

Senior High School Students' Perceptions on the Effectiveness of Online English Learning during Covid-19 Pandemic: A Survey Research

Heyba Fatwa Anggyta^{1*}, Annur Rofiq², Areta Puspa³

^{1,2,3}English Language Education Department, Faculty of Teacher Training and Education, University of Jember, Jember, East Java, Indonesia
Email: anggyt001@gmail.com

Abstract

Nowadays, the internet is undoubtedly indispensable and has become a part in almost everyone's life and there are 175.4 million internet users in Indonesia based on data from survey conducted by an organization which called We Are Social in 2020 (Krishnapatria, 2020). One of the utilizations of the internet is the development of online learning and one of online massive learning implementations occurred during pandemic. This current research was aimed to reveal students' perception towards English online learning in their school during pandemic time. This research applied survey research design and the data that have been collected and analyzed by applying Descriptive Statistics in the form of percentage and nonparametric Wilcoxon signed rank. It found out that students' perception towards English online learning tend to be not better compared with face-to-face learning. The further studies are also discussed in this study.

Keywords: English Online Learning; Students' Perception; Online Learning; Covid-19

Introduction

Nowadays, the internet is undoubtedly indispensable and has become a part in almost everyone's life and there are 175.4 million internet users in Indonesia based on data from survey conducted by an organization which called We Are Social in 2020 (Krishnapatria, 2020). Suddenly, face-to-face learning must be postponed due to the spread of a new kind of virus. The virus is known as novel coronavirus (2019-nCoV) that was discovered in a seafood market in Wuhan in the last month of 2019 (Huang et al. 2020). In response to this virus, the director-general of WHO (WHO, 2020) declared Covid-19 as a global pandemic after various assessments of the virus due to the rapid spread and deadliness of the virus alongside the announcement of social distancing procedure. According to Red Cross (2020), social distancing is awareness and

behavior to increase physical distance among the people to suppress the spread of the disease. participants' teaching and / or for receiving and responding to input from learning participants. Whereas, managing strategy is a method for managing the interaction between the learning and other teaching method variables, the variable of organizing strategies and the delivery of teaching content. Conveying strategy can be held by maintaining the relationship between those people who are included in the education system itself. That is why strategy takes important roles in this issue, maintaining positive relationship between students and teachers.

This pandemic has a massive impact and affects almost every human life aspect around the world including business, sport, and school which pushes all those sectors to migrate and utilize the online platform. Further, although this situation has forced educational institutions and the educators to shift to online teaching, lots of them are stuck with face-to-face learning (Dhawan, 2020).

Meanwhile in Indonesia, the government enacted large-scale social restriction and school closures to subdue the spread of the virus in responded the COVID-19 outbreak (Krishnapatria, 2020). Krishnapatria (2020) also stated that kind model of policies has disrupted the usual learning process in national scale and transformed it into an internet-based learning. Thankfully, various e-learning services have been available either managed independently by institution using their own Learning Management System (LMS) or freely provided by third parties.

In fact, some studies have been done related to perception toward online learning during COVID-19 pandemic in Indonesia such as research conducted by Krishnapatria (2020) from 'lockdown' to letdown: students' perception of e-learning amid the covid-19 outbreak that aimed to investigate the perception of college business students in the implementation of e-learning during outbreak. The result was 56% of the participant acknowledge that they have good perception towards online learning. Further, some of the participants also discovered that they favored online learning because it suits their learning style well. Other than that, there is research conducted by Lie et al. (2020) on the secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia that aimed to investigate secondary school language teachers' engagement during covid-19 in Indonesian which resulted that WhatsApp became particularly handy during face-to-face learning suspension as channel of communication.

Thus, this present study aimed to investigate the effectiveness of the English online learning from students' perception especially at the high school level in Indonesian context to add more data related to this topic.

Method

This research employed the quantitative study design using survey as the instrument because the objective is to reach more participants and this kind of research design is selected because the researcher needs to collect related data about students' perception. This research used a One-Shot survey design to investigate the current perception of one group at one point in one time (Lodico et.al, 2010:199). The instrument that is used in this research is a questionnaire because this research is using a survey research design (Ary et.al 2010:378-379).

