

STUDENTS' PERCEPTION ON ENGLISH E-LEARNING DURING COVID-19 PANDEMIC (At Seventh Grade Student Junior high school 1 Bontonompo, Gowa)

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 24, 2022 Revised: February 20, 2022 Accepted: March 5, 2022 Published: March 15, 2022</p> <p>Keywords: Students' perception, e-learning, descriptive qualitative, face-to-face</p>	<p>The Purpose of this study is to find out how students' perceptions of English E-Learning are reflected in their educational experiences. In other words, researchers are trying to find out whether students are still learning effectively or not using the E-Learning system during the covid-19 outbreak. The method used is descriptive qualitative method. This study was followed by 2 classes in class Seventh student junior high school 1 Bontonompo with a total of 20 students using observation and interview research instruments. Based on the results, the perception on students does not like learning using E-Learning, students prefer to learn face to face directly in class (offline) because students have various difficulties including students who do not understand how to use E-Learning, the limitations of the internet network and the ability to learn English is less improved compared to face-to-face learning in class.</p>
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INTRODUCTION

According to Trianto (2017), learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be defined as a product of continuous interaction between development and life experience. In essence, Trianto revealed that learning is a conscious effort of a teacher to teach his students (directing students' interactions with other learning resources) with the aim that the goal can be achieved. From the description, learning is two-way interaction of educators and students, between the two there is communication that is directed towards the targets that have been set. by working and thinking, and (b) new information must be related to previous information so that it integrates with the knowledge possessed by students.

Many teaching and learning activities in Indonesia still emphasize face-to-face sessions in class. However, because to the extensive Covid-19 pandemic in Indonesia, all activities must be conducted from home. Coronavirus Disease (COVID-19) is a novel form of virus

that has never been detected in humans, according to the Directorate General of Disease Prevention and Control (2020:11). The Covid-19 pandemic initially surfaced in the Chinese city of Wuhan in late December 2019 and spread to Indonesia in early March 2020.

Nadiem Anwar Makarim, Minister of Education and Culture, issued Circular No. 4 of 2020 on the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance) was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. The goal of online / distant learning is to improve students' knowledge about the corona virus and the Covid-19 epidemic. Students' learning activities and assignments might differ depending on their interests and circumstances, such as gaps in access or learning facilities at home

According to Nurdyansyah and Eni in Ayu and Amelia, that e-learning is an activity in the world of education that uses internet facilities to delivery of material to students and interactions between teachers and students (Samasta, 2020). According to Cidral, et al in Cendra et al. revealed that e-learning is a place used for the learning process web-based teaching in spreading an information/notification, to interact, and for the field education and training (Solihin etc, 2020)

According to Qiong (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Student perception is an important indicator that is closely related to the learning process. Student perceptions are very closely related to learning outcomes (Najichun and Winarso, 2017), students who have good perceptions generally will optimize the independent learning process which can improve their learning outcomes. In addition, perceptions can affect student interest in making a choice and academic achievement (Wardana, et al., 2018).

Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful (Gibran, . A. ., & Qalby, N. . (2021).

Students respond positively and other students respond negatively. Students who respond positively because in the use of reward and punishment they feel motivated to study harder. While students who respond negatively because they feel do not like the punishment given by the teacher or feel unfair (Ulfaminingsih, et. Al., (2021).

RESEARCH METHOD

This research study is descriptive qualitative method by using observation checklist and interview. This research is study aims to know students' perceptions on English E-Learning in class seventh student junior high school 1 Bontonompo during covid-19 pandemic.

RESULT AND DISCUSSION

This research was conducted because of the Corona Virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) which resulted in schools being temporarily closed and students having to carry out distance learning activities (Online) using E-learning, which raises the question of how-to perception of students towards learning English using e-learning during the covid-19 pandemic. Therefore, this study aims to determine students' perceptions of learning English using E-learning during the covid-19 pandemic. After the researchers conducted observations and conducted interviews in class, the majority of students said they did not like learning using E-learning (during) but students preferred face-to-face learning directly in class (Offline). The researcher also made checklist observations using two options, namely yes and no, where there were means the teacher was actively taking steps in learning and none meant the teacher was not actively taking steps in learning. They are described as follows:

Table 1. Observation Sheet

No.	Langkah-Langkah	Check List	
		Ada	Tidak Ada
1.	Melakukan pembukaan dengan salam pembuka	√	
2.	Memberikan Absensi peserta didik sebagai sikap disiplin	√	
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dalam materi pembelajaran	√	
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan dilaksanakan melalui Voice Note	√	
5.	Memberikan penjelasan terkait materi yang akan dijelaskan	√	
6.	Memberikan link video pembelajaran terkait materi	√	
7.	Memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang dijelaskan	√	
8.	Membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi	√	
9.	Memberikan tugas kepada siswa disetiap pertemuan untuk mengukur sampai mana pengetahuan siswa terhadap materi	√	
10.	Menutup pembelajaran dengan mengucapkan salam dan doa	√	

This table shows that the observations:

1. First, the teacher always opens with greetings in the WhatsApp group
2. Second, the teacher always gives attendance to students as a disciplined attitude through google classroom/WhatsApp group
3. Third, the teacher always conveys the motivation about what can be obtained in the learning material

4. Fourth, the teacher always explains the things to be learned, the competencies to be achieved and explains through voice notes the learning methods that will be implemented.
5. Fifth, the teacher always provides an explanation of the material to be explained
6. Sixth, the teacher always provides learning video links related to the material
7. The teacher always provides opportunities for students to ask questions about the material to be explained
8. Eighth, the teacher always gives conclusions about the things that have been studied related to the material
9. Ninth, the teacher always gives assignments to students in every meeting to measure the extent to which students' abilities regarding the material
10. Tenth, the teacher always closes the lesson by saying greetings and prayers

Interview

In conducting interviews, the questions given to participants are open-ended questions that can raise new questions. So the points used are the same, namely discussing research problems related to student perceptions. The results of the interviews were used by researchers to convince and strengthen student responses. Researchers present interview data consisting of 10 basic questions that are slightly developed, as follows:

- 1) In the first question

Does the teacher explain the English material well through E-Learning?

