

STUDENTS' PERCEPTIONS OF ONLINE LEARNING AT TADRIS BAHASA INGGRIS DURING THE COVID- 19 PANDEMIC

Aryawira Pratama

UIN Sulthan Thaha Saifuddin, Jambi, Indonesia

E-mail: aryawirapratama@uinjambi.ac.id

Abstrak

Salah satu isu hangat dalam pembelajaran bahasa Inggris di masa pandemi covid-19 adalah metode pembelajaran online. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap pembelajaran bahasa Inggris secara daring selama pandemi Covid-19 di Tadris Bahasa Inggris di Jambi. Desain penelitian ini adalah survei dengan metode kuantitatif. Data dikumpulkan dengan menggunakan kuesioner yang terdiri dari 20 pertanyaan yang dibagi menjadi tiga dimensi. Terdapat 50 partisipan yang dapat memberikan respon terhadap kuesioner tersebut. Kuesioner didistribusikan melalui google form untuk mengetahui persepsi mahasiswa semester empat yang belajar bahasa Inggris dengan metode online. Hasil penelitian menunjukkan bahwa pembelajaran bahasa Inggris secara daring selama pandemi covid mendapatkan persepsi yang positif. Hal ini dapat dilihat dari hasil distribusi tabel yang menunjukkan persentase 60% untuk dimensi materi ajar, 54% untuk dimensi suasana atau lingkungan belajar, dan 66% untuk dimensi interaksi siswa.

Kata kunci: Pembelajaran daring, pandemi Covid, persepsi

Abstract

One of the hot issues in learning English in pandemic covid-19 is the online learning method. This research aimed to know the students' perception of online learning English during the covid pandemic at Tadris Bahasa Inggris in Jambi. The design of this research is a survey that used of quantitative method. The data were collected using a questionnaire consisting of 20 questions divided into three dimensions. There were 50 participants which able to give their responses to the questionnaire. The questionnaire was distributed through google form to know the perception of students in the fourth semester who learn English using the online method. This research showed that online learning English during the covid pandemic got a positive perception. It could be seen from the result of the table distribution, which showed a 60% percentage for the dimension of teaching material, 54% for the dimension of atmosphere or learning environment, and 66% for the dimension of students' interaction.

Keywords: Online learning, Covid pandemic, perception

INTRODUCTION

Teaching in the Covid era is challenging for teachers to teach English in class. The new coronavirus (Covid19) is affecting the education system in our country (Indonesia). A new method of the learning process, online learning, was applied. Online methods do not require students to attend the class. Students can access the learning process by using technology. It is difficult to ignore the existence and contribution of technology to the English teaching and learning process. Because of the pandemic, students and teachers can also do online teaching and learning activities; by utilizing existing technology, especially applications connected to the internet, the learning process can be accessed everywhere and at every time.

Teaching English by using online learning is also categorized as E-learning. Supported by Hartley (2001), the term "E-learning" is a type of teaching and learning that allow teaching materials to be delivered to students using the internet, internet, or other computer network media. Some studies (Zhafira et al., 2020; Hikmat et al., 2020; Adijaya & Santosa, 2018) suggested that learning online was a good way of learning English. One of their research projects provides evidence that online lectures can run effectively. It also supported their participants' perception that online learning makes them happy with the learning process.

Effective media in learning English is a must for the teacher and students. Several aspects could support the success of the teaching and learning process; one of the most impacts is the quality and proficiency of the teachers in using technology media in the learning process. It caused the use of technology, especially for online learning, could control the process of learning itself.

Students' perception is needed for the argumentation related to online learning. To have feedback from the students in learning by using the online method, the future researcher or future teacher who will conduct the online learning method could consider or fix the process to make an effective learning process. Then, from the

student's perception, the teacher can know the extent of the student's understanding of the material delivered through Online Learning, whether there are obstacles or not.

