

STUDENTS' PERCEPTION OF ONLINE ENGLISH LEARNING IN PANDEMIC OF COVID-19 AT SMA NEGERI 7 BANDA ACEH

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Abstrak

Penelitian ini berfokus pada investigasi persepsi siswa tentang pembelajaran bahasa Inggris online di masa pandemi covid-19. Penelitian ini bertujuan untuk mengetahui Persepsi Siswa terhadap Pembelajaran Bahasa Inggris Online di Masa Pandemi COVID-19. Penelitian dilaksanakan di SMA Negeri 7 Banda Aceh dan sampel penelitian adalah seluruh siswa kelas XI di sekolah tersebut. Desain penelitian yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Penulis menggunakan studi kuantitatif deskriptif dan metode penelitian dengan menggunakan metode penelitian kuantitatif yang mencoba mengumpulkan informasi kuantitatif untuk analisis populasi dan sampel. Instrumen penelitian adalah angket. Ini digunakan untuk mengumpulkan dan menganalisis persepsi siswa tentang studi. Hasil kajian melalui proses analisis hasil menunjukkan bahwa banyak siswa yang beranggapan dan mengatakan bahwa keberadaan pembelajaran bahasa Inggris online di masa pandemi memberikan efisiensi dan efektivitas yang rendah.

Kata Kunci: Pembelajaran Online, Persepsi Siswa

Abstract

This research focus on the investigation of the students' perception of online English learning in covid-19 pandemic. The aim of this research is to find out the Students' Perception of Online English Learning in Pandemic of COVID-19. The study was executed at SMA Negeri 7 Banda Aceh and the sample of the study was the whole number of the class XI students at the school. The research design used in this study is a descriptive quantitative. The writer used descriptive quantitative study and the research method by using the quantitative research method that attempts to collect quantifiable information for analysis of the population and sample. The instrument of the research is questionnaire. It is utilized to collect and analyze the students' perception about the study. The result of the study through the process of analyzing result shows that many students think and say that the existence of online English learning during the pandemic gives low efficiency and effectiveness.

Keywords: Online Learning, Students' Perception

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INTRODUCTION

Coronavirus disease (COVID 19) has become an unprecedented shock to every stakeholders all over the world. It affected almost all sectors, one of them is in the education sector. All kinds of educational layers should be postpone the teaching and learning process in class and change it over to a daring system. This system has become the chosen alternative by the government. This circumstance indirectly requires all students to be able to adapt with the change. If the students and teachers fail to make adjustments with the situation, the educational process will be hampered.

Recently, the impact of the corona virus pandemic has widely changed the process of educational activities, thus the central and regional governments of those educational institutions have been being closed for uncertain time. It has done to prevent the spread of the corona virus among students and citizens. As a result, all educational institutions no longer teach and study in the same way they did to due to the preventive way of covid-19 transmission. The lockdown or quarantine policy has been implemented in several nations impacted by the Covid 19 sickness as the effort to minimize the interaction of many people that potentially leads to the transmission of the corona virus. Not only educational institutions but also others public place, such as stores, cafe, and tourism destination.

According to Puji lestari (2020), in order to reduce the number of Covid 19 sufferers, provincial and local governments create policies in the realm of education, namely, temporarily eliminating face-to-face learning and replacing it with online learning at the school and college levels, manifested in a system known as electronic university (e-University). In Aceh Province, specifically, according to Badan Penanggulangan Bencana Aceh/BPBA (2020) starting March 16 to 30 2020, Temporary Official Governor of Aceh Nova Iriansyah demands all of school in Aceh Province to stop conducting the educational activities at school to be at home. From the levels of Early Childhood Education (PAUD), Kindergarten (TK) and Elementary School (SD), junior high school (SMP) and senior high school (SMA) according to their authority. Then, the statement for home-learning, since May 30th 2020, online learning has continued and face-to-face schools are postponed in definitely. Face-to-face learning, percentages, groups, and discussions during learning hours are something that is usually done in the teaching and learning process, in order to improve quality and a good learning system. But what happened if the teaching and learning process is carried out online at a level senior secondary education? of course this will provide a very large for change every student at

the senior secondary level. The online learning is the first learning to be carried out during covid 19 pandemic.