- Emm, yes very good my teacher explains well and easy to understand

Based on the results of interviews, 70% of students stated that the material explained by the teacher through e-learning was good, and 30% of students stated that it was not good.

- 2) In the second question, the researcher asked the teacher's role in delivering English material through E-Learning according to the syllabus or not.

Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?

-Yes, very appropriate, and good

Based on the results of interviews 90% of students who said it was in accordance with the syllabus and 10% of students who said no.

- 3) In the third question, the researcher asks the effectiveness of using E-Learning for learning during the Covid-19 pandemic.

Is learning English through E-Learning effective during the covid-19 pandemic?

-Less effective, more effective if we directly explained face to face in class

Based on the results of interviews 45% students said learning through e-learning was effective and 55% students said it was less effective.

- 4) In the fourth question, the researcher asked an improvement in their English ability while learning English through E-Learning.

Did your English skills improve during learning through E-Learning?

-Emm, yes it's increased a little because it has a wider perspective and can open or search the internet

Based on the results of interviews 65% students said their English skills improved while using e-learning while 45% students said they did not improve.

- 5) In the fifth question, the researcher asked the teacher's role in the question-and-answer activity during learning through E-Learning.

Does the teacher conduct question and answer activities about English material in learning through E-Learning?

-Yes, the teacher does question and answer in the WhatsApp group

Based on the results of interviews 100% students said the teacher did question and answer in learning English through e-learning.

Do you want to learn the instructional media used by teacher during the covid-19 pandemic

-No miss because I prefer to learn face to face

Based on the results of interviews 60% students who don't like studying learning media used by teachers during a pandemic, there are also 40% students who want to study

- 6) In the seventh question, the researcher asks about the difficulties faced by students in learning English through E-Learning whether or not asked.

Do you ask the teacher when you have difficulty learning English through?

E-Learning ?

-Yes, I usually ask via personal chat WhatsApp. For example, if there is a question that I don't know

Based on the results of interviews, 75% of students asked when they had difficulties in learning through e-learning, while 25% of students were unwilling or embarrassed to ask. learning media used by teachers during a pandemic.

- 7) In the eighth question, the researcher asked the English assignment given to students through E-Learning during the Covid-19 pandemic whether it was done diligently or not.

Do you diligent work on English assignments given by the teacher through E-Learning during the covid-19 pandemic?

-Pretty diligent miss hehe. Sometimes I think if there is a task that must be completed so that it doesn't pile up.

Based on the results of interviews, 65% students are diligent in doing the assignments given by the teacher through e-learning, while 35% students are not diligent in doing the assignments.

- 8) In the ninth question, the researcher asked whether students had difficulties in learning English using e-learning during the covid-19 pandemic.

Do you have difficulty learning to use E-Learning during the covid-19 pandemic ?

-Yes, emm the difficulty I'm experiencing is the internet, because when I use the internet network sometimes the network is not connected

Based on the results of interviews, 85% students who have difficulties when learning to use e-learning, while 15% people who say they have no difficulties.

- 9) In the tenth question, the researcher asked whether students were motivated and enthusiastic when learning English through E-learning during the Covid-19 pandemic.

Do you motivated and enthusiastic about learning English through E-learning during the covid-19 pandemic ?

-Yes he is more enthusiastic and wants to know English because it is rarely explained, so you have to understand yourself and find out for yourself.

Based on the results of interviews, 55% students were motivated and enthusiastic in learning through e-learning while 45% students said they were not motivated and enthusiastic.

DISCUSSION

Geminastiti Sakkir 2021 entitled *E-Learning in the COVID-19 Situation: Student Perceptions*. The outbreak of the COVID-19 virus in the world is causing great anxiety and change for almost everyone around the world. The virus that began to develop in Wuhan, China has been declared by the World Health Organization (WHO) as the current world pandemic since 2020.

Zhou et al (2020) e-learning or online-based learning is a learning model that encourages users (students/teachers/instructors) to utilize information and communication technology platforms in the teaching and learning process. Even Sulisworo et al (2016) and Zhou et al (2020) agree that technology-based learning brings many benefits and is in accordance with the current era, namely the technology era.

Rifari Baron (2020) with the title *Student Perception of Online Applications in Speaking Skills*. From previous studies, it can be concluded that many English learning processes that have been passed have succeeded in improving English language skills, such as grammar, vocabulary mastery, writing, and reading.

CONCLUSION

Based on the results of interviews with students at the state junior high school 1 Bontononpo, the perception of students does not like learning using e-learning, students prefer to learn face-to-face directly in class (offline) because students have various difficulties including students who do not understand how to use e-learning, the limitations of the internet network and the ability to learn English is less improved compared to face-to-face learning in class.

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