

EXPLORING STUDENTS' PERCEPTION OF E-LEARNING IN STUDYING ENGLISH DURING COVID-19 PANDEMIC

(A Study at the Eighth Grade Students of SMP Islam Athirah 1 Makassar)

Lisa Azaria Sukma Syam¹, Radiah Hamid², Andi Asri Jumiatiy³

^{1,2,3}English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia email: lizaazsyam@bg.unismuhmakassar.ac.id

Article Info	Abstract
<p>Received: October 24, 2021 Revised: November 5, 2021 Accepted: November 25, 2021 Published: December 10, 2021</p> <p>Keywords: Students' Perception, English E-learning, Covid-19 Pandemic, Google Meet, Google Classroom</p>	<p>This research aims to know the students' perception of e-learning in studying English and to find out the students' problems in e-learning during the Covid-19 pandemic at the Eighth Grade of SMP Islam Athirah 1 Makassar. The design of this research is Descriptive Quantitative. The population of the research was the Eighth Grade students of SMP Islam Athirah 1 Makassar which consist of 30 samples. The technique was Random Sampling Technique and the data were collected by the questionnaire. The researcher used Likert Scale and descriptive analysis to analyze the data. The result of this study shows that the students perception of e-learning in studying English during Covid-19 pandemic have positive respond, most of students was agree with the benefits of e-learning. While the students' problems faced was the level of concentration and seriousness of their learning decreased during online learning. The internet access is not stable and device facilities, such as smartphone and laptop do not support in accessing e-learning. The students were also difficult to understand the material provided by the teacher and have difficulty doing individual assignments and group assignments that have to work on together by online. The last problems were the students easily experience stress during e-learning. Based on the result, it could be concluded that students enjoyed the benefits of e-learning, but the sudden adoption of online learning and lack of preparation, raises several problems.</p>
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INTRODUCTION

English is characterized as a foreign language in Indonesia and instructed formally from rudimentary school up to the college level and it is something that must be learned through face-to-face gatherings in lesson. In any case, with the Covid-19 widespread far reaching in Indonesia, all exercises must be carried out from domestic. Direktorat Jenderal Pencegahan dan Pengendalian Penyakit (2020) states that Coronavirus Disease (COVID-19) could be a modern sort of infection that has never been distinguished in people. Coronavirus is infectious diseases that are transmitted from animals to humans. Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to plague Indonesia in early March 2020. As a result of the COVID-19 pandemic, the whole framework

that runs such as the economy, government, counting education in Indonesia is disturbed. BBC News Indonesia (2020) reported that the Governor of DKI Jakarta has chosen to shut all schools in DKI Jakarta Area as of March 16, 2020 and carry out the method of educating and learning exercises through the distance strategy utilizing electronic learning (e-learning) to break the infection chain. This arrangement is additionally taken after by the Governor in other cities all through Indonesia, counting the city of Makassar.

Based on the arrangement, like it or not, the teachers must actualize and adapt to e-learning classes in conveying English language material starting from reading, writing, listening, and speaking so that the teaching and learning process can keep going. According to Benson (2002), E-Learning (Electronic Learning) is learning to send learning data anytime, anywhere by utilizing the innovation of media such as TV, audio tape, and CDROM intelligently on the web. According to Jethro *et al.* (2012), the alter within the learning process from learning straightforwardly within the classroom to online learning certainly makes different impediments. This can be since, in Indonesia, both instructors and understudies are not usual to doing online learning.

Electronic learning (e-learning) has been actualized amid the pandemic in SMP Islam Athirah 1 Makassar. All subjects utilize e-learning such as Google Meet, Google Classroom and Whatsapp and of course English lessons. According to the 2013 curriculum, SMP Islam Athirah 1 Makassar's English lesson allocation, which was initially 4 hours a week, has been reduced to 1 hour a week due to the current epidemic. This is certainly encourage teachers and undergraduates to think of the best ways to use the time allocation. The student perspective of this learning framework is very different. Therefore, this study tries to investigate how students' views about English E-Learning are applied in their education. In other words, researchers want to know if they are still learning well with the E Learning framework while the Covid-19 pandemic or not.

LITERATURE REVIEW

A. Concept of Perception

1. Definition of Perception

In cognitive science, philosophy and psychology, perception is the process of understanding or achieving awareness of sensory information. The word "perception" comes from the Latin "perceptio", which means "accepting and collecting the act of possessing, and understanding with the mind or sense".