To be exact, the quality of interest and learning outcomes which are obtained is very different from learning in general, which is usually done by students and teacher at school. While, using the online learning system, sometimes does not run smoothly. Recently students and teachers have been facing several struggles during the online learning process as the subject matters are not completely understood by the students and then the teachers replace them with other assignments. This is a complaint for the student because of several major reason students because the assignments given by the teacher are more.

Taradisa (2020) mentioned this is because students do not understand the learning taught by the teacher because they do not meet face to face and teachers find it difficult to understand student development. The main factor that is even more important is the facilities that students have when learning is courageous because not all students who have computers or smartphones as learning media. Apart from that, the internet factor cannot be reached by all students. However, the experience of learning teaching online is still minimal in Indonesia and some do not even know it at all. Purwanto (2020) entitled Exploratory Study of the Impact of the COVID-19 Pandemic on the Online Learning Process in Elementary Schools show how the online learning process and its obstacles during covid 19. According to the result of this research, students, teachers, and parents face a number of challenges when it comes to teaching and learning activities online, including a lack of technological mastery, the addition of internet quota costs, the existence of additional jobs for parents in assisting children in learning, communication and socialization between students and teachers and parents are reduced.

Several researchers have been conducted on online learning analysis, such as Cahyani (2020), who mentioned High School Students' Learning Motivation in Online Learning during the Covid-19 Pandemic. High motivation to learn can be seen from the student's persistence in facing the assignment given by the teacher, it has characteristics resilient in the face of every difficulty and also shows a very high interest in learn. However, the results of her research showed a decrease in learning motivation during the pandemic.

Sarma (2020) mentioned Analysis of online learning during the Covid-19 period at Inshafuddin High School Banda Aceh. Based on the finding of the research, Sarma concluded that there was an increase in the mathematics report card scores of Inshafuddin

High School students in Banda Aceh during the implementation of online learning, it can be seen based on the results of the documentation obtained in the form of report card scores, as well as the results of interviews with the mathematics teacher and the principal. Therefore, this research is different from the previous studies above.

Furthermore, as the impact of covid-19, Online learning has become the one of alternatives used by every institution in the learning and teaching process. Teachers and student interaction did not hold in class but in media like the computer, internet, and so on. It is in line with the statement that online learning is pedagogy empowered by digital technology. In other words, online learning is a learning process that utilizes digital technology that requires the network connection. So, in this situation that technology institutions could continue the learning process and achieve their institution's goals. The success in continuing the education process was not as simple as we thought. Online learning in a pandemic situation obtains many problems along its process, especially for Acehnesse students. Based on the pre-observation in July 2022 with some students of the English department by using a mobile phone and direct short interview, many of the teachers do not obey the instruction from the policy about the task given to the student. That can be known by student's comments where they are tired of the assignment from some teachers. Other than that, many students got difficult, too

The researcher conducts research at SMA Negeri 7 Banda Aceh as the research subject because the school also applied the online learning during the Covid-19 pandemic. Next, the researcher conducts research at SMA Negeri 7 Banda Aceh as the research subject because All teachers and students at the school underwent Covid-19 pandemic. Thus, they got impact of Covid-19 pandemic. All teachers SMA Negeri 7 Banda Aceh used the online learning platform namely Quipper Video as the media that support the teacher to conduct teaching and learning process. As elaborated before, many online learning platform in term of application, link, or such things being used as the alternative of teaching and learning process during the pandemic when the offline learning was banned in order to avoid the transmission of the Corona virus. It can be concluded that SMA Negeri 7 is matching the concept of this research so the writer considers that SMA Negeri 7 Banda Aceh is the best choice to conduct this study.

