

Students' Perception of Online Learning in English Subject at SMK Negeri 3 Karang Baru

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Abstract

This study aimed to determine students' perceptions of online learning English at SMK Negeri 3 Karang Baru. This study used a qualitative method. The researcher used questionnaire as the instrument of research. In this study, the researcher found that many students did not agree with online learning. The material was difficult to understand, it was constrained by internet signals, so they preferred to study as usual. Based on the explanation above, it can be concluded that students' perceptions of online learning English were negative, and they were not satisfied with online learning English.

Keywords: *Students' perception, online learning, Covid-19*

1. INTRODUCTION

The existence of the Covid-19 pandemic in Indonesia has had a major impact on all sectors of life, and especially in education. The Covid-19 outbreak first originated in Wuhan, South China. Then it spread very quickly to various countries. To stop the spread of Covid-19, cooperation of all parties is needed to prevent it. Some of the efforts made by the government are not to crowd in public places; people who work in offices must do their work at home; keep their distance; are obliged to wear masks when leaving the house.

In Indonesia, this is the first time to do mass online learning. Many teachers and students are still awkward about a system like this because what is usually the teaching and learning process carried out face-to-face is now done through the media. However, like it or not, it must also be carried out.

English is a Germanic language that was first spoken in England in the early middle ages and is currently the most commonly spoken

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language worldwide. As English is important, the Indonesian government has chosen English as the first foreign language and it is one of the subjects that must be taught in schools. Many students say that English language lessons are difficult to understand. Especially with a system that is not directly face-to-face like schools in general.

Internet is the main requirement for doing online learning. This obstacle seems very big when Study from Home commissioned by the Ministry of Education and Culture is implemented in schools and universities, especially those in rural areas. The main problem faced by students in doing online learning is internet connection. Because students' perceptions and attitudes determine the success of the learning program, the researcher wants to know students' perceptions of online learning in English subjects.

Perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning toward stimulus-response in resuming information and predicting message which involves attention, hope, motivation, and memory. Following it, Michotte develops perception as a phase of the total process of action which allows us to adjust our activities to the world, we live in. Here, the students' perception can be described as the developed opinion after having a certain experience. Therefore, in this research, the students' perception is focused on the student's participation, accessibility, materials, and assignment delivery. Those factors are necessary to bring the students' perception of online learning to be more contextual with the needs of this research.

Based on observations made by the researcher at SMK Negeri 3 Karang Baru in 2020, student motivation is very lacking in learning English through online learning. So, that it makes students lazy to

respond to the teacher in learning. Even though English is a very important subject to be understood by every student. Several factors cause students of SMK Negeri 3 Karang Baru to be less motivated to study online, namely many students live in rural areas where it is difficult to get an internet network; students do not understand the explanations given by online teachers; many assignments are given by the teacher; and there are some students who cannot afford internet quota. Based on the description, the researcher wanted to conduct a research entitled *Students' Perception of Online Learning in English Subject at SMK Negeri 3 Karang Baru*.

2. LITERATURE REVIEW

2.1. Perception

The Perception from the Latin *percipio* is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the process of selecting, organizing, and interpreting information. All perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves. (Goldstein, 2008, P. 80).

2.2. Online Learning

According to Rossett, Online Learning has many promises, but it requires commitment and resources and must be done correctly.² Doing it right means that online learning material must be properly designed, with learners and learning in focus and that adequate support must be provided.

Accordingly, Collins (2002) online learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking.

Dabbagh and Ritland (2005) said, online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources.

3. METHODS

This research used a descriptive qualitative methodology. Descriptive qualitative study is aimed to record an event, situation, or circumstance. In addition, Fraenkell and Wallen (2012) also state the qualitative research is a study that investigates the quality of relationships, activities, situations, or materials. In this study, the researcher used questionnaire as the instrument of the research.

According to Miles and Huberman (2016) that activities in qualitative data analysis were carried out interactively and continued as

²Rossett, *Waking in the night and thinking about e-learning*. (New York: McGraw-Hill. 2002), 3-18

long as they were completed. Activities in data analysis are data reduction, data display, and drawing conclusions/verification.

4. RESULT

This research was conducted at SMK Negeri 3 Karang Baru in July 2021. As explained in the data collection, the researcher used a questionnaire that was given to 22 students and it consisted of 20 statements. The results of questionnaire were as follows:

The process of learning English is easy to carry out online.

From the statement number 1, there were 5 students who answered strongly agree; there were 8 students who answered agree; there were 7 students who answered disagree; and there were 2 students who answered strongly disagree. Learning English online can increase students' interest in learning. From the statement number 2, there were 4 students who answered strongly agree; there were 7 students who answered agree; there were 10 students who answered disagree; and there was 1 student who answered strongly disagree. Learning English online makes it easier for teachers and students to interact and communicate anytime and anywhere.

From the statement number 3, there were 2 students who answered strongly agree; there were 13 students who answered agree; there were 7 students who answered disagree.