2. Perception Process

According to Qiong (2017), there are three stages of the perception process, as follows:

- a. Selection, which we switches environmental stimuli into meaningful experiences.
- b. Organization, we need to select information from the outside world, organize them in any way by search for meaningful patterns.

- c. Interpretation, when the chose stimuli have been ordered into organized and stable examples, we try to give meaning to that pattern and try to understand it.

B. Concept of Electronic Learning (E-Learning)

1. Definition of Electronic Learning (E-Learning)

Indrakusuma and Putri (2016:3) explained that e-learning is one of the new routes of the cycle of education and learning, and is the condensation of electronic realization that explicitly uses the Web as a learning framework. The materials provided to students through E-learning are available anytime, anywhere, despite the fact that educators are getting materials to enhance or provide a range of supportive learning assets, including multimedia, which can be maintained. However, Cisco in Indrakusuma and Putri (2016:5) suggested that E-learning does not mean replacing conventional learning models in the classroom, but strengthening the learning model through content enrichment and educational technology development.

2. Benefits of E-Learning

According to Siahaan in Indrakusuma and Putri (2016:6) E-learning promotes the interaction among students and subjects/materials. Students can exchange information or opinions on various topics related to the classroom or the personal development needs of the students. In addition, teachers can publish course materials and assignments that students need to complete in specific locations on the Internet for them to access.

According to Tjokro in Indrakusuma and Putri (2016:5), E Learning has three benefit as follows:

a. Cost Efficiency

E-learning can provide the organized of its implementation, capability in facility arrangement, and real facility cost effectiveness, and there are options to learn like cost productivity of consumption, particularly transportations cost and need.

b. Flexible

E-Learning is easy to use, adaptable by choosing a time and place and the option to go on a picnic.

c. Learn to be Independent.

E-Learning give the student opportunity to openly hold the entire matrix of the learning cycle.

C. Advantages of E-Learning

According to Tjokro in Indrakusuma and Putri (2016: 8), applying e-learning has four advantages as follows:

1. Simpler to assimilate
2. Significantly more practical

3. Significantly more brief
4. Accessible 24 hours out of every day.

D. Disadvantages of E-Learning

The disadvantages of e-learning described by Nursalam in Indrakusuma and Putri (2016:8) are as follows:

1. Internet facilities are not available in all places.
2. These students may become frustrated if they cannot access graphics, pictures, and videos due to inadequate equipment (software and hardware).
3. The learner can feel isolated.

E. E-Learning in Studying English

According to Hellebrandt (1999), an important part of this technological advancements is the improvement of an e-learning environment, which is considered to have transformative potential in English learning and teaching methods. In particular, learners can utilize e-learning sources to develop the four core of English skills (reading, listening, writing, speaking).

Chiu *et al.* (2007) noted that one of the advantages of e-learning for the development of conversational skills includes being able to participate more fairly than face-to-face communication. Furthermore, Brandl (2002) states that E-learning provides an unparalleled opportunity to gain unlimited access to online course materials and develop their reading and writing skills. Online information allowing students to go beyond textbook-based learning because online data makes it easy to access information anytime and anywhere.

F. E-Learning Problems during Covid-19 Pandemic

Handayani (2020) describes a few problems that happened when utilizing e-learning during the pandemic in Indonesia. The problems are:

1. Schools Facilitations are not Prepared

The primary educational problems that arose in Indonesia between the pandemics was the educational facility were not ready. Perhaps students within the city can still run e-learning without problems. However, this does not apply to regions or provinces and cities without an internet network. The students will need a device in the form of a laptop or smartphone to do this e-learning as well as an internet network. So here, especially in the areas that have this device, all the students in Indonesia are having problems.

2. Confusing Material and too Much Homework

Online learning, where students do not meet in person in class, is not optimal for teachers' explanations. As a result, many students do not understand the material presented. In addition, it was very difficult for students to do group work. In fact, group study is an excellent learning method to better understand lessons with friends.

Besides also to hone the ability to work together with others to achieve a learning goal. It is very difficult to carry out group communication over long distances. Especially if there is no media integrated into a task or work to do.

3. Students' Focus on Learning

The sudden utilize of e-learning also causes problems in the seriousness and mental state of students in learning. E-learning is actually underrated by many students. Most of them are reviewing e-learning as an activity to fill their time during vacations instead of working hard on learning. With the condition that many teachers present many challenges, it reduces children's seriousness to learning. They think they just do their online learning homework.