There are some previous study related to this research. The first one is that Hutomo Atman Maulana (2020), he had researched to determine students' perception about daring learning during the covid-19 pandemic at practice course at vocation education. This research was limited to the teaching and learning aspect, facilities, and

infrastructure. It is a qualitative descriptive study with all students of the Applied Undergraduate Program Department of International Business Administration of State Polytechnic of Bengkalis as the population of research. The sample of this research was taken by using purposive sampling techniques that only focused on the students who were taking a practice course since enacted online learning due to the pandemic. The data collected using online questionnaires and in-depth interviews with students to get more detailed information. The data analysis technique used in this study is a qualitative analysis consisting of data collection, data reduction, data presentation, and conclusion. The results showed that student's perceptions of online learning in practice course are positive, with the details of teaching and learning aspects of 66.4%, the capability aspect (Lecture's proficiency) of 74.6%, and the facility and infrastructure aspects of 72.7%.

The second one is from La Ode Anhusadar (2020). He had researched to determine students' perceptions about the daring process, to find out the forms of application used in online lectures, and to find out the supporting factors and resistors factors in online lectures. This research was conducted by descriptive survey research methods, the 4th-semester PIAUD students of IAIN Kendari as the sample of this study. The technique of data collection is using interviews and questionnaires. This study finds 53 or 88.3% from 60 students who answer at home, as many as 2 students or 3.3% who answer in the garden and as many as 5 students or 8.3% who answer family or neighbor's house with a good internet network. Students using electronic devices to attend online lectures are smartphones and laptops. Applications that are preferred in online lectures, as many as 56 students or 91.8% of students use the Whatsapp group application, 4 students or 6.5% of students use the zoom application and 1 student or 1.6% of students use the email application. When asked to students the extent to which the material delivered through online lectures can be understood by 1 student answers very well understood, 23 students answered understood, 34 students answered sometimes understood and as many as 4 students became non-understood. Students as a whole or 100% choose face-to-face lectures compared to online lectures.

Those are the previous researches that related to the students' perception of e-learning. There are similarities and differences between the previous researches with this research. From the first previous research, these are some similarities with this research such as the object of the research, research instrument, collecting data analysis, and method in taking the sample. These are some differences with this research such as the subject of the research, research method, and aspects of the research. From the second

previous research, there are some similarities such as technique in collecting data, research instrument, and object of the research. Then, there are some differences with this research such as the subject of the research and research method. From the third previous study, there are some similarities with this research such as the object of the research, and research instrument. There are some differences with this research such as the subject of the research, research method, and location of the research. In line with the other previous researches, from the fourth previous study, the similarity of that research with this research is the object of the research, and the differences with this research are subject of the research.

Based on the explanation above the researcher attract to conduct this research with the title “Students’ Perception of Online English Learning in Pandemic of COVID-19 at SMA Negeri 7 Banda Aceh”

RESEARCH METHODOLOGY

The research design used in this study is a descriptive quantitative. The writer used descriptive quantitative study because the writer attended to find out the students’ perceptions of online English learning during the Covid-19 pandemic at SMA Negeri 7 Banda Aceh .

According to Sugiyono (2017), descriptive quantitative research is a quantitative research method that attempts to collect quantifiable information for analysis of the population and sample. Furthermore, Sugiyono (2017) states that the characters of descriptive quantitative study are: (1) instrument that is used questionnaire, and (2) the instrument is analyzed by using statistical descriptions such as mean or average and percentage.

The research was conducted at SMA Negeri 7 Banda Aceh in the academic year of 2021/2022. The institution is located at Jl. Krueng Jambo Aye No.1, Geuceu Komp., Kec. Banda Raya, Kota Banda Aceh, Aceh 23232.

This research used all students of class XI of SMA Negeri 7 Banda Aceh and the total population was 210 students. The population was divided into 7 classes; class XI IPA1, IX IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2, and XI IPS 3. According to (Sugiono, 2019), population is a generalization area consisting of object or subjects that have certain quantities and characteristics determined by the writer to be studied and draw the conclusion. total population of this research was 210 students in it was not so big thus the writer took the population as the sample for this research. Thus, the sample is called total

sampling and the total sample was 210 students. Sample is a partial or representative of a particular population that is expected to be able to represent the characteristics of any individual in a population; it means is that sample is the part of population (Arikunto, 2011:62). Besides, a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2008: 152).