Therefore, the researcher is interested in conducting this research at one of senior high school in Pasuruan, East Java that implements online learning during the pandemic. The participants of this research are the representative students at the school from eleven and twelve grade and to define the research participants, the researcher used random sampling method. The characteristic of simple random sampling is the whole member of population have an equal chance to become random sample (Ary, et.al., 2010). Furthermore, a sample size calculator is used to determine the total number of participants due to the reason that sample size calculation formula is simple for an objective that estimates a prevalence (Naing et al. 2022). Using 95% of confidence level, 5% of margin error, and the total population of eleven and twelve grade is 844 students, it was found that total minimal sample needed was 265 Students. Thus, the researchers decided to limit accepted questionnaires to 265 participants.

The researchers adapted specific and related items from a questionnaire that was developed by Bączek et al. (2021) in this study and used google forms as media to gather needed data. The link to the questionnaire was distributed in the middle of break time around 10 until 11 o'clock through students' WhatsApp. the result of the questionnaire provided numerical data which was also analyzed through SPSS 26.0. Advantages, disadvantages, and the level of acceptance are analyzed by applying Descriptive Statistics in the form of percentage. Meanwhile, nonparametric Wilcoxon signed-rank test is used to compare opinions on face-to-face and online learning.

Findings

The researcher analyzed the results of obtained data using descriptive statistic in form of percentage for Advantages, disadvantages, and the level of acceptance. Then, in order to compare opinions on face-to-face and online learning, the nonparametric Wilcoxon signed-rank test is used.

Table 1. Advantages and Disadvantages of Online Learning

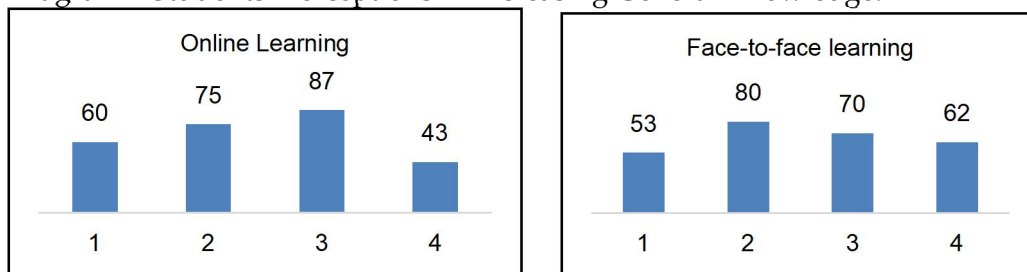
Advantages Of Online Learning					
No	Statement	SD	D	A	SA
1	Easy access to online materials	18.1%	27.9%	29.8%	24.2%
2	Learning on your own pace	17.7%	30.6%	37.4%	14.3%
3	Ability to stay at home	11.3%	29.1%	35.5%	24.2%
4	Classes Interactivity	13.2%	30.9%	37.4%	18.5%
5	Ability to record a meeting	13.6%	32.8%	31.7%	21.9%
6	Comfortable Surrounding	26.8%	43%	19.6%	10.6%
Disadvantages Of Online Learning					
No	Statement	SD	D	A	SA
1	Reduced interaction with the teacher	9.1%	23.4%	30.2%	37.4%
2	Technical problems	8.3%	18.9%	41.1%	31.7%
3	Lack of interactions with classmate	10.2%	21.5%	40.4%	27.9%
4	Poor learning condition at home	7.2%	23.4%	34.3%	35.1%
5	Lack of self-discipline	9.1%	21.5%	32.8%	36.6%
6	Social isolation	12.1%	23%	29.1%	35.8%

Note: SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree)

Based on the data above, majority of participants agreed to the statements regarding the advantages of online English learning in questionnaire that given to them. 54% agreed to statement easy access to online learning, 51.7% agreed to statement learning on your own pace, and 55.8% agreed to statement classes interactivity. Then, 53.6% agreed that ability of record meeting as one of advantages in English online learning. However, they tend to disagree (69.8%) regarding the statement of comfortable surroundings as the advantages of online English learning.