Learning English online is more effective in achieving goals.

From the statement number 4, there were 5 students who answered strongly agree; there were 8 students who answered agree; there were 8 students who answered disagree; and there was 1 student who answered strongly disagree. Learning English online is more interesting and fun. From the statement number 5, there were 3 students who answered

strongly agree; there were 7 students who answered agree; there were 11 students who answered disagree; and there was 1 student who answered strongly disagree. Online learning can foster student motivation to learn. From the statement number 6, there were 5 students who answered strongly agree; there were 8 students who answered agree; there were 9 students who answered disagree.

Online learning doesn't bother me even though it costs money to buy a package. From the statement number 1, there were 3 students who answered strongly agree; there were 7 students who answered agree; there were 8 students who answered disagree; and there were 4 students who answered strongly disagree.

I gain more knowledge in online learning.

From the statement number 8, there were 3 students who answered strongly agree; there were 8 students who answered agree; there were 9 students who answered disagree; and there were 2 students who answered strongly disagree. The material taught by the teacher online is well available. From the statement number 9, there were 2 students who answered strongly agree; there were 8 students who answered agree; there were 11 students who answered disagree; and there was 1 student who answered strongly disagree.

I receive direction and learning objectives before learning begins.

From the statement number 9, there were 2 students who answered strongly agree; there were 12 students who answered agree; there were 3 students who answered disagree; and there were 5 students who answered strongly disagree. I really understand the explanation from my friend during an online presentation. From the statement number 9, there were 3 students who answered strongly agree; there were 6 students who answered agree; there were 11 students who answered disagree; and there was 1 student who answered strongly disagree. Online learning

makes it easy for me to submit assignments on time. From the statement number 9, there were 2 students who answered strongly agree; there were 8 students who answered agree; there were 10 students who answered disagree; and there were 2 students who answered strongly disagree. I have great courage in asking the teacher for material when learning online. From the statement number 13, there were 2 students who answered strongly agree; there were 10 students who answered agree; there were 8 students who answered disagree; and there were 2 students who answered strongly disagree. The teacher accepts students' opinions and responds to student questions well. From the statement number 14, there were 2 students who answered strongly agree; there were 10 students who answered agree; there were 7 students who answered disagree; and there were 3 students who answered strongly disagree.

I am happy to pay attention to the teacher's explanation when learning online.

From the statement number 15, there were 4 students who answered strongly agree; there were 13 students who answered agree; there were 4 students who answered disagree; and there was 1 student who answered strongly disagree. I do not feel pressured by the assignments given by the teacher. From the statement number 16, there were 3 students who answered strongly agree; there were 10 students who answered agree; there were 8 students who answered disagree; and there was 1 student who answered strongly disagree. The assignments given by the teacher really helped me to understand the material. From the statement number 17, there were 4 students who answered strongly agree; there were 7 students who answered agree; there were 9 students who answered disagree; and there were 2 students who answered strongly disagree.

I feel focused and have no difficulty in doing online English exams.

From the statement number 9, there were 4 students who answered strongly agree; there were 7 students who answered agree; there were 9 students who answered disagree; and there were 2 students who answered strongly disagree. Based on technological sophistication and the progress of the times, online English learning is good for further development. From the statement number 19, there were 4 students who answered strongly agree; there were 6 students who answered agree; there were 7 students who answered disagree; and there were 5 students who answered strongly disagree.

I am satisfied with learning English online.

From the statement number 20, there were 4 students who answered strongly agree; there were 5 students who answered agree; there were 12 students who answered disagree.

5. DISCUSSION

After the respondents gave the answers in the questionnaire, the researcher analysed the students' perception of online learning in English subject.

Learning English online is easy. In fact, most students said that learning English online was easy. Most students added that they could learn English anywhere. It can be seen from their statements below.

- a. *"Karna banyak sekarang media media atau aplikasi yang memudahkan kita untuk belajar bahasa inggris dimana aja dan kapan aja".* (Student 1) The students' interest in learning did not increase. From the data that had been obtained, the process of learning English which is done online cannot increase interest in learning. Some students cannot interact directly with the teacher and there were many disturbances in learning English online.

- b. *"Karena kurangnya interaksi yang dapat kita lakukan untuk mempraktekkan apa yang sudah kita pelajari"*. (Student 17)

Teachers and students can interact anytime and anywhere.

Learning English online was easier for teachers and students to communicate and interact anytime and anywhere.

"Setuju, karena saat ini jaman sangat canggih hingga memudahkan para murid dengan guru untuk berkomunikasi". (Student 4)

Learning English online can be effective and ineffective in achieving goals. Learning English online was effective, but also it cannot be ineffective. It is known from the students' answers that sometimes, learning English online could be effective because the students can interact directly with the teachers. However, the goals of learning cannot be achieved. *"Menurut saya pembelajaran bahasa Inggris secara online belum efektif dalam mencapai tujuan pembelajaran karena masih sering sekali di temukan kendala selama proses pembelajaran yang bisa menghambat tercapainya tujuan pembelajaran itu sendiri"*. (Student 8)

Learning English online is more interesting and fun.