The instrument used in this study is a questionnaire. According to Sugiyono (2017), a questionnaire is a data collection technique that is carried out by giving questions or questions to respondents and then answering them. Next, the questionnaire consists of 24 questions that describe the factors that make the students difficult in learning speaking via online learning. . The questionnaire form is closed questionnaire because the writer will prepare answer in multiple choice for every question. In addition, respondents or students only choose one of the alternatives that have been prepared before by crossing a, b, c, or d. Next, the alternative a is always, b is often, c is rarely, and d is never. In this case, the writer does not give score for the alternative choice because the writer uses percentage to analyze the data gotten. Furthermore, the questionnaire consists of factors that cause difficulties in learning speaking via online learning and they are: (1) unstable internet connection, (2) not fluency, (3) lack of vocabulary, (4) no understanding grammar, (5) problem in pronunciation, and (6) lack of practice.

Table 1. The Classification of the Questionnaire Items

No.	Factors	Items
1.	Unstable internet connection	1-4
2.	Not fluency	5-8
3.	Lack of vocabulary	9-12
4.	Grammar	13-16
5.	Pronunciation	17-20
6.	Lack of practice	21-24

Data analysis is an activity after data from all respondents or other data sources have been collected, (Sugiyono, 2019). In this research, the data obtained will be analyzed by using percentage. The writer chose this percentage to find out the quantity of the questionnaire answers from respondents or wants to know how many students use a strategy to improve their speaking skills.

After being known the result of percentage, it would be discussed in the discussion chapter. The results of questionnaire are drawn by using the following formula:

$$P = \frac{f}{n} \times 100\% \quad (\text{Jamalinda, 2021}).$$

Notes:

P = Percentage

f = frequency

n = number of samples

This section is to guarantee that this research valid and reliable to conduct the validity and the reliability. Validity is the accuracy of an instrument that can be measure what a writer wants to measure. If the writer wants to measure the students' self-regulated learning strategies in speaking skills by using instrument, so the instrument must relate to the students' self-regulated learning strategies. Thus, the instrument is valid.

Furthermore, in this research the writer uses questionnaire as instrument of the research and the instrument relate to students' perceptions of online English learning during the covid-19 and Reliability is the consistency of the same set of measuring instrument in obtaining the same results. According to Sugiyono (2019), a reliable instrument is when the writer uses the instrument in several times to measure the same object and the result is same. Furthermore, the questionnaire that is used in collecting data is consulted with the writer's advisors, main advisor and co-advisor thus the instrument is reliable.

RESULT AND DISCUSSION

Based on the results of research that has been carried out, it was found that In the first point indicates that most of students feel distracted during the learning process. In Addition, the result of the second point also shows that the majority of the students feel difficult because of the bad connection of the internet. Moreover, the third point shows the identic case and the last point about the internet data that is limited shows that the students are hard to follow the online class of speaking subject. In short, the result of the first element indicates that the internet connection and the internet data really affect the effectiveness of the online learning process.

The percentage of each point on this element is relatively similar. Each of points indicates the negative circumstance. From the findings of the research, we know that the bad internet connection literally exist and it hampers the students during the online learning process in speaking class. Because the students feel distracted and complicate the students during the learning process which is caused by the robotic voice, unstable connection, etc.

The second point of this case is about the students' fluency while learning speaking and it shows that just a few people that have fluency when following the online learning. In term of comfortableness, the data indicates the similar case where just a few of the majority that feel comfortable during the online class. Additionally, the third points regarding the fluency shows that the majority of the participants cannot be fluent while speaking during the online class. In term of nervousness, the percentage also shows that the number of students in average feel nervous during the online class.

Similar to the previous case, the case of vocabularies also consists of 4 points. The first point shows that most of the students feel difficult to develop their vocabularies whereas the second point shows that the vocabulary development is really helpful for them in speaking class via online. However, the students are difficult to discover the vocabularies during the online speaking class. Moreover, the students believe that every topic that they discuss require them to have vocabulary. That is why, during the online learning process the students are not able to adapt optimally.