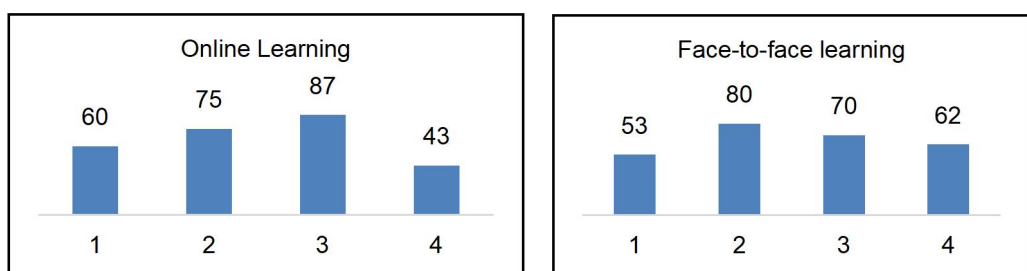
Meanwhile, majority of participants also tend to agree to the statements regarding disadvantages of English online learning in questionnaire. 67.5% participants agreed that online learning could reduce interaction with the teacher, 72.8% agreed that technical problem became one of disadvantages of online learning. Then, 68.3% agreed to the statement lack of interactions with classmates and 69.4% participants agreed that poor learning conditions at home is their disadvantages during online learning. Further, 69.4% of participants also agreed that lack of self-discipline became their disadvantage. Last, Social isolation also became one of disadvantages with 64.9% participants agreed with the statement.

Diagram 1 Students' Perceptions in Increasing General Knowledge.



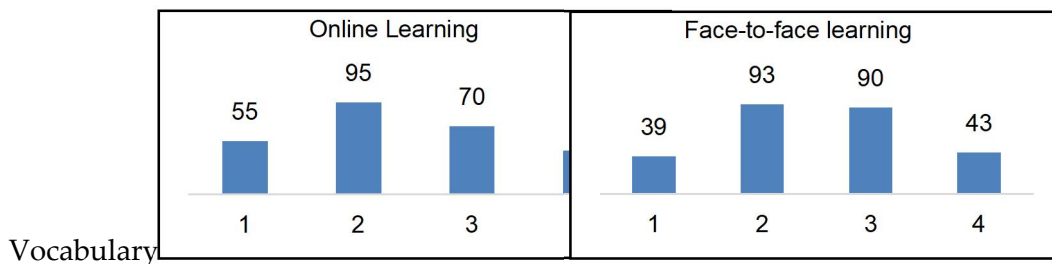
Based on the data above and applied statistical method, there was no statistical difference between online learning ($M=2.47$) and face-to-face learning ($M=2.51$) in terms of increasing students' general knowledge in English ($P=0.75$). However, there were more participants (115) that consider face-to-face learning is more effective than online learning in term of increasing general knowledge in English.

Diagram 2. Students' Perceptions in Increasing Source Material.



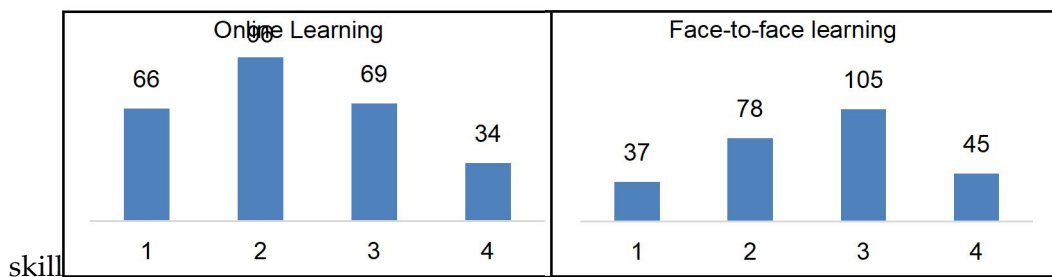
Based on the data in table above and applied statistical method, there was no statistical difference between online learning ($M=2.42$) and face-to-face learning ($M=2.53$) in term of increasing source material in English learning ($P=0.23$).

