosen as a sample member. If the subject is prominent or more than 100 people, it should be taken 10-15 percent or 20-25 percent. The researcher took 20%, so that the sample is $20\% \times 359 \text{ students} = 71 \text{ students}$.

The data collection technique used in this study was a non-test technique by using questionnaires to obtain relevant data. In collecting data, the researcher used a questionnaire adapted from Anggarini (2021) and Santosa & Adijaya (2018). The questionnaire consisted of 30 close questionnaires focused on students' perceptions of English online learning during the covid-

19 pandemic. The data in this research were collected by sharing the questionnaire in Google Form. The researcher used the Likert scale to score students' perception of English online learning in the questionnaire, which had five categories: strongly disagree, disagree, neutral, agree, and strongly agree. The researcher focused on three points in this questionnaire: teaching material, learning atmosphere or learning environment, and learning interaction. Therefore, in the questionnaire, the dimension of teaching material included items number 1 until 10, and the dimension of student interaction included items number 11 until 20. The last dimension of atmosphere or learning environment included items number 21 until 30. For positive things, the biggest score is 5, and the lowest score is 1. It is considered positive if the most significant number is in the strongly agreed answer. In contrast, if the thing or understanding is negative, the most significant number strongly disagrees. The Likert scale modified can be seen in the table below:

Table 1. Likert's scale scores system

No.	Statements	Responses	
		Positive	Negative
1	Strongly disagree	1	5
2	Disagree	2	4
3	Neutral	3	3
4	Agree	4	2
5	Strongly agree	5	1

The data analysis technique was used as a descriptive statistics technique with a quantitative approach. Therefore, this research procedure analyzes the data from the questionnaire in several steps. First, recapitulate respondents' answers related to the questionnaire in Google form. In this step, the researcher recapitulated and transferred the data into tabulation in Microsoft Excel. After that, the researcher gave a score for the student's answer and added up all the scores on each variable. Second, making categorization criteria, the researcher transferred the data into the SPSS Version 25 in this step. In this section, the researcher first makes a categorization score. Then, the researcher determined the mean ideal and standard deviation ideal and calculated them manually in determining the categorization. To calculate the mean ideal and standard deviation ideal, the researcher applies the formula by Azwar (2012):

X_{max} : Total items X largest scale score

X_{min} : Total items X smallest scale score

M_i : $1/2 (X_{max} + X_{min})$

SD_i : $1/6 (X_{max} - X_{min})$

After that, each respondent will be classified into five categories: very high, high, moderate, low, and very low. The score criteria used for categorization use the formula by Azwar (2012):

Table 2. Categorization Norm

Very low	$X \leq M_i - 1,5SD_i$
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Low	$Mi - 1,5SDi < X \leq Mi - 0,5SDi$
Medium	$Mi - 0,5SDi < X \leq Mi + 0,5SDi$
High	$Mi + 0,5SDi < X \leq Mi + 1,5SDi$
Very high	$Mi + 1,5SDi < X$

The last is interpreting the data and concluding. In this step, the researcher interpreted how the participants responded to the implementation of online learning in learning English according to the questionnaire result.

RESULT AND DISCUSSION

Thirty items were created to evaluate students' perceptions of English online learning. The result showed that the biggest scale scores are five and the smallest scale score is 1. The statistical analysis results of research data were obtained with a maximum score of 150, a minimum score of 30, a mean = of 90, and a standard deviation = of 20. Based on the above calculations, it can be categorized into five classes as follows:

Table 3. Description of the Overall Results of Student Perceptions

Interval	Category	Frequency	Percent (%)
$X \leq - 60$	Very Low	1	1.4
$60 < X \leq 80$	Low	26	36.6
$80 < X \leq 100$	Medium	33	46.5
$100 < X \leq 120$	High	10	14.1
$120 < X$	Very High	1	1.4
Total		71	100

The table above showed that students' perceptions of English online learning at SMAN 1 Semparuk were categorized as follows: very high category 1.4%, high category 14.1%, medium category 46.5%, low category 36.6%, and very low category by 1.4%. Based on the result, it can be concluded that the average student perception of online learning English at SMAN 1 Semparuk refers to the medium category, which is 33 students (46.5%) and followed by the low category, as many as 26 students (36.6%) out of a total of 71 samples. These results also indicate that the application of online learning at SMAN 1 Negri 1 Semparuk still has weaknesses because some students still have difficulties in online learning. The details of perception will be described through 3 dimensions of learning, namely:

1. Students' Perception Toward Teaching Material

The study results based on students' perceptions toward teaching materials in this study were measured by ten statements. The statistical analysis results of research data were obtained with a maximum score of 50, a minimum score of 10, a mean = of 30, and a standard deviation = of 6.6.

