INVESTIGATING LEARNERS' PERCEPTION OF ENGLISH ONLINE LEARNING IN BANYUWANGI SECONDARY SCHOOL

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ABSTRACT

This research aims to discover and describe some of the learners' perceptions of English online learning. This research's approach or design is qualitative, carried out in two stages. All the eleventh grade high school participants were given an online questionnaire in the first stage. Then in the second stage, several participants were interviewed to clarify the research result. Based on the research result, students had several perceptions about English online learning. The first perception, students stated that the learning environment between English online learning and face to face learning is so different. They also added that the interaction in English online learning did not go well. The third perception, students said that the assignments given during English online learning were so many that they were less than optimal in doing assignments. Lastly, students revealed that when English online learning, they prefer to deliver material using videos and tend not to read the material. In brief, this research discover several students' perception during their online learning, they are the differentiation of the learning environment, the interaction in English online learning didn't go well, too many assignments given in online learning makes students less optimal, and students prefer to deliver material using videos.

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INTRODUCTION

Coronavirus is a disease that attacked various countries around the world at the same time in recent years, beginning in March 2020. According to (Umam & Zabidi, 2021) this pandemic has several impacts whether it is a positive or negative impact. The negative impact is that several fields are influenced so that people cannot freely meet face to face. It has become

an obstacle doing everything well, but as a positive impact people have started to use technology as the media to communicate, including educational institutions.

This condition has changed various sectors significantly, especially in the education sector. As stated in (Kemendagri, 2020) the entire teaching and learning process can no longer be done in the classroom, but must be done from home via internet or online learning. This condition forces educational institutions to choose online learning so that the learning process continues even if it is done virtually or online (Hamid et al., 2020). Online learning has become one of the widely used methods to accommodate this condition, as several teachers and students can not meet as usual. Online learning is considered a great solution because students and teachers can do the teaching and learning process without face to face interaction. Meanwhile, several students think of online learning is uncomfortable environment, they didn't like online learning because they can not see their friends and teachers. Some of them felt that lessons in face to face classes are more understandable than in online class. However, offline learning is more tiring than online learning because it needs extra things that do not need to do while online class, such us going to school. In brief, Students have different perception of online learning when this covid 19 pandemic conducted.

Perception is ability and one of the psychological aspects that are important for humans to respond a symptom that occurs in the environment around us. Mar in (Jumroh et al., 2019) argue that perception is a process of observing someone who originates from a cognition continuously and is influenced by new information from the environment. This opinion is complemented by (Fox & Corbin, 2016) that perception is an individual's view of other people who play a role in his life and can be one of the determining factors for success, which also applies to students. Perception also stated as person's view in his mind about something that can affect the five sense in attitude (Nasution & Ahmad, 2020). In this case, students' perceptions are very important for teachers to be used as material for evaluating the effectiveness of teaching. Because, with the student's perception the teacher can find out what is suitable and unsuitable for use in the online learning process according to the result of student's perceptions.

This research is also empowered by several previous research, including the research conducted by Setyawan et al. (2020) entitled "Student's Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino". They found that most students are not ready to confront rapid changes in English learning styles.

Another study made by Adijaya & Santosa about student perception with the title *"Persepsi Mahasiswa Dalam Pembelajaran Online Learning"* (2018), focuses on how students interact with other students or with lecturers, and how the learning environment is created in online learning. Students' perceptions of interactions between students or lecturers in online learning can support them in learning, showing disagreement. In these results, it can be said that students have difficulty interacting in online learning.

Then, Nasution & Ahmad's research (2020) entitled "Student Perceptions of Online Learning during the COVID-19 Pandemic" (2020), revealed that the study aims to determine students' perceptions of online learning implemented, finding several factors that influence the students' perceptions. The results show that students' perceptions of online learning are not good. Teaching material, learning interaction, and learning environment were some of the problems encountered during online learning. Teachers must be more selective in choosing teaching materials to suit the learning conditions and can be understood easily by students.