Diagram 3 Students' Perceptions in Increasing Knowledge of English



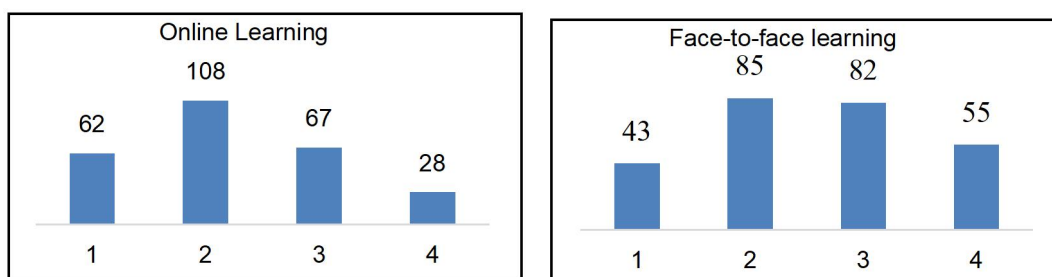
Based on the data in the table above and applied statistical method, there was no statistical difference between online learning ($M=2.39$) and face-to-face learning ($M=2.51$) in term of increasing knowledge of English vocabulary ($P=0.23$).

Diagram 4 Students' perceptions in increasing listening



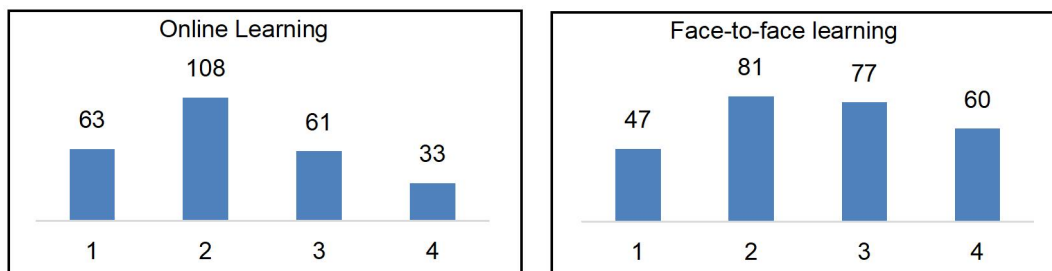
Based on the data above and applied statistical method, online learning considered to be less effective ($M=2.26$) than face-to-face learning ($M=2.59$) in term of increasing listening skill ($P<0.01$).

Diagram 5. Students' Perceptions in Increasing Reading Skill



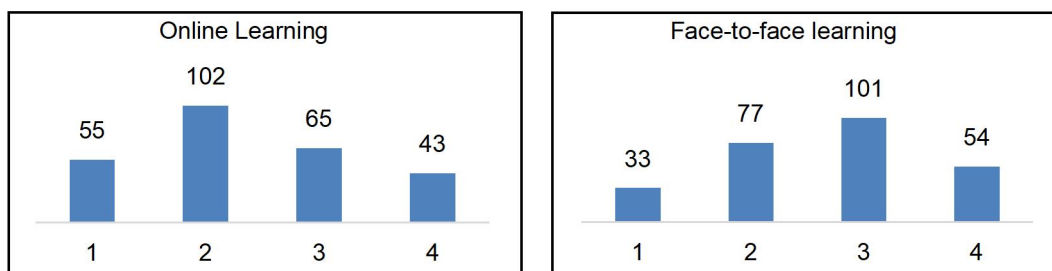
Based on the data above and applied statistical method, online learning considered to be less effective ($M=2.23$) than face-to-face learning ($M=2.56$) in term of increasing reading skill ($P<0.01$).

Diagram 6 Students' Perceptions in Increasing Writing Skill



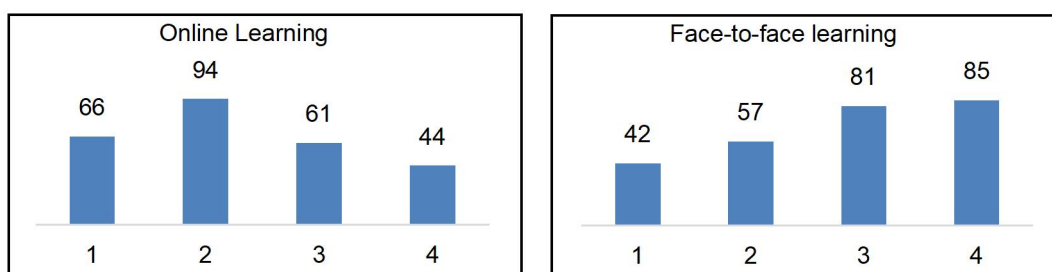
Based on the data above and applied statistical method, online learning is considered to be less effective ($M=2.24$) than face-to-face learning ($M=2.56$) in term of increasing writing skill ($P<0.01$).

Diagram 7 Students' perceptions in increasing speaking skill



Based on the data above and applied statistical method, online learning is considered to be less effective ($M=2.36$) than face-to-face learning ($M=2.66$) in term of increasing speaking skill ($P<0.01$).

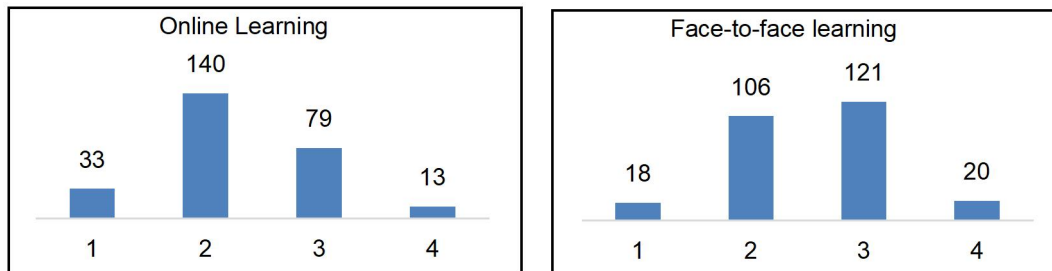
Diagram 8. Students' Perceptions in Increasing Social Competences and Collaboration.



Based on the data above and applied statistical method, online learning is considered to be less effective ($M=2.31$) than face-to-face learning ($M=2.78$) in

term of increasing social competences and collaboration among the participants ($P<0.01$).

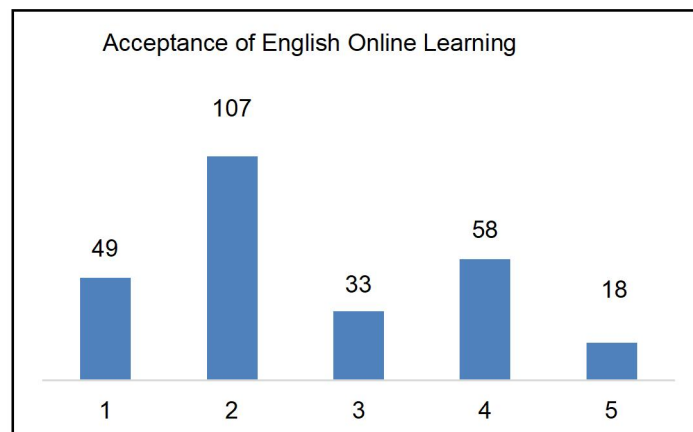
Diagram 9. Students' Activeness During Online and Face-to-Face Learning



(1=extremely inactive, 2=inactive, 3=active, 4=extremely active)

From the data above and applied statistical method, the participants assessed that they were less likely to be active during online classes ($M=2.27$) compared with face-to-face learning ($M=2.53$) ($P<0.01$).

Diagram 10. Acceptance of English Online Learning.



(1-Extremely Unenjoyable, 2-Very Unenjoyable, 3-Somewhat Enjoyable, 4-Enjoyable, 5- Extremely Enjoyable.)

A total of 18 (6.8%) participants rated online English online learning during pandemic as extremely enjoyable, 58 (21.9%) found it enjoyable, 33 (12.5%) found it somewhat enjoyable. In contrast, 107 (40.4%) participants rated unenjoyable, and 49 (18.5%) found it extremely unenjoyable. From research data above, it found out that majority of participants (58.9%) did not enjoy the online English learning during pandemic.