To make it clear that the researcher identified the problems as follows: (a) Some students argue that the online learning method for the English department is effective, and others say ineffective (b) Some students are interested in learning through the online method, and some students are less motivated.

The researcher also formulated the problem "What are the students' perceptions of online learning English during covid pandemic at one of the English departments at the state Islamic University in Jambi City?"

METHOD

This study's design is a quantitative approach. The method that the researcher conducted was a survey method. According to Check and Schutt (2011), survey research involves collecting information from a sample of individuals through their responses to the questions. The consideration of conducting this research was that the researcher could measure without substantially increasing the time or cost. The participants of this research are pretty significant. By considering the number of participants, the survey could develop a representative picture of the characteristics of a large population or sample.

The sample of this research was selected by using purposive sampling. According to Bernard (2017), The purposive sampling technique is also called sampling of judgment. In this case, the participant makes a conscious decision to take part because of their unique set of skills and attributes. You don't need any prior knowledge or a specific quantity of participants to use this method. To put it another way, the researcher selects what needs to be known and then seeks out others who are able and willing to share their expertise or experience in the field. The researcher selected the fourth semester at one of the English departments at Islamic state university in Jambi.

It was caused by the regulation from the dean of the Faculty of Tarbiyah that the selected sample and the sixth semester learned by using the online learning method. The total number of participants is 50 persons.

In collecting the data, the researcher used a questionnaire as the instrument. The questionnaire adopted by Anggraini (2021), consists of 20 questions. It used the Likert scale to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The researcher claimed that this Lickert scale could collect data in measuring learning English online based on Sugiyono's statement on 2014. The Likert scale was used to score the participants' perception of learning English online. The participants' perceptions could be in the form of positive and negative. If the participants' answers strongly agree, they indicate a positive response. Nevertheless, if the most answer is in strongly disagree and disagree choices, it could be concluded to be a negative response.

The question of this questionnaire was about the dynamics of online learning. There are three dimensions of learning by an online method based on Fortune et al. (2011). Question number 1 until number 6 are the dimension of teaching material. Questions 7 until 14 are the dimension of atmosphere in learning an English environment. The last dimension is the student's interaction for items 15 to 20. Each response category was assessed. Items that argue a positive side has the most significant score of four and the lowest score of 1. An item or perception is said to be positive if the most significant number is in the strongly agree response, whereas if the item or perception is negative, the most significant number is in the strongly disagree response.

This research was analyzed in several steps: (a) the researcher collected the answer from the participants' data based on the questionnaire. (b) the data will be classified into a table, (c) the data derived from the table were calculated as the percentages of respondents who answered, namely strongly agree, agree, disagree, and strongly disagree. The used scale classification in this research measures the agreement

and disagreement of respondents to the object in the questionnaire. The statements contained in the questionnaire contain content that respondents will assess. As a result of this study, the outcome is ordinal data (tiered without a score). The numbers used are simply sequences to aid the researcher. As a result, the analysis is limited to frequencies (numbers) or proportions (percentages). The results of this percentage will be found in a questionnaire regarding students' perceptions. The questionnaire was distributed online using Google Forms.

FINDINGS AND DISCUSSION

The researcher distributed the questionnaire to the participants to answer the research question stated in the background above. Fifty participants can answer the questionnaire, which comes from 3 classes. In collecting the data, the researcher distributed the questionnaire using Google Forms through WhatsApp. The questionnaire was distributed through the chairman of each class IV A, IV B, and IV C.

3.1 Students' Perception of the Dimension of Teaching Material

Table 1. Distribution of Dimension of Teaching Material

No	Scale	Percentage
1	4	Strongly Agree 20 %
2	3	Agree 60 %
3	2	Disagree 16 %
4	1	Strongly Disagree 4 %

According to the data in Table 1, the highest frequency, with a percentage of 60%, agreed with the questionnaire. According to the data, students agree with the material presented by teachers in learning English through online learning during the covid-19 pandemic; they are pleased if the assignment will be evaluated if there is an error. They also agree that online English learning was effective during the pandemic,

even if it did not interact directly in the classroom. It can be concluded that students have positive perceptions of the dimension of teaching material. The table's score could attest to this.