In the case of grammar, the percentage shows that most of student are difficult to learn speaking via online because they still cannot understand the grammar. It is also reinforced by the second point where almost all of the participants believe that by mastering the grammar will make them easily learn speaking during online. Additionally, the number of students who consider that the speaking ability mostly lies on grammar mastery is dominating the percentage. However, they are being difficult to elevate their grammatical skill through online class. Hence, the students do not have the alternative to elevate their grammar mastery and as the result they will be hard to increase their speaking skill as well.

Similarly, the case of pronunciation is very much concerning. At the first point the percentage shows the rate of difficulty among the students in pronouncing the vocabularies during the learning process via online is high; most of them say Always and Often. For one thing, the rate of nervousness among the students to pronounce the English vocabularies perches on the high position of percentage. Most of the students' conceit that it is all caused by the instability of the internet connection. Even more, there is just a minuscule percentage saying that the online speaking class improve their own pronunciation. It means that a number of students think that the existence of online speaking class does not significantly increase their pronouncing skill. In short, there is no severe impact of the online speaking class toward the students' pronunciation.

Finally, the effort also becomes the crucial urgency that needs more attention and concern to determine the effectiveness of the online speaking class. The percentages point out that the number of students who do not solemnly follow the online learning process of speaking skill is higher than the number of students who do. Additionally, the students have the less effort in studying speaking via online. Moreover, the teachers more likely use the power point, video, and others media that the students consider as the alternative that give the lesser information. Last but not least, the case of effort cannot be disregarding in the research.

CONCLUSION AND SUGGESTIONS

Based on the data found, the researcher can conclude that: The internet connection becomes one of the issues that triggers many problems to begin with, such as distraction, difficulty, robotic voice, and the postponed classed. That is one the stability of internet connection needs to be ensured in order to run the online learning class smoothly.

Secondly, the case of fluency is also one of the problems that causes the failure of the speaking's learning objective. Many of them are difficult, uncomfortable, and nervous to speak during the online speaking class. Whereas, the easiness, comfortableness, and the confidence are the essential elements of a good speaking performance.

Thirdly, the case of vocabulary has the cohesive issue with the two previous cases. Many students lack of vocabularies and the online vibe appends their problem to develop their vocabularies. Moreover, they are difficult to find the new vocabularies plus they are not excited in executing the class. As the result, their vocabulary development does not improve whatsoever.

The next one, the majority of the students are still not able to understand the grammar well so they are difficult to speak during the online speaking class. In addition, they also have difficulty in using the grammar during the online learning process. Nevertheless, they are conscious that that by mastering grammar is extremely beneficial toward their speaking performance.

And then, in pronouncing some vocabularies the students feel difficulty and insecurity. As the result, those circumstances hamper the goal of learning speaking grammar, vocabularies, pronunciation, and lastly effort.

Lastly, the effort of the students indicates that they are no interested in participating in the online speaking class. They do not seriously study during the speaking class via

online. Moreover, they declare that they discover the less material from the online learning class of speaking. That is why the rate of effort is also low.

Overall, the online speaking class causes many difficulties to the students. They are hard to adapt due to some factors like the internet connection, effort, the grammar and pronunciation mastery, and so on. However, it should be the evaluation for all actors that are complicit upon the online learning process in order to adapt and modify the learning methods and techniques.

Based on research results and discussion of the research, the researcher proposes some suggestions to the students to maximize the students' ability in speaking, they need to make sure that they have and uphold the effort to elevate their understanding about grammar, memorize more vocabularies, and be aware of the correct pronunciation of each vocabulary. Additionally, they need to be able to adapt and be more well prepared during the online learning process. Meanwhile, the teacher should motivate their students in enhancing their students' speaking skill. In addition, they also need to boost their ability in speaking and fix their own strategy in teaching speaking. To the schools, the researcher suggests that the schools need to be able to establish a better policy that needs to be applied by the all stakeholders. Nevertheless, the policy should be solutif and flexible. Therefore, the researcher expects that all readers should be more concerning about the effort that they have committed in elevating and evaluating their speaking class. Additionally, the readers need to have a good strategy and effective way during the teaching and learning process. In brief, all of us need to have the intention and tips to develop our speaking skill.

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