However, several research has been conducted at certain areas, there is not found research of students' perception of online learning that has been conducted in Banyuwangi yet. As the students in Banyuwangi also affect of online learning because of corona virus, doing the research about this topic is needed. According of that reason, then researcher choose MAN 3 Banyuwangi as the place to do the research, this is based on the accessibility of the school which can be access easily by the researcher and this school is also conduct online learning as corona virus attacked. Based on the explanation above, the researchers assume that the research of students' perceptions are needed to be conducted Banyuwangi.

REVIEW OF LITERATURE
Nature of English

English has vital role in the means of communication between countries. Until now, English has become the standard of international communication (Vodopija-Krstanović & Marinac, 2019). The difference in the first language in various parts of the world certainly makes it difficult for us to communicate with someone from another country. With the English language, communicating with other people from various countries becomes easier. In international communication, English is also helpful in education, information, business, and others (Nishanthi, 2018).

If someone want to comprehend English, there are four aspects that consist of speaking, reading, writing, and listening. In addition, English also has supporting components, namely vocabulary and grammar. So, in English it has six general aspects which are very important and must be known (Ihtiari et al., 2013).

Perception

Perception is a person's view of something, for example objects, situations, or feelings. Perception can be said to be something fundamental because it will determine how a person views the world. Every human being has different perceptions. It can be negative perception or positive perception. Not only that, but perception also has many meanings. According to (Fox & Corbin, 2016) as cited in (Nasution & Ahmad, 2020) perception is a person's view of other people who have essential role in life and a determining element for success.

A perception is a cognitive event everyone will experience to understand the surrounding environment with the senses of sight, appreciation, hearing, smell and feel. These definitions align with the definition proposed by (Fox & Corbin, 2016) that perception is results from organizing and interpreting the stimulus through all the senses that humans have so that something meaningful appears. Humans a are gift with five senses, sight, hearing, smell, touch, and taste, which function to experience the world around us. These senses will work if triggered by an object, situation, or feeling. Then the information will be resumed to the brain and interpreted as a message. The result of this process namely perception. (Destrianti et al., 2019)

Online Learning

According to Budimansyah (2002: 1) in Hayati (2017: 2), learning is a change in abilities, attitudes, and behavior that are permanent, obtained from the results of experience and training. Basically, learning is the process of transferring knowledge to students through teachers. Learning is not only done in the classroom, but it can be done in various learning environments. In the learning process, the teacher will provide knowledge through theory or practice and students will try to accept and understand in different ways. As we know, online learning is now alternative learning in the era of the COVID-19 pandemic. Most of the education sector in Indonesia applies online learning to replace the face to face learning process.

Definition of online learning is a teaching and learning process with a learning system integrating an internet connection (Bentley et al., 2012 in Adijaya & Santosa, 2018: 105). It means that internet connection is used as the main media in the online learning process.. The features often used in the online learning process are video calling and website features. In this globalization era, internet connection is crucial, moreover when in the condition of a pandemic. Internet connection is used as a medium to help people in a widespread human activities such as in economic fields, culture, the field of the military, education and other areas of human activities (Adijaya & Santosa, 2018).

(Dhawan, 2020) defined that online learning is learning experiences in synchronous or asynchronous environments using different devices, such as mobile phones, laptops, etc., with internet access. This learning experience benefits from accessing learning material, interacting with content, instructor, and other students, acquiring knowledge, and constructing personal meaning independently.

RESEARCH METHODS

This research was conducted in MAN 3 Banyuwangi, located in Srono, Banyuwangi. The researchers used a qualitative approach and descriptive analysis in the research design. Based on (Sugiyono, 2015) descriptive qualitative method is generally used in research that describes a social phenomenon. In this research there is only primary data. Primary data is the first data collected by researchers in the process of data collection during research. Primary data was taken from participants who were students of eleventh grade IPS 1. There are 34 students consisting of 22 females and 12 males. All of the students were given a questionnaire of their what they think and feel about online learning that consist of 17 questions. This questionnaire was adapted from several previous research about students' perceptions such as in (Puspaningtyas & Dewi, 2020) then adjusted toward this research.