METHODS

In this study, the researcher used Descriptive Quantitative method. The researcher used that method to describe the students' perception and problem on the use of E-Learning in studying English during Covid-19 pandemic. Where the data was described objectively or based on the questionnaires.

Instrument

The research instrument used for the data collections is a questionnaire and it consist of close-ended and open-ended questionnaires. According to Sugiyono (2012:64), it is a data collection method performed by asking and answering a series of question or written question of survey respondent. In this study, the researcher was distributed a questionnaires through Google Form (online) to respondents. The questionnaires was used to measure the students' perception and problems on the utilized of e-learning especially Google Meet and Google Classroom in studying English during Covid-19 pandemic.

Data Analysis

1. Students' Perception

The researcher was used the formula from Sugiyono (2012). The researcher used the Likert Scale to measure and analyze the questionnaire. The range of the response from strongly agree to strongly disagree. There is a score for each degree of agreement.

The data obtain was transferred to the datasheet using descriptive statics. The researcher analyzed the questionnaire into one formula:

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

Which:

P: Percentage

F: Frequency

N: Number of samples

100%: Constant value

(Sugiyono, 2012)

After analyzing the range of the response from strongly agree to strongly disagree, the researcher classified the result to find out whether the students' perception on e-learning is positive or negative into one formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

 \bar{X} : Mean score $\sum x$: Total row score

N : The total number of samples

(Gay *et al*, 2012: 321)

After calculating the mean score, the researcher classified the categories of students' perception of e-learning use scoring category:

TABLE 1
SCORING CATEGORY OF PERCEPTION

No.	Score Range	Category
1	41 - 80	Positive
2	0 - 40	Negative

(Sugiyono, 2012)

2. Students' Problem

In analyzing the data, the researcher used descriptive analysis. Firstly, the data gained by questionnaire was collected by the researcher. Secondly, the researcher analyzed the data through data reductions compiled by the researcher, selected key items, and focused on what was important. The next step after reducing the data is to display the data that the researcher qualitatively analyzes and describes. Miles *et.al* (1994) stated that to create it simpler to get it what is happened and to do analysis and attention to that understanding, we have to looking at the display. The final step was conclusion (drawing/verifying), where the research makes a conclusion on the results of the data analysis.

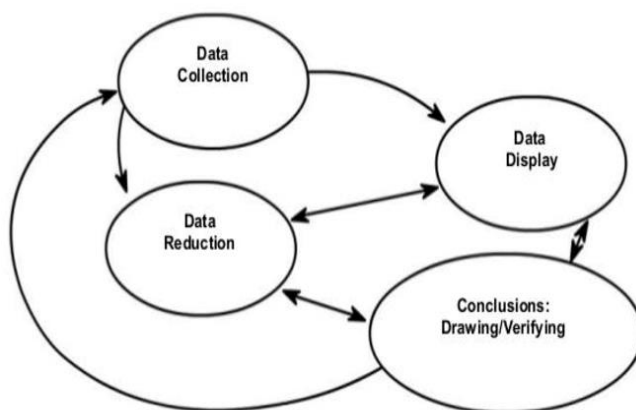


FIGURE 1 COMPONENTS OF DATA ANALYSIS: INTERACTIVE MODEL

(Miles *et.al*, 1994).