In fact, learning English online was not interesting and fun. It can be seen from their statements below. *"Pembelajaran secara online dalam bahasa Inggris membuat siswa kurang aktif dalam pembelajaran bahasa Inggris ini mungkin minatnya juga berkurang karena tidak menarik"*. (Student 5)

Online learning can foster student motivation to learn.

Learning English online cannot motivate students. The students did not focus on the teacher's explanation. It could reduce their motivations in learning English.

"Pembelajaran secara online malah mengurangi semangat belajar siswa". (Student 6) Online learning costed a lot of money.

Many students think that online learning was difficult because they had to have internet quota and they must have money to buy the

quota. Everyday, the students must buy the quota so that they can learn. However, their family's economy was not enough.

"Membuat isaya isusah ikarena itidak isemua isiswa iyg imemiliki iuang ilebih iatau iWiFi idirumahnya". i(Student i9)

The students got less knowledge.

Learning English online did not provide more knowledge. Because there were some disturbances, such as the material given by the teacher was not fully understood by the students; the students preferred to play games than to study online.

"Kalau saya lebih banyak pengetahuan kalau belajar tatap muka langsung krna bisa berdiskusi dgn guru atau teman lainnya kalau di dalam kelas". (Student 6)

The material was not available.

During online learning, the English material given by the teacher was not enough. The teacher gave assignments without giving enough material.

"Guru lebih sering memberikan tugas tanpa memberikan materi yang cukup". (Student 6)

The teacher gave some guidances before learning.

Although the learning was online provided direction and learning objectives before the learning process began. Everyday, the teacher filled the presence of students.

"Ya kami para siswa harus mengikuti sebuah aturan atau arahan yang diberikan oleh guru mata pelajaran setiap harinya ya seperti mengisi absen terlebih dahulu dan lain sebagainya". (Student 19)

Online presentations were not easy to do.

The presentation when online learning was difficult for students to do. It can be seen from their reasons below.

"Saya lebih mudah memahami nya ketika langsung di depan kelas".
(Student 13 and 15)

Online learning makes it easy for me to submit assignments on time.
The students cannot submit assignments on time. It can be seen from their statements below.

"Justru kalau online rasanya tugas semakin banyak guru memberikan, jadi tidak mudah untuk kumpul tepat waktu". (Student 8)

The students dared to ask the teacher.

In online learning, the students dared the material. In the classroom, the students felt ashamed to ask the teacher but in online learning, the students dared to ask the teacher.

"Setuju Karena tidak bertemu secara langsung jadi tidak terlalu malu-malu banget". (Student 9 and 14)

The teacher responded to students' questions well.

It can be seen that the teacher accepted and responded to each student's question well. It can be seen from the following statements.

"Hal tersebut harus dilakukan oleh guru, untuk meningkatkan pembelajaran yang efektif". (Student 2)

Students paid more to the teacher's explanation.

Although learning English was online, the students still paid more attention and listened to the teacher's explanation well.

"Karena saya rasa perlu untuk memperhatikan setiap penjelasan yang disampaikan, agar materi pembelajaran terarah". (Student 12)

Students were not pressured by the assignments given by the teacher.
From the results obtained, the students were not pressured by the assignments given by the teacher. The students did all the assignments given by the teacher.

“Setuju dikarenakan tugas memang sangat diperlukan oleh siswa untuk memahami suatu materi dengan cepat”. (Student 17)

The assignments given by the teacher did not help students understand the material.

Many students said that the assignments given by the teacher could not help them in understanding the material. They always searched the assignments in Google.

“Tidak setuju Karena setiap ada tugas saya selalu bertanya kepada google jadi yang paham google nya bukan saya”. (Student 15)

Students did not focus on and had difficulty in doing online English exams.

When doing online English exams, they did not focus on it. They felt difficult in doing the exams.

“Karna ujian secara online sering terjadi kendala sehingga menjadi tidak focus dalam pengerjaannya”. (Student 2)

With the sophistication, online English learning is not so good.

Learning English online cannot be done continuously. It was better and more interesting if it was done face to face.

“Tidak setuju karna itu dapat menghambat minat belajar siswa karna pembelajaran bahasa Inggris lebih baik dan menarik di lakukan secara langsung”. (Student 4)

Students were not satisfied with learning English online.

Many students were not satisfied with the online English learning system. There were many obstacles in learning online.

“Para siswa tentunya tidak puas dalam pembelajaran bahasa Inggris secara daring diakibatkan kesulitan dalam pembelajaran bahasa Inggris secara daring atau online”. (Student 6)

6. CONCLUSION

Based on the result of research, it showed that the students gave negative perceptions of online learning English. The student's perceptions of online learning in English subject were as follows: Learning English online is easy. The students' interest in learning did not increase, and teachers and students can interact anytime and anywhere.

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