Therefore, the distribution table of the results of research on student perceptions toward English online learning can be categorized as follows:

Table 4. Research Results on Students' Perception Toward Teaching Materials

Interval	Category	Frequency	Percent (%)
$X \leq 20,1$	Very Low	1	1,4
$20,1 < X \leq 26,7$	Low	11	15,5
$26,7 < X \leq 33,3$	Medium	35	49,3
$33,3 < X \leq 39,9$	High	20	28,2
$39,9 < X$	Very High	4	5,6
Total		71	100

Based on the table above, it could be seen that the results of the data analysis of students' perceptions toward teaching materials were included in the very high category 5.6%, the high category 28.2%, the medium category 49.3%, low category 15.5%, and very low category 1.4%. Based on the result, it can be concluded that the average student perception of teaching material refers to the medium category, which is 35 students (49.3%) and followed by the high category, as many as 20 students (28.2%) from a total of 71 samples. In the online class, the teacher has prepared the teaching materials well. The teaching materials delivered follow the syllabus. The teacher also constantly evaluates during teaching and learning activities. Afterward, teaching materials are also easy to obtain on the internet. The assessment system in online learning is also already well. Based on these results, it shows that the teaching materials delivered by the teacher in the online class are good. However, students also experience problems with teaching materials in online classes. For example, students find it difficult to understand the teaching materials presented in online classes.

2. Students' Perception Toward Learning Interaction

The study results based on students' perceptions toward learning interaction in this study were measured by ten statements. The statistical analysis results of research data were obtained with a maximum score of 50, a minimum score of 10, a mean = of 30, and a standard deviation = of 6.6. Therefore, the distribution table of the results of research on student perceptions toward English online learning can be categorized as follows:

Table 5. Research Results on Students' Perception Toward Learning Interaction

Interval	Category	Frequency	Percent (%)
$X \leq 20,1$	Very Low	7	9,9
$20,1 < X \leq 26,7$	Low	26	36,6
$26,7 < X \leq 33,3$	Medium	32	45,1

$33,3 < X \leq 39,9$	High	5	7,0
$39,9 < X$	Very High	1	1,4
Total		71	100

Based on the table above, it could be seen that the results of data analysis on students' perceptions toward learning interaction were included in the very high category 1.4%, the high category 7.0%, the medium category 45.1%, the low category 36.6%, and the very low category 9.9%. Based on the result, it can be concluded that the average student perception of learning interaction refers to the medium category, which is 32 students (45.1%) and followed by the low category, as many as 26 students (36.6%) from a total of 71 samples. Students find it difficult to interact, build relationships, and express the problems they experience while studying with teachers in online learning. In addition, some obstacles were found when interacting with fellow students; they find it difficult to build relationships with classmates. As a result, there were obstacles in discussing solving problems. These results also indicate difficulties for students in learning interactions in online classes. In contrast, students also have positive responses in learning interactions in online classes. For example, teachers often conduct a question-and-answer discussion in class, and miscommunication in online classes is rare.

3. Students' Perception Toward Learning Environment

The study results based on students' perceptions of the learning environment in this study were measured by ten statements. The statistical analysis results of research data were obtained with a maximum score of 50, a minimum score of 10, a mean = of 30, and a standard deviation = of 6.6. Therefore, the distribution table of the results of research on student perceptions toward English online learning can be categorized as follows:

Table 6. Research Results on Students' Perception Toward Learning Environment

Interval	Category	Frequency	Percent (%)
$X \leq 20,1$	Very Low	16	22,5
$20,1 < X \leq 26,7$	Low	22	31,0
$26,7 < X \leq 33,3$	Medium	26	36,6
$33,3 < X \leq 39,9$	High	4	5,6
$39,9 < X$	Very High	3	4,2
Total		71	100

Based on the table above, it could be seen that the results of the data analysis on student perceptions of the learning environment were included in the very high category 4.2%, the high category 5.6%, the medium category 36.6%, the low category 31.0%, and very low category 22.5%. Based on the result, it can be concluded that the average student perception of learning interaction refers to the medium category, which is 32 students (45.1%) and followed by the low category, as many as 22 students (31.0%) from a total of 71 samples. Students found it difficult

to understand the material conveyed by the teacher. Students were also lazy to learn, and they preferred face-to-face learning. In addition to the difficulty of understanding the material and students' laziness to study, students also felt dissatisfied at school in the online system. They also found it difficult to find their learning needs and find it difficult to cope with learning problems. These results also indicate that students find it difficult in an online learning environment. In contrast, students also have positive responses to the learning environment. They were more confident in answering and responding to questions the teacher gave in online classes

CONCLUSION

Based on the results and discussion, it could be concluded that students' perceptions toward English online learning at SMAN 1 Semparuk during the Covid-19 Pandemic fell into a very high category of 1.4% for one student, a high category of 14.1% for ten students, a medium category of 46.5% for 33 students, a low category of 36.6% for 26 students, and a very low category 1, 4% for one student. These results can be interpreted that students' perceptions of English online learning were included in the medium to low categories. Based on the result, it is known that most students felt dissatisfied. The difficulty of finding learning needs is an inhibiting factor in online classes. The learning environment in online classes made it difficult for students to understand the material that the teacher had conveyed. The learning environment also made it difficult for them to interact with the teacher, making it difficult to build relationships and express problems. Therefore, English online learning still has disadvantages if applied at SMAN 1 Semparuk.

This study has several weaknesses. The research population that the researcher took was only X and XI grades of SMAN 1 Semparuk. However, to get more relevant and scientific data that represented a high school student's perception, the data should be from several high schools that represented several areas of the Kabupaten Sambas. The instrument that the researcher used was only a questionnaire. Suppose the researcher needs to get data in-depth. In that case, the researcher should add an interview instrument that presents the students' opinions and reasons. The important thing is that the researcher cannot ensure whether students' answers were following his own opinion or not or if they were serious about filling out the questionnaire.

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