RESULT AND DISCUSSION

1. Students' Perception about the Benefits of E-learning

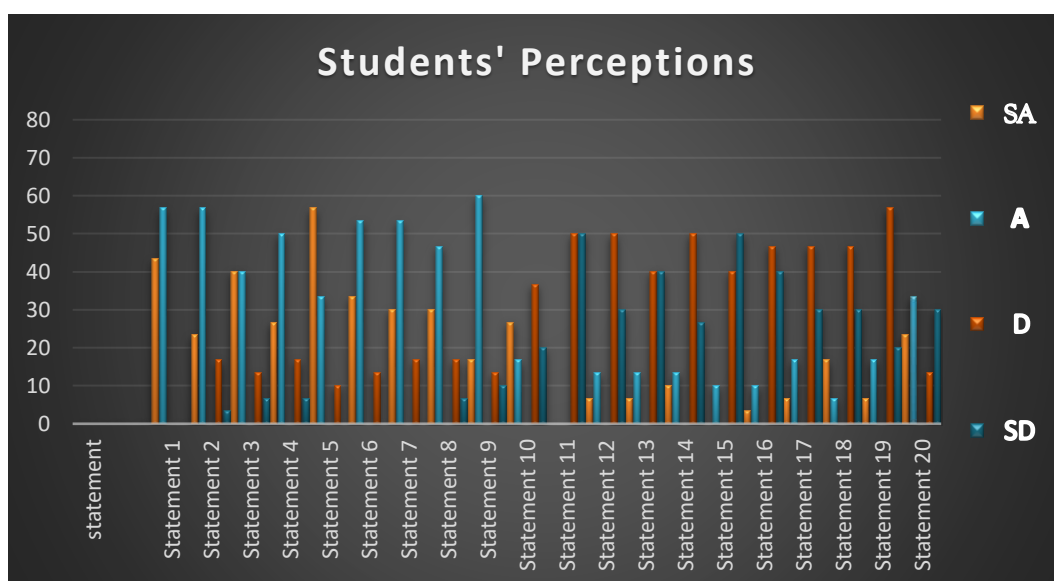


FIGURE 2. CHART OF STUDENTS' PERCEPTION

Based on findings above on each statement, the result of the students' perception of e-learning in studying English it can be calculate the mean score in following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1834}{30}$$

$$\bar{X} = 61.2$$

After calculate the mean score, next, the researcher classified the categories of students' perception of e-learning in studying English used the level of perception scoring. Based on the

data analysis of the questionnaire, it is found that the mean score of the students' perception of e-learning in studying English is 61.2, it shows that the students has positive perception of e-learning in studying English during Covid-19 pandemic.

TABLE 3 LEVEL OF PERCEPTION

Level of Perception	Score
Positive	41 -80
Negative	0-40

(Sugiyono, 2012).

This research found that in e-learning activities most of the students gave positive responses about learning in Google Meet and Google Classroom application because with e-learning they can enjoy the process of learning wherever they want, saves effort, time and money and also easy to use. This statement is also in accord with Tjokro in Indrakusuma and Putri (2016:5), E-learning can provide the organization of its implementation, proficiency in facility provision, and actual facility cost effectiveness, and there are options to learn like cost productivity of consumption, particularly transportation costs and needs. E-Learning is easy to use, adaptable by choosing a time and place and the option to go on a picnic.

During e-learning, the students were able to manage their study time effectively and trains them to be more responsible and independent with their assignments. According to Tjokro in Indrakusuma and Putri (2016:5), e-learning offers the chance for the student to freely hold the entire matrix of learning cycle. The students felt that e-learning can facilitate interaction and communication between teacher and students well and they felt that when the lesson on e-learning were taking place, they were more courageous and confidents to talk in English. Chiu *et al.* (2007) noted that one of the advantages of e-learning for the advancement of conversational skills includes being able to participate more fairly than face-to-face communication.

During e-learning, the students claim that the teacher taught English material well through e-learning and the material (video, PPT, e-book) that posted by the teacher on e-learning application help them to understand the topic of the lesson. This statement in accord with Siahaan in Indrakusuma and Putri (2016:6) E-learning promotes the interaction among students and subjects/materials. Students can exchange information or opinions on various topics related to the classroom or the personal development needs of the students. In addition, teachers can publish course materials and assignments that students need to complete in specific locations on the Internet for them to access.

E-learning application that the students used were supported the improvement of their English language skills. Through e-learning, students reading and writing skills have improved because they can access lots of materials and free to look for references and inspiration by online. This statement is supported by Hellebrandt (1999), learners can utilize e-learning sources to develop their four core English skills (speaking, writing, listening, reading).

Furthermore, Brandl (2002), states that e-learning provides an unparalleled opportunity to gain unlimited access to online course materials and develop their reading and writing skills.

Although e-learning has many benefits, students still prefer to study in school rather than learning through e-learning because they still need real and limitless social interaction. This statement is in accord with Cisco in Indrakusuma and Putri (2016:5) E-learning does not mean to replace the traditional classroom learning model, but to reinforce the learning models by the improvement of contents and the advancement of educational innovation.

2. Students Problems in E-Learning during Covid-19 Pandemic

Based on the result of the open-ended questionnaire, the researcher found that the problems that faced by the students in e-learning during the Covid-19 pandemic were follow:

TABLE 4
STATEMENT 21: "WHICH PROBLEMS DID YOU EXPERIENCE WHEN LEARNING WITH E-LEARNING?"

No.	Questionnaire Statement	Frequency
1	The internet access at my house is not stable	18
2	Device facilities, such as smartphones and laptops in my house, don't support accessing Google Meet and Google Classroom	7
3	I have difficulty understanding the material provided by the teacher through Google Meet	9
4	English group assignments are difficult to work on together online	11
5	My home environment is not comfortable for online learning	1
6	The level of concentration and seriousness of my learning decreased during online learning	21
7	There is nothing I can ask for help when I face difficulties while doing online learning at home	2
8	I have difficulty doing the assignments given by the teacher in Google Classroom	3
9	I easily experience stress during online learning	6

Table 4. Shows that among 30 students, there are 18 students chose *Statement.1*, 7 students chose *Statement.2*, 9 students chose *Statement.3*, 11 students chose *Statement.4*, 1 student chose *Statement.5*, 21 students chose *Statement.6*, 2 students chose *Statement.7*, 3 students chose *Statement.8*, and 6 students chose *Statement.9*. Based on the frequency, most of students chose *Statement.1* and *Statement.6* as their main problems when learning with e-learning.

Besides the problems above, some students also added some of the problems they experienced were as follow:

- a. Not excited and feeling lazy
- b. Less interactive when learning
- c. Application used are often error

Based on the result of open-ended questionnaire in findings above, the problems that faced by students as follow:

- a. The level of concentration and seriousness of their learning decreased during online learning.

Unlike the situation and conditions of learning in schools, e-learning forces students to study in a very limited space and time. The absence of direct supervision from the teacher also makes it difficult for students to focus and pay less attention to lessons. This statement in accord with Handayani (2020) explains that the sudden utilize of e-learning causes problems in the seriousness and mental state of students in learning. E-learning is actually underrated by many students. Most of them are reviewing e-learning as an activity to fill their time during vacations instead of working hard on learning. With the condition that many teachers present many challenges, it reduces children's seriousness to learning. They think they just do their online learning homework.

- b. The internet access at house is not stable and device facilities, such as smartphones and laptops don't support accessing e-learning.

Although the students live in big cities, not all regions have good internet networks. This will have a negative impact when learning through e-learning takes place. Most students complained about broken connections, not being able to access material and making them miss lessons. According to Handayani (2020), the first educational problems that arose in Indonesia between the pandemics was the educational facilities were not ready. Perhaps students within the city can keep run e-learning without problems. However, this does not apply to regions or provinces and cities without an internet network. The students will need a device in the form of a laptop or smartphone to do this e-learning as well as an internet network. So here, especially in the areas that have this device, all the students in Indonesia are having problems.

- c. Difficult to understand the material provided by the teacher and have difficulty doing the assignments.

A limited time allocation once a week and only one hour, makes the teacher limited to explain the material clearly, this makes students have to be independent in understanding the material and doing the assignments given by the teacher. According to Handayani (2020), online learning, where students do not meet in person in class, is not optimal for teachers' explanations. As a result, many students do not understand the material presented.

- d. English group assignments are difficult to work on together online

Not only individual assignments that are impacted by the application of e-learning, group assignments that are usually done together by students both at school and outside of school, must now be done virtually without direct meetings. This certainly makes it difficult for students to do the assignment because they have to think of effective ways so that their group assignments can be done properly and fairly. According to Handayani (2020), it was very difficult for students to do group work. In fact, group study is an excellent learning method to better understand lessons with friends. Besides also to hone the ability to work together with others to achieve a learning goal. It is very difficult

to carry out group communication over long distances. Especially if there is no media integrated into a task or work to do.

e. Easily experience stress during e-learning

Learning situations and conditions that are limited and isolated make students easy to experience stress. Problems that arise during e-learning, such as application errors and inaccessible material, are also a factor. Although the time allocation on e-learning is reduced, the new habit of students which requires them to stare at gadgets for hours per day also makes them feel the discomfort of learning. According to Nursalam in Indrakusuma and Putri (2016:8) students can feel isolated and may become frustrated if they are unable to access pictures, videos and graphics due to improper devices (software and hardware)

CONCLUSION

Based on the result, most of the students liked and enjoyed the benefits of e-learning activities. It means that the students' perception are positive. The result of open-ended questionnaire shows that the problems faced by the students at the Eighth Grade of SMP Islam Athirah 1 Makassar in E-learning during Covid-19 pandemic, were; the level of concentration and seriousness of their learning decreased during e-learning, the internet access at their house is not stable and device facilities, such as smartphones and laptops do not support accessing e-learning, the students difficult to understand the material provided by the teacher and have difficulty doing the assignments, English group assignments are difficult to work on together by online, and the students easily experience stress during online learning.

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