Additionally, Interview was also used to support the data got, five students answered an about the topic. The interview is open ended questions as the additional information to strengthen the data obtained from the questionnaire. To analyze the data, the researchers used the model of analysis procedure they are data reduction, data display, and conclusion (Kusrini, 2019).

RESULTS AND DISCUSSIONS

Findings of Questionaire

The questionnaire contains 17 statements about student's perception of English online learning during the Covid-19 pandemic. Some students' perceptions of English online learning can be found based on the questionnaires and interviews. The first student perception is about the learning environment. In the learning environment there are two sub indicators namely differences or similarities, and student's problems. Based on the results in the research questionnaire, the majority of students stated that the English online learning environment and the English face to face learning environment have differences. They also said they preferred English face to face learning to English online learning.

Then, the student's perception of learning environment in the second sub indicator is about the student's problem. It was found that students have a problem in the English face to face learning environment. Most students have nervous feelings and are unconfident when speaking English in front of the class. The next perception is about interaction. This indicator has two sub indicators, the first is about student understanding and the second is about student independence. Sub indicator about student understanding aims to determine student perceptions of the interaction between students in understanding the material. In the sub indicators of student understanding, students perceive that the interaction between students through discussion in English online learning is not good. It is because students rarely have discussions in online learning.

The next indicator is the task. This indicator also has two sub indicators namely understanding and independence. In the sub indicator of understanding, students have difficulty understanding the material when learning English online, for example when they were given the task about grammatical roles, it makes them confused and they didn't understand easily. The last indicator is learning material. This indicator also contains two sub indicators the same as the previous indicators, namely understanding and independence. The first sub indicator found students' perceptions which stated that delivering material through videos made students understand about the material in online English learning. The second sub indicator of learning material is independence. This sub indicator aims to determine students' perceptions of students' independence in understanding learning materials in English online learning.

Findings of Interview

The interview is used to support or confirm the questionnaire's result and aims to add information. Student 1 said that in English face to face learning, they could more easily understand. She expresses that she prefers to do the learning process through face to face interaction in the school because she can do it practically and can ask the teacher immediately. Meanwhile, with online learning, sometimes the teacher doesn't respond immediately. :

"Enakan disekolah, kalo disekolah kan sama langsung praktek atau tanya gurunya langsung kan bisa.   Tapi kalo lewat chat gurunya kadang lambat gitu responnya" (Student 1)

"More comfortable in the school, if we learn in the school we can do it practically and ask the teacher immediately. But if we ask teacher by chat, sometimes the teacher doesn't respond quickly"

Student 3 said face to face learning is more interactive in English, while online learning seems monotonous. She expresses that she can communicate with her friends and can communicate with the teacher. On the other hand, in online learning, teachers just send pictures, tasks and voicenotes :

"Jadi kalau disekolah itu antar siswa itu diajak ngomong atau dialog dengan gurunya, kalau online itu   gurunya cuma ngirim gambar, tugas, sama voicenote" (Student 3)

"So if we learn in the school there is a dialog among students or with teachers, but if online learning, teachers only send pictures, tasks, and voicenotes"

Three of five students explained that online English learning could not overcome the learning problems they have. Student 2 clarified that he often feels nervous and unconfident when speaking English and has problems learning English.

"Gerogi saya kalo ngomong bahasa inggris didepan temen – temen" "Kalau ngirim tugas lewat voicenote gerogi karna didengar orang, jadi tetep gerogi" (Student 2)

"I feel nervous when speaking English in front of my friends" "when delivering the task by voicenote, I feel nervous as it is listened by another person, that I still feel nervous"

Student 4 has a different opinion. She feels challenged to understand the material given by the teacher, in English face to face learning and online learning.

"Problemnya itu, kurang bisa memahami materi yang dikasih gurunya" "…kalo pas daring kadang paham kadang enggak" (Student 4)

"the problem is that, less understanding of material given by the eacher" "…when online leraning, I sometimes understand, sometimes do not"

Student 3 states that some students only do interaction during online learning. Most of the students make less interaction.

