# Student's perception on learning english online during the 'Study From Home (SFH)

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***Abstract:*** This paper will explain students' perceptions regarding distance learning (online). In the current era, to be precise starting March 2020 the Corona virus pandemic (Covid-19) continues to spread so that all activities outside the home must be limited, especially school activities. The government decided to hold online activity such as study from home/ learning online. Learning online may be a new thing for students, therefore this study aims to find out how students perceive English learning as online during the COVID-19 pandemic. This study uses qualitative and quantitative research methods. The research objects were 40 students from MTs N 6 Bantul consisting of grades 7,8 and 9. The 40 students had to fill in all the questionnaires given. After 40 students have filled in the questionnaire, then the researcher chooses the best 5 students to fill out the questionnaire to be interviewed. The results showed that the students were happy and they really accepted the presence of online English learning. This is evidenced by the number of students who choose to agree. As many as 86% of 40 students strongly agree with this program.

## INTRODUCTION

COVID-19 (corona virus) has been reported to be a serious disease and has spread in Indonesia since March 15, 2020. Rasmussen, Smulian, Lednicky, Wen, & Jamieson (2020) stated that Coronavirus / COVID19 is an emerging disease with a rapid increase in cases and deaths since it was first identified in Wuhan, China, in December 2019.

The transmission of Covid-19 has made the world restless, including in Indonesia. Closing schools is the main step to stop the spread of the corona virus. Closing schools is believed to reduce the spread of disease in the community by breaking the high chain of transmission (Cauchemez, 2009), and (De Luca, 2018).

COVID-19 has changed everything, one of which is the educational scenario. All learning is done through online learning. In online learning, the method of learning conveyed by the teacher and the way the lessons are received by students have changed.

One of challenge faced by teachers is regarding the use of technology in learning. According to Abdullah (2009) teachers must have knowledge and skills in using digital tools and resources to help students achieve academic standards. Examples of using technology are, such as zoom, google classroom, google meet, and google drive to deliver materials and assignments for students.

This journal leads to education in the midst of a pandemic that occurs throughout the world, especially Indonesia. The researcher wants to know how the students view changes in learning that were initially carried out in the classroom, but now have to learn at home using online learning.

## RESEARCH METHOD

This chapter elaborates the detail of research methods including research design, research object, research instrument, procedures and data analysis.

### Research Design

This research uses mix methods research, which is a research step by combining two forms of research approaches, namely qualitative and quantitative. This study used a mixed methods approach to collect quantitative and qualitative data. Sugiyono (2011: 18) mix method is a research method by combining two research methods at once, qualitative and quantitative in a research activity, so that more comprehensive, valid, reliable, and objective data will be obtained.

### Research Object

This research was conducted at MTs N 6 Bantul, Yogyakarta. The selection of research sites was based on pre-survey regarding schools using online learning during the pandemic.
The population of this research are the students from class 7 - 9. The researcher chooses 40 students randomly to do the questionnaire. The researcher chooses the students randomly.
The researcher chooses 13 students from 7 grade, 15 students from 8 grade, and 12 students from 9 grade.

### Research Instrument

There were two research instruments used in this study: i) questionnaire and ii) interview.
   (i)      The questionnaire contained 4 sections: A. demographic background of the students, B. perceptions in terms of social presence and social interaction C. perceptions regarding acceptance and satisfaction, and D. support needed by the students for online learning.
   (ii)     The interview is about online learning. The researcher took approximately 10 questions from the questionnaire. The researcher chose one until two questions on every part of

section. From section A, the researcher chose two questions there are about study during pandemic. From section B, the researcher took two questions from social presence and social interaction. From section C, the researcher took four questions about online learning is appropriate for studying English. The last section is section D. the researcher took two questions about student's need to face online learning.

**Procedures**

Students complete the questionnaire. The students answer questions about perceptions and experiences related to demographic background, social presence, social interactions, acceptance, satisfaction, selection and the last is about students' need. A total of 40 students of MTs N 6 Bantul filled out a questionnaire to assess their perceptions of social presence, social interaction, acceptance, satisfaction, their selection and student's need.