3.2 Students' Perception of Dimension of the Atmosphere or Learning Environment

Table 2. Distribution on the Dimension of the Atmosphere

No	Scale		Percentage
1	4	Strongly Agree	18 %
2	3	Agree	54 %
3	2	Disagree	16 %
4	1	Strongly Disagree	12 %

The statistics gathered from Table 2 revealed the highest frequency, with 54 percent of respondents agreeing with the questionnaire. According to the research, students concur that online English instruction may test their time management skills, teaches honesty, and is not tedious. They are motivated and engaged in learning English through online instruction, and they work more diligently on their English assignments to achieve high grades. It can be stated that students have favorable perceptions of the atmosphere or learning environment dimension. The high percentage on the table distribution score indicated this.

3.3 Students' Perception of the Dimension of Students' Interaction

Table 3. Distribution of Dimension of Students' Interaction

No	Scale		Percentage
1	4	Strongly Agree	18 %
2	3	Agree	66 %
3	2	Disagree	10 %
4	1	Strongly Disagree	6 %

According to the statistics in the table above, 66% of respondents agreed or strongly agreed with the survey's findings. Using data from the survey, it was shown that students believe their English abilities improve during online learning; they also participate in question-and-answer activities and are more likely to be engaged in online learning. The high proportion on the table list indicates that students' perceptions of the dimension of student interaction are favourable.

CONCLUSION

From the result of the three dimensions of learning English by using the online method, the researcher can conclude that online learning during the covid-19 pandemic by using the online method has many advantages. It could be seen that almost participants agreed with the question of the questionnaire. The participants could learn independently, train to manage the time and place to learn, and be flexible anytime and anywhere, making it easier to access the information related to the material being studied. They can also relearn videos provided by the teacher in their learning process.

Those advantages could be proven by the percentage of the data based on three dimensions of online learning. The perception related to the dimension of teaching material had a percentage of 60 %, while the perception related to the dimension of atmosphere or learning environment had a percentage of 54 %, and the perception related to students' interaction with a percentage of 66 %.

REFERENCES

- Adijaya, N., & Santosa, L. P. (2018). persepsi mahasiswa dalam pembelajaran online*
*pengembangan teori dari penelitian berjudul “persepsi mahasiswa terhadap materi ajar pada pembelajaran online” yang telah dipublikasi di jurnal eduscience vol. 3/1. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(2), 105–110.
<https://doi.org/10.31294/w.v10i2.3931>

Anggraini, I., Jamaluddin, J., & Amalia, S. (2021). *STUDENTS' PERCEPTIONS OF ONLINE LEARNING ENGLISH DURING THE COVID-19 PANDEMIC* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield.

Check, J., & Schutt, R. K. (2011). *Research methods in education*. Sage Publications.

Fortune, M. F., Spielman, M., & Pangelinan, D. T. (2011). Students' perceptions of online or face-to-face learning and social media in hospitality, recreation and tourism. *MERLOT Journal of Online Learning and Teaching*, 7(1), 1–16.

Hartley, D. E. (2001). *Selling E-Learning, American Society for Training and Development*

Hikmat, Hermawan, E., Aldim, & Irwandi. (2020). Efektivitas pembelajaran daring selama masa pandemi covid-19 : sebuah survey online. *Digital Library, UIN Sunan Gung Djati, Bandung*, 1–7. <http://digilib.uinsgd.ac.id/30625/>

Sugiyono. (2014). *Metode penelitian kuantitatif, kualitatif dan R & D*. 2014.

Zhafira, N. H., Ertika, Y., & Chairiyaton. (2020). Persepsi mahasiswa terhadap perkuliahan daring sebagai sarana pembelajaran selama masa karantina covid-19. *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 4, 37–45.