"Interaksinya cuma sebagian siswa, kebanyakan cewek. Kalo cowok sedikit banget yang merespon"

"…hampir 35% yang respon dari seluruh anak dikelas" (Student 3)

"only several students interact and most of them are girls. There is only few boys who respond"

"…almost 35% from all students in the class who respond"

Student 4 provides an additional opinion that the interaction between students and teachers is less than optimal with reason disturbed by signals or due to delays in responding.

"Kurang baik sih, alesannya karena kadang keganggu sinyal sama slow respon" (Student 4)

"it is less than good, the reason is sometimes the signal is in problem and slow response"

Student 5 said that the interaction between students and other students was not good.

"Kayaknya kurang baik, soalnya pas online jarang ada diskusi" (Student 5) "Enggak, saya enggak. Soalnya kegiatannya gitu gitu aja kak, jadi males" (Student 5)

" it is not good enough, it is because when online learning was conducted, the discussion was seldom to be done" "No, I did not. It is because the activities are just like that, it makes me lazy"

All students agreed that they can understand the material optimally when English face to face learning. Student 2 states that he can't understand English online learning.

"Wah ya tidak sama sekali (in English online learning). Kalau pas tatap muka lumayan paham, kan sering diulang gitu kak kalo nerangin" (Student 2)

"Wah, that is not at all (in English online learning). Face to face learning makes me understand enough because the explanation can be repeated again"

Four of five students said that they felt less than optimal in doing their assignments.. Student 2 provides that he is not optimal in doing the task.

"Enggak juga, kadang saya nyontek. Tapi ya nggak semuanya kak, jadi kurang maksimal" (Student 2)

"No, sometimes I also cheat. But that was not all, that makes everything less optimal"

But, student 5 have different reasons why he is not optimal in doing assignments when English online learning. He explained that the reason he could not do the assignment optimally was because the teacher tended to explain the material briefly or lacked detail.

"…iya lumayan banyak kak" "Kadang malah nggak nerangin suruh baca di buku terus langsung dikasih tugas, jadi ya gak paham" (Student 5)

"…ya, that is much enough. Sometimes teachers do not explain about the material, they just order students reading book then ask students do the exercises, that make students do not understand".

Three out of five students agree that it is easier for them to understand the learning material in the form of videos. But, the teacher never makes own learning videos. They only send video from other sources.

"Lebih enak lewat video kak, kalo menurut saya tapi" (Student 3)

" I prefer videos in understanding the learning material"

 Four of five students said that they do not read the material when learning English online. Student 4 clarify that he rarely or even almost never reads the material with the reason that he is lazy.

"Enggak, hehehe. Jarang kalau online. Males, nggak enak" (Student 4)

"No, I don't hehe…I seldom read when online learning. I feel lazy, don't feel good".

Student 2 said that he also never read the material when English online learning. He just filled out the attendance list and went straight to work.

"Enggak. Saya absen, ngerjakan tugas, wes beres" (Student 2)

"No, I don't. filling attendance list, doing the exercise, just that".

The result of the interview was taken to support the data obtained from the questionnaire. The data implies that several students preferred to learn face to face over online learning. It can be proved by several arguments those are there is no interaction and the teachers can't respond immediately so they can understand the learning material optimally. Online learning also can not overcome the problem of nervousness of the students. Moreover there is not enough control when they study by online learning so there is a lack of learning material from the learning activities.

Discussion

From the findings of the questionnaire and the interview with the students, we can describe the students' perception of English online learning in MAN 3 Banyuwangi. As mentioned before perception is a person's view of something, such as objects, situations, or feelings. Here the students' view of English online learning during the pandemic can be described as follow.

Students' perceptions of the learning environment between English online learning and face to face English are very different. Through face to face learning, the students can immediately discuss the English material with the teachers or their friends in the class easily. They can be more active and therefore they feel more comfortable when they study in face to face English learning and they can more easily understand the material. On the other hand, there is only limited time to discuss the problems with teachers and friends in English learning. When teachers are asked by message chat, they usually don't respond immediately. Therefore the students preferred to conduct face to face

English learning than online learning. However, the problem faced by the students is their nervousness when they are asked to speak up in front of the class is relatively similar whether it is in online learning or face to face learning.