One day later, students were given a paper questionnaire by the researcher. Giving a questionnaire paper is given directly by the researcher.

In filling out the questionnaire students must fill in approximately 6 statement columns, in 1 statement column there are approximately 6-7 questions. The students were given approximately 15 minutes to complete the questionnaire. The time of 15 minutes is considered very suitable.

**Data analysis**

SPSS is used to generate descriptive statistics, such as percentage, and means. The data from questionnaire treated quantitatively. The data from interview treated qualitatively to support the quantitative data.

After the data of questionnaire was collected, the study purposed to identify the data characteristics and results. The method is dealt with only 4 scales that focused on answering certain questions regarding an agreement or disagreement.

To score the scale of 1-4, the researcher was prepared the line scaling and the students should choose only one of the line scaling. This process can identify the students' perception on online learning during this pandemic by choosing the level of agreement in the questionnaires.

**FINDING & DISCUSSION**

Online learning knowledge requires several experiences, one way to find out this, is to see how everyone's perception or perspective regarding online learning. Perspective is a way of thinking and looking the problem that occurs at the moment. According to Martono (2010) perception is a way of looking at a problem that occurs, or a certain point of view used in seeing a phenomenon. Perception is about assumption based on what people think. According to Joel M Charon (2012) perspective is in the form of a conceptual framework, a set of assumptions, and a set of values and a set of ideas that influence a person's perception so that in the end it will influence one's actions in certain situations.

Many opinions often make perspectives irrelevant and seem confusing, so an interview and questionnaire should be held to review how much they understand about online learning and to provide solutions to serious problems in learning English online. The interview and questionnaire held in MTs N 6 Bantul.

MTs N 6 Bantul consists of grades 7, 8 and 9 SMP. Each grade level consists of 4-5 classes. In 1 class an average of 28-30 students. There are 2 English teachers at MTs N 6 Bantul. English teachers usually teach 4-5 classes in 1 day. The first languages used by students in communicating are Javanese and Indonesian.

This section presents the results of the data analysis. As described in the previous chapter, this study was to examine students' perceptions of learning English online during the pandemic period at MTs N 6 Bantul. This study is based on several items tested to see students' perceptions of: learning environment, learning presence, social interaction, preference, acceptance, and satisfaction and kind of support is needed by the students in online learning English. The purpose of knowing the perception was asked by 40 respondents. The following are the specifications of some of the items tested in the form of a questionnaire:

***Respondent Demographic Background***
A total of 40 people took part in this study. As many as 37.5% of the students were male and 62.5% female. The respondents are students from MTs N 6 Bantul. The following table shows their academic grades in school.

| Class | Gender | | Rate Level English Competence | Long Learned English Online | First Language | Second Language |
|---|---|---|---|---|---|---|
| | Male | Female | | | | |
| 7 Grade | 5 | 8 | 76-85 | >9 | Indonesia | *** |
| 8 Grade | 7 | 8 | 66-75 | >9 | Indonesia | *** |
| 9 Grade | 5 | 7 | 86-95 | >9 | Indonesia | *** |

The table above explains the background information of male students and female students as respondents in answering a questionnaire about online English Learning at MTs N 6 Bantul. Based on the background data of male and female students in learning English online, they are:

*Seventh Grade*
Most of them in grade 7 dominated in filling out of the questionnaire answers. Many of them use the web which is used for online learning, such as Google Classroom, Google Meet, and Google Zoom.

*Eighth Grade*
A total of 15 students from grade 8 have given answers to the questionnaires that were distributed; In this case there are 8 male students and 7 female students. Based on data collection, their English mean scores were 66-77.

*Ninth Grade*
In the filling table for the grade 9 questionnaire, there were 12 children consisting of 5 boys and 7 girls who were respondents in this study. English skills of grade 9 students are on average 86-95.

***Perception on Online Learning***
This study examined the students' perception on online learning under 3 main areas, namely: 1) online learning environment, 2) online learning, 3) students need online learning. These are discussed in the following sections.

*Perceptions on Online Learning Environment in English*
This section provides data on perceptions of online learners' most recent online learning experiences. The online learners were asked to respond nine statements for social presence and five

statements for social interaction regarding their online learning experience in MTs N 6 Bantul The data indicate that the students had different views on the online learning environment.