Discussion

The findings of this research showed that students' perception toward English online learning tend to be not better compared to their perception on face-to-face learning. The results of this research were as follows: First, regarding advantages of online learning, there are 54% participants agreed to statement easy access to online learning, 51.7% agreed to statement learning on your own pace, and 55.8% agreed to statement classes interactivity. Then, 53.6% agreed that ability of record meeting as one of advantages in English online learning. However, they tend to disagree (69.8%) regarding the statement of comfortable surroundings as the advantages of online English learning. Meanwhile, 67.5% participants agreed that online learning could reduce interaction with the teacher, 72.8% agreed that technical problem became one of disadvantages of online learning. Then, 68.3% agreed to the statement lack of interactions with classmates and 69.4% participants agreed that poor learning conditions at home is their disadvantages during online learning. Further, 69.4% of participants also agreed that lack of self-discipline became their disadvantage. Social isolation also became one of disadvantages with 64.9% participants agreed with that statement. Then regarding comparison between face-to-face and online learning, there were no statistical difference ($P > 0.01$) in increasing general knowledge in English, sources of material and English vocabulary. Meanwhile, there are statistical difference ($P < 0.01$) in listening, reading, writing, speaking and social competence among the participants with result online learning is considered to be less effective. In addition, the participants assessed that they were less likely to be active during online classes ($M = 2.27$) compared with face-to-face learning ($M = 2.53$) ($P < 0.01$) and the majority of them in total of 58.9% participants did not enjoy English online learning during pandemic. Thus, it makes this research has different result from various previous studies that has been mentioned in previous chapter.

In the research conducted by Bączek et al. (2021) only 27% of total participant rated online learning as unenjoyable or did not enjoy online learning. Bączek et al. (2021) stated that eventhough online learning has various advantages such as enabling the students to receive learning materials quickly and allow them to manger their study independently, it also has various challenges such as requirement of reliable internet connection, necessary

equipment, and understanding both teacher and students to use that kind of technology properly. In line with that, Muthuprasad et al. (2021) also stated that majority of participant in their research also show positive attitude toward online classes in the wake of corona. It also found out that their participant preferred well-structured content with recorded videos uploaded in school websites. Krishnapatria (2020) also stated that majority participant of his research shows positive attitude toward online learning process which resulted in 56% of participant are regarding online learning process to be satisfied during pandemic. Meanwhile in this research, there are 58.9% participants that did not enjoy online English learning during pandemic

However, there is no statistical difference in this research regarding increasing source of material, increasing English vocabulary, and increasing general knowledge in English (kind of text, kind of tenses, grammar, and kinds of expressions). It can be happened due to the teachers and the school utilizing other learning source such as online materials as supplement of general English textbook even before the spread of COVID-19. That situation seems similar when online learning was implemented, so the students are already accustomed using various learning resource such as online materials to support their learning and doing tasks from their teachers.

The difference between this research and previous studies happened due to different kind of learning methods and involved technology of the school in this research and those schools in previous studies. The school that became subject of this research utilized group in WhatsApp and Google Meet as media in conducting online learning during pandemic. Usual online learning process that was conducted in this school began with conference in Google Meet between the teacher and the students to discuss learning materials. Then, the teacher gave tasks to the students that will be submitted by them in WhatsApp group in certain period of time. In other hand, the schools in research by Krishnapatria (2020) and Muthuprasad et al. (2021) has utilized their own learning management system and various video conference app to make the learning process became more well-structured.

From those different results, improvement of online English learning for high school students in Indonesia is needed to make students perceive online learning as positive thing to them. Other than that, the researcher believes that improvement is needed in case online learning will be implemented again due to various circumstances in the future. It is also needed since the result of this research shows that majority of participants tend to be less active during online

learning. It means that online learning process in English seem to be less engaging than face-to-face learning.

Besides that, the system where the school utilized online platform can be done even though the COVID-19 pandemic is over. In example, the teacher could give various tasks and materials to the students in online platform which make the learning and submitting process is possible eventhough the teacher or several students are absent in the class.

Therefore, the improvement that can be implemented in online English learning such as development a school website that contains various learning materials and recorded materials or a website that can serve as learning management system in order to makes online learning become more integrated alongside the use of group in messaging app and video conference app. Then, the lack of proper device and connection of the students have to be one of various considerations in developing that kind of website. In addition, improvement in how to conduct online learning is needed to make students become more engaged to online learning process.

Conclusion

Based on the result of the obtained data, majority of participants which more than 50% of total participants tend to agree to given statements regarding advantages and disadvantages of online English learning. Then, based on analysis regarding comparison between online and face-to-face, it was found that the participants perceive online learning as less effective compared to face-to-face learning. In addition, majority of participants did not enjoy English online learning during pandemic and likely tend to be less active during online learning.

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