In term of interaction, students feel that the interaction among friends and teachers are not good. It is because of the limitation of space and time when they study in an online class. Space limitations occur as in online learning, and students meet their friends and teachers only virtually so that they can conduct the interaction. Students do not know exactly what their friends do during virtual interaction, or whether their friends really respect them or not. In addition, time limitations also give obstacles to students' interaction. They need more time to spend when they want to conduct good exchanges, as in face to face interaction.

In English online learning, understanding the learning material is difficult compared to when they learn the material in face to face learning. Students argued that learning English material using video is the easiest media because by using video they can explore movement, ideas, and interactive ways of explaining the learning material.

Several new insights that emerged in this research differentiate from previous research, English online learning can not replace face to face learning. It can be described by the finding of the study that students can overcome their nervousness in online learning although in online learning they interact virtually where they do not meet with their friends and teachers. The second is that students have no independence in understanding the learning material. In online learning they feel free not to learn the material optimally, they never read the learning material as there is no absolute control of the activities. They feel lazy as there is not enough space and time to discuss the learning material and only fewer students pay attention to the learning process. It is about 35 % of all students who pay attention to the learning process.

CLOSING

Based on the research findings that have been described in the previous chapter, it can be concluded that there are several student perceptions about English online learning. Several students' perceptions are related to the learning environment. They prefer to study in a face to face learning environment than an online learning environment. On the other hand, related to the students' problem, there is no significant difference when they do face to face or online learning because the nervousness when speaking in front of the class is similar. Then, the students' perception of interaction is not good, whether it is an interaction among their friends or with the teachers, there is no discussion so the interaction is not good. Students' understanding of the task given by teachers in online learning is not going well. It is because there is no explanation in detail so they hardly understand the learning material. They are given too many assignments that they can not handle well.

Additionally, there is no confidence in doing the task themselves because of a lack of control in online learning. And about the learning material, the students prefer to study the learning material through the video. Still, they prefer if the teacher produce the video themselves explaining the material. The last is in learning material independence and the students feel lazy to read the material because of a lack of control.

Suggestion

After getting the research results about student's perception of English online learning during the pandemic of COVID 19, the researcher tried suggest to the English teacher or all educators in various fields. Researchers hope that English teachers can be more creative in using learning methods. By using the suitable method, students will more easily understand the material and be more active in the learning process. Of course, the learning objectives will also be easily achieved

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APPENDICES

No	Statements	SA	A	D	SD	Total
1.	I prefer the English online learning environment, rather than face-to-face learning.	1	6	26	1	34
2.	For me, there is no difference between the English online learning environment and face-to-face learning.	1	11	21	1	34

3.	During the learning process I often feel nervous when speaking in front of the class.	0	19	15	0	34
4	The learning environment in English online learning makes me easier to overcome the learning problems that I face.	1	11	22	0	34
5.	I can understand the learning material very well through discussion during the English online learning process.	2	11	21	0	34
6.	I am more interested when learning English in class, because I can interact directly with the teacher.	12	20	2	0	34
7.	In English online learning, communication between teachers and students goes well.	2	13	17	2	34
8.	Conducting direct discussions during the process of learning English in class made it easy for me to see the teacher's response.	11	22	1	0	34
9.	The assignments given when English online learning are so many, it's difficult for me to understand the learning material.	9	15	10	0	34
10.	When English online learning, I can understand the learning material so that I do my assignments to the maximum.	3	13	18	0	34
11.	I do my English assignments independently.	6	16	11	1	34
12.	I do English assignments by asking for my friend's assignments, and then I revise.	0	19	14	1	34
13.	I'm stressed with too many English assignments, so I don't do my assignment independently.	1	22	10	1	34
14.	During the English online learning process, it is easier for me to understand the learning material in the form of videos given by the teacher.	1	18	14	1	34
15.	It's easier for me to understand learning material taken from other sources.	1	22	11	0	34
16.	Often, I don't read English online learning materials.	3	22	9	0	34
17.	I have read English online learning materials online, but do not understand the material given.	2	24	6	2	34