The data indicate that the students had different views on the online learning environment. Table 1 below shows the detailed results of the survey.

**Table 1.** bb

| Statement | Very Disagree | Disagree | Agree | Very agree |
|---|---|---|---|---|
| Social Presence, Social Interaction, Acceptance, Satisfaction, Preference. | | | | |
| 1. communication in the learning English online was impersonal | 3 (7.5%) | 7 17.5%) | 25 (62.5%) | 5 (12.5%) |
| 2. I felt comfortable conversing in the learning English online | 2 (5%) | 17 (42.5%) | 19 (47.5%) | 2 (5%) |
| 3. I feel comfortable interacting with other student in the online English learning | 1 (2.5%) | 9 (22.5%) | 27 (67.5%) | 3 (7.5%) |
| 4. Student are motivated to learn via online English Learning. | 1 (2.5%) | 8 (2.5%) | 29 (72.5%) | 2 (5%) |
| 5. I felt comfortable participating In online English learning discussion | 3 (7.5%) | 7 (17.5%) | 26 (65%) | 4 (10%) |
| 6. The instructor created a feeling of a community | - | 6 (15%) | 26 (65%) | 8 (20%) |
| 7. The instructor facilitated discussion in the learning English online | 2 (5%) | 5 (12.5%) | 26 (65%) | 7 (17.5%) |
| 8. I felt that my point of view was acknowledged by other participants in the learning English online | - | 10 (25%) | 23 (57.5%) | 7 (17.5%) |
| 9. Overall, the learning activities and assignments of this online English learning met my learning expectations. | 2 (5%) | 10 (25%) | 23 (57.5%) | 5 (12.5%) |

*Social Presence*

Students' perceptions of the presence of online learning as many as 65% of students agree and 20% of students strongly agree with the presence of online English learning. In the table above, it can be seen that only about 15% of students are not interested in online learning which may be due to disruption in using the internet.

Learners believe that communication in online learning is more impersonal than face-to-face. The majority of respondents felt they prefer online learning, but 25% of them disagree with online classes. Meanwhile, 75% of online students strongly agree or agree with instructors to facilitate their online learning. In online classes participants feel comfortable participating in discussions.

This is the following is an interview with one of the students at MTs N 6 Bantul named Salma. Salma is a grade 8 student. This interview was given by telephone. The interview lasted about 11 minutes. Interview using Indonesian.

A: "*Salma, in your opinion, do you feel comfortable with the presence of online learning as it is today?*"

B: *"Sometimes I feel comfortable and sometimes not. But it feels a lot more comfortable. The reason is because, I can study while lying down. I can study whenever I want. The presence of online learning is also convenient for me because if I'm lazy to go to class I don't need to go to class, but if I miss my friends, I want to go to class".*

*Social Interaction*

Social interaction is one of the most important things in learning because wherever humans live, social interactions will be carried out. Soekamto (1990) defines social interaction as the key to the cycle of all social life. On the questionnaire sheet, almost all students agreed with social interaction even though they were online. Examples of social interactions that exist online are interactions between teachers and students.

In questionnaire number 3 which states that students are more comfortable interacting with other students in learning English online, they get the largest choice of 5 questionnaires, namely 27 students or 67.5% choose to agree and as many as 3 students or 7.5% choose strongly agree.

The number of interactions that occur between teachers and students is also appropriate and this is proven in questionnaire number 3 that students who choose to agree are 26 students or 65% and students who choose to strongly agree are 2 students or 5%.

The following is the interview data taken by the researcher to one of the students about social interaction. Ajeng is the second student selected to be interviewed. Ajeng explained that she and her friends felt comfortable learning English online.

A: *"Ajeng, how do you think about your interactions between your friends, and your teachers are during online learning?*
B: *"The interaction is good, because the teacher also really explains learning English in great detail".*
A: *"How about your interaction with friends?"*
B: *"Interaction with friends is exciting, yes, it's still like joking around in that class, it's still really busy, and especially when using Zoom it becomesreally exