

Students' perspective of online learning on English subject during covid-19 pandemic

¹Syafira Fadilla Rahayu, ²Desi Cita Agustin

^{1,2} English Education Department, Faculty of Teacher Training and Education, Majalengka University, Majalengka, West Java, Indonesia

¹firafadillarahayu@gmail.com, ²desicita28@gmail.com

ABSTRACT

The COVID-19 pandemic is a disease outbreak that continues to spread to almost all countries in the world. COVID-19 has an impact on all aspects of human life that have more impact on the economy and education, because of the COVID-19 pandemic, human activities and movements are limited, the pace of the economy is hampered, public spaces are closed and education changed to online learning. Students cannot carry out the face-to-face learning process in the classroom, but the government provides an alternative so that each school carries out Distance Learning (PJJ) to prevent the spread of COVID-19 and students' rights to receive teaching remain fulfilled. This study aims to determine students' perceptions of the effectiveness of online learning in English subjects during the COVID-19 pandemic. This research uses descriptive qualitative method. The subjects in this study were 11th grade high school students in Majalengka. The data collection instruments in this study were questionnaires and online interviews with students in-depth to obtain more detailed information. The data analysis technique used in this research is qualitative analysis which consists of data collection, data reduction, data presentation, and conclusion drawing. The result of this research is that students have adequate facilities and infrastructure to support online learning. On the other hand, they stated that online learning in English subject is not effective.

Keywords: *Effectiveness of online learning; English online learning; covid-19 pandemic*

INTRODUCTION

Coronavirus Disease-2019 (COVID-19) is a disease caused by the coronavirus which was first detected in Wuhan China. This virus becomes a pandemic in almost all countries in the world including Indonesia. Covid-19 is a disease that attacks the human respiratory system with symptoms such as coughing, flu, high fever and shortness of breath. COVID-19 is a very dangerous virus because the spread process is very fast and dynamic, so that currently the spread of coronavirus continues to occur in almost all countries in the world. According to WHO, COVID-19 spreads through droplets that come out of the mouth or nose when someone coughs which then sticks to a surface or object touched by another

person. Every country continues to carry out regulations to prevent the spread of COVID-19, including social distancing, physical distancing, avoiding crowds, public areas closed, people are encouraged to diligently wash their hands with soap, wear masks, and always adopt a healthy lifestyle to avoid COVID-19.

The impact of the COVID-19 outbreak is not only felt in the world of health, but also the people's activities were limited in various aspects of their lives, such as in the government, economy, and business and also in education. In the world of education, the existence of the COVID-19 outbreak is a big challenge that must be faced by schools and educators, where they must facilitate students continues to learn but in the era pandemic COVID-19 the learning process is canned normally in the classroom.

School is place that categorized as unsafe and could become a new cluster of coronavirus spread. This is because the school is a place for students and teachers to interact each other where they come from different places and do not know that they have talked, met anyone before interacts at school. The government policy to close schools during the pandemic is considered a good way to protect students from the threat and to prevent the spreading of COVID-19.

Based on the situations, the government then issued a policy through a Circular of the Ministry of Culture and Education policies related to the prevention and handling of COVID-19. First is Circular Number 2 of 2020 concerning the handling and prevention of COVID-19 in the Ministry of Education and Culture Environment. Second is Circular Number 3 of 2020 concerning the prevention of COVID-19 in the Education Unit. Third is Circular Number 4 of 2020 concerning Implementation of Education Policies. With this policy, the government asks every school to stop the face-to-face learning system in school during the COVID-19 pandemic period into distance learning (PJJ) or online learning carried out from home. In order to protect school residents from exposure to COVID-19, every region receive learning from home policies (Suci & Bobby, 2020). This condition requires citizens including students and educators to stay at home, work, worship and study at home (Jamaluddin, Ratnasih, Gunawan & Paujiah, 2020).

Online learning is an innovation of a new learning system carried out by the government, especially in the education sector from the ministry of culture and education, where the teaching and learning process is carried out by utilizing internet technology and media. According to (Kuntarto, E. 2017), online learning is learning that is able to bring together students and teachers to carry out learning interactions with the help of the internet. The online learning is the alternative to make students continue to receive the knowledge during the COVID-19 pandemic even though students cannot come to school for face to face learning with their teachers in the classroom.

With the existence of the Industrial 4.0 era and the birth of the Society 5.0 era, a society that runs in harmony with today's technological sophistication. Online learning is growing in popularity, coupled with the need to study from home, students and teachers are becoming accustomed to being side by side with communication tools. There are some media for support online learning through electronic media such as laptop or mobile phone to access internet, websites, applications, etc. during the online learning process.

Some advantages of using internet online media include; provide opportunities for students to pay attention to language forms, as a means of providing modified input, providing various learning resources such as the availability of sources / materials and learning styles to be used, for collaborative projects, as multimodal practice tools such as visual, audio and written and as a medium fun (Brown 2007: 200)

In completing assignments students can send several forms of document files, photos and videos. This reduces the expenditure of paper used. Besides completing assignments, students can take advantage of this online learning system by looking for information outside what the teacher provides. They can search for information from online libraries and other things as a result of their broad insight. Information technology can be accepted as a medium in carrying out the educational process, including helping the teaching and learning process, which also involves finding references and sources of information (Wekke & Hamid, 2013).

Therefore, various websites and applications are created, continue to develop and the application is adapted to the subjects needed by students, for example, English lessons. English lessons include four skills, it is impossible for teachers to teach maximally with the government policy of Distance Learning, so the application becomes an alternative media that helps teachers in teaching as well as a substitute for teaching material books.

Nevertheless, the effectiveness of online learning shows some opinions from students who feel it firsthand. The results obtained from several sources of online learning effectiveness are considered good, because they have several benefits such as students being independent, innovative and creative in carrying out tasks and when online learning takes place, an increase in student scores, significant changes in the quality of learning (Nurul & Lukman, 2019). Another opinion says that the effectiveness of learning results in an increase in the average score of respondents, additional knowledge, exploring self-potential, being more motivated and inspired by online learning (Siti & Fitri, 2017).

METHODS

This study used descriptive qualitative method. The purpose of this study is to describe the effectiveness of online learning in English subjects during the COVID-19 pandemic. The subjects in this study were 11th high school students in Majalengka. There were 10 respondents in the study. The instrument used in this study was to conduct a survey to students regarding the effectiveness of online learning in English subjects during the COVID-19 pandemic. The survey is distributed using a Google Form given to students via WhatsApp messages.

After that, an online interview was conducted using WhatsApp Video Call to some respondents to get more detailed information. The aspects that are asked in the interview are: (1) The facilities and infrastructure owned by students to carry out online learning; (2) The capability of teachers to teach English during online learning due to COVID-19; (3) Student responses regarding the effectiveness of online learning in English subjects; (4) Difficulties and advantages felt by students in learning English during online lessons due to the COVID-19 pandemic. Analysis of research data was carried out using the analysis

model of Miles & Huberman (1994) which consists of three stages, namely data reduction, data presentation, and conclusion drawing and verification.

Analysis of research data, the data reduction stage is the stage of gathering all the information needed from the interview results and then grouping the data. The data display stage is the exposure of data that is needed in research and that does not need to be discarded. The withdrawal and conclusion verification stage is the stage of interpreting research data to draw conclusions based on the phenomena obtained (Miles, M. B., & Huberman, M., 1994).

RESULTS AND DISCUSSION

1. The facilities and infrastructure owned by students to carry out online learning

Facilities and infrastructure are components that are very important and needed in supporting the implementation of an activity. In the world of education, educational facilities and infrastructure are an important resource in supporting the learning process so that the achievement of learning goals can run smoothly (Novita, 2017).

The challenge in online learning is the tools used for online learning, namely smartphones and laptops, these tools are the main material for implementing online learning to be effective, because smartphones are easy to use anywhere, looking for extensive information in the palm of your hand with super fast internet access, at the time. Almost more than half of Indonesia's population owns a smartphone. In 2018, 62.41% of the population in Indonesia owned a cell phone and 20.05% of households had a computer at home (BPS, 2019).

Furthermore, online learning must have qualified internet services and online learning to finance, in addition to using a student's cellular provider using Wi-Fi. However, not all internet services are good if at school using Wi-Fi smoothly, it does not mean the same at home because the location of the residence affects weak and strong internet access this has an impact on the effectiveness of online learning between students and teachers besides that in financing the quota for online learning this is spelled out expensive especially for the parents affected by COVID-19.

This quota financing is in accordance with the cellular provider they use. Therefore, it is necessary to have a policy from the government to provide quota donations to students, because in learning not only using Google Classroom but using Google Meet or Zoom Cloud Meeting which consumes a lot of quotas. Online learning has weaknesses when internet services are weak and teacher instructions are poorly understood by students (Astuti, P., & Febrian F., 2019). The use of online learning using video conferencing is quite expensive (naserly, M. K., 2020).

Based on the survey results from the questionnaire that had been filled in, students stated that online learning was considered quite easy to access because almost all students already had a smartphone that was adequate to support the learning process carried out online due to the COVID-1 pandemic. But on the other hand there are also obstacles that are felt by students in online learning, namely the sometimes unstable network and unclear teacher instructions which hamper the online learning process.

2. Teacher Capability

In addition to the materials or tools used during online learning as well as qualified cellular providers, there are other things that must be considered, namely the capabilities of a teacher in teaching online. The teacher is the most important aspect in the world of education, without a teacher maybe education will not go well. According to Djamarah (2015: 281), a teacher is someone who is experienced in their professional field. With the knowledge they have, a teacher can make students become intelligent people. Based on this definition, it can be concluded that the duty and role of a teacher is to enlighten the life of the nation and will never be replaced even though currently technological sophistication brings significant changes in the world of education but its role will always be needed at any time.

Online learning due to the COVID-19 pandemic is a new challenge for teachers, especially English subject teachers. In this case, every English teacher must keep updating interesting and fun learning strategies in order to make students better understand the material and feel fun while learning. Especially in the current online learning situation where the capabilities or abilities of teachers will continue to be honed, teachers must pay attention to various aspects needed in online learning, including learning time and schedule, fun learning styles, media to be used during the online learning process and materials or teaching materials to be delivered must be well-structured and in accordance with the syllabus. These aspects are basically the same as when the teacher will teach face-to-face in the classroom, it's just that in online learning the teacher and students are in different places and only interact through the internet media used. This is what sometimes makes it difficult for teachers to control online learning classes to be effective and able to achieve learning goals well.

Based on the results of the answers obtained from respondents regarding surveys related to teacher capabilities, including the way teachers teach English subjects during online learning due to the COVID-19 pandemic, how teachers explain and provide English material according to the syllabus, the media used by the teacher, as well as the interaction between teachers and students during the learning process in an interactive and dynamic manner. The students stated that the teacher prepared the material well according to the syllabus, but they tended to be less agreeable with how the teacher taught because more respondents felt that the teacher's delivery of the material taught during online learning was still lacking compared to face-to-face learning in the classroom. So this often makes it difficult for students to clearly understand the intent and purpose of each meeting, the teacher also tends to give assignments more often than to explain the material in detail. The media that is often used is Google Classroom, where the teacher will provide material, discuss and apply these assignments. In terms of interaction, students feel a few limitations in interacting either with their teachers or with other students because they cannot be as intense as learning directly in class.

3. Student responses regarding the effectiveness of online learning in English subjects

Something can be said to be effective if in carrying out the process it can achieve the expected goals. According to Mahmudi (2010: 143), effectiveness is the relationship between output and goals or objectives that must be achieved.

Based on the results of questionnaires and interviews conducted with respondents regarding the effectiveness of online learning in the English subject, most students stated that online learning to prevent the spread of COVID-19 was very effective for our common safety. However, students' perceptions of online learning in the subject of English are felt to be less effective than face-to-face learning, because the time is sometimes not according to the actual schedule and the learning process that is considered less enjoyable makes the material presented not fully captured by students. In addition, during online learning, teachers do not always follow and supervise the activities carried out by students during the learning process. During online learning in the subject of English the students stated that their abilities had not changed and some even decreased, this was due to a lack of motivation to learn and boredom in learning English online during the COVID-19 period, so that the learning objectives were not achieved successfully.

4. The difficulties and advantages experienced by students in learning English during online lessons due to the COVID-19 pandemic

From the results of the next survey related to the difficulties and benefits felt by students in learning English during online learning due to the COVID-19 pandemic.

First, students stated that the difficulty they felt was the difficulty of understanding English learning material properly, because the teaching materials used were references from the internet, sometimes the teacher forgot to say the essence, students felt that there had to be an explanation from the teacher first. Teaching materials are usually delivered in the form of reading that is not easily understood by students (Sadikin, A., & Hakim N., 2019). Students also feel overwhelmed by the piling up of tasks and teachers who explain the material a little and sometimes the instructions are not clear, so students feel confused about doing it. Even though the teacher always opens the question and answer session and responds to each student's obstacle, the level of student learning success is still considered less than normal face-to-face learning in the classroom. Especially in English lessons where the students' abilities and knowledge are still very limited, making students feel difficult in understanding the vocabulary and meaning of the content of the material being taught. Students also often feel confused when teacher instructions are not clear.

Second, regarding the benefits of online learning due to the COVID-19 pandemic, students stated that they could participate in flexible learning at home comfortably and not be awkward when lessons started. Students can be more expressive and express opinions or ideas without peer influence or nervousness. The absence of physical barriers and space and time constraints causes students to be more comfortable in communicating (Sun et al., 2008). Participating in learning at home which makes them not feel the psychological pressure from peers that they usually experience when taking face-to-face learning (Sadikin, A., & Hamidah A., 2020). Another advantage that students feel is that they can explore more in finding learning resources or other additional material either from the website or YouTube and the frequent assignment of teachers to students indirectly makes students more creative and responsible to study hard and is forced to continue. Improve their

English skills. The students also learn to continue to motivate themselves to stay enthusiastic about the online learning process amidst limitations due to the COVID-19 pandemic.

CONCLUSION

Online learning is the best alternative in breaking the spread of COVID-19, where students and teachers carry out the teaching and learning process at home by utilizing learning sources from the internet. Based on the results of data analysis from students who filled the questionnaire and interview, it can be concluded that in doing online learning students already have adequate facilities and infrastructure to support the learning process. The effectiveness of online learning in the subject of English is still considered ineffective, seen from several factors that influence this effectiveness in questionnaires and interviews, in understanding the subject of English which is difficult for students to interpret, the ability does not increase and learning motivation is lacking.

In terms of online teaching, students hope that all teachers can teach better and implement learning strategies that can motivate students to study hard and enjoy the learning process, especially in English subjects. This is because there are still many students who still have difficulty in understanding the material presented by the teacher, so that many students feel that online learning in English subject is still considered ineffective.

REFERENCES

- Maulana, H, A. Muhammad, H. (2020). Persepsi Mahasiswa Terhadap Pembelajaran Daring pada mata Kuliah Praktik di Pendidikan Vokasi. Vol. VII. Issu 2. Juni-Desember 2020. Politeknis Negeri Bengkalis.
- Zuriati, S. Bobby, B. (2020). Persepsi Siswa Terhadap Pembelajaran Online di Masa Pandemi Pada Sekolah Menengah Atas negeri Empat Tanjungpinang. Universiti Utara Malaysia.
- Sujarwo. Sukmawati, Akhiruddin. DKK. (2020). An analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic. Universitas Megarezky.
- Arfiyanti, T. (2013). Persepsi Guru dan Siswa Mengenai Pemanfaatan Internet dalam Pembelajaran Ekonomi di SMA Negeri Se-Kota Magelang. Skripsi Universitas Negeri Yogyakarta.
- Khusniyah, L.N. Lukam, H.(2019). Efektifitas Pembelajaran Berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris. Universitas Islam Negeri Mataram.
- Mafulah, S. Fitri, A. H. (2016). Efektifitas Media Online dalam Meningkatkan Kemampuan Kosakata Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris. Universitas Kanjuruhan Malang.
- Adawiyah, R, A. (2020). Efektivitas Belajar Bahasa Inggris Selama Pandemi Covid-19. UINSU
<https://www.kompasiana.com/amaliyah03360/5f387c4ed541df45004709e2/efektivitas-belajar-bahasa-inggris-selama-pandemi-covid-19>.

WANTIKNAS. (2020). Empat Kelebihan dan Kekurangan Dalam Menerapkan E-Learning. Dewan Teknologi Informasi dan Komunikasi Nasional.
<http://www.wantiknas.go.id/id/berita/empat-kelebihan-dan-kekurangan-dalam-menerapkan-e-learning>