Table 4.1 Result Data of the Questionnaire

Annotation

SA   : Strong Agree   D   : Disagree
A   : Agree   SD   : Strong Dis

The data collected from the results of the questionnaire will be presented using descriptive statistical analysis, with the following calculation formula:

$$P = \frac{F}{N} \times 100$$

Annotation

P: Percentage
F: Number of Parts
N: Total Number

No	Statements	SA	A	D	SD	Total
1.	I prefer to the English online learning environment, rather than face to face learning.	3%	18%	76%	3%	100%
2.	For me, there is no difference between the English online learning environment and face-to-face learning.	3%	32%	62%	3%	100%
3.	During the learning process I often feel nervous when speaking in front of the class.	0%	56%	44%	0%	100%
4	The learning environment in English online learning makes me easier to overcome the learning problems that I face.	3%	32%	65%	0%	100%
5.	I can understand the learning material very well through discussion during the English online learning process.	6%	32%	62%	0%	100%
6.	I am more interested when learning English in class, because I can interact directly with the teacher.	35%	59%	6%	0%	100%
7.	In English online learning, communication between teachers and students goes well.	6%	38%	50%	6%	100%
8.	Conducting direct discussions during the process of learning English in class made it easy for me to see the teacher's response.	32%	65%	3%	0%	100%
9.	The assignments given when English online learning are so many, it's difficult for me to understand the learning material.	27%	44%	29%	0%	100%
10.	When English online learning, I can understand the learning material so that I do my assignments to the maximum.	9%	38%	53%	0%	100%
11.	I do my English assignments independently.	18%	47%	32%	3%	100%
12.	I do English assignments by asking for my friend's assignments, and then I revise.	0%	56%	41%	3%	100%
13.	I'm stressed with too many English assignments, so I don't do my assignment independently.	3%	65%	29%	3%	100%
14.	During the English online learning process, it is easier for me to understand the learning material in the form of videos given by the teacher.	3%	53%	41%	3%	100%
15.	It's easier for me to understand learning material taken from other sources.	3%	65%	32%	0%	100%
16.	Often, I don't read English online learning materials.	9%	65%	27%	0%	100%
17.	I have read English online learning materials online, but do not understand the material given.	6%	70%	18%	6%	100%

Table 4.2 Tabulation Data from the Questionnaire

Annotation

SA   : Strong Agree   D   : Disagree
A   : Agree   SD   : Strong Disagree

No	Statement	Analysis Result	P (%)	Interpretation
1.	I prefer the English online learning environment, rather than face to face learning.	Disagree	76%	Almost
2.	For me, there is no difference between the English online learning environment and face-to-face learning.	Disagree	62%	Almost
3.	During the learning process I often feel nervous when speaking in front of the class.	Agree	56%	More than half
4.	The learning environment in English online learning makes me easier to overcome the learning problems that I face.	Disagree	65%	Almost
5.	I can understand the learning material very well through discussion during the English online learning process.	Disagree	62%	Almost
6.	I am more interested when learning English in class, because I can interact directly with the teacher.	Agree	59%	More than half
7.	In English online learning, communication between teachers and students goes well.	Disagree	50%	Half
8.	Conducting direct discussions during the process of learning English in class made it easy for me to see the teacher's response.	Agree	65%	Almost
9.	The assignments given when English online learning are so many, it's difficult for me to understand the learning material.	Agree	44%	Almost half
10.	When English online learning, I can understand the learning material so that I do my assignments to the maximum.	Disagree	53%	More than half
11.	I do my English assignments independently.	Agree	47%	Almost half
12.	I do English assignments by asking for my friend's assignments, and then I revise.	Agree	56%	More than half
13.	I'm stressed with too many English assignments, so I don't do my assignment independently.	Agree	65%	Almost
14.	During the English online learning process, it is easier for me to understand the learning material in the form of videos given by the teacher.	Agree	53%	More than half
15.	It's easier for me to understand learning material taken from other sources.	Agree	65%	Almost

16.	Often, I don't read English online learning materials.	Agree	65%	Almost
17.	I have read English online learning materials online, but do not understand the material given.	Agree	70%	Almost

Table 4.3 Analysis Result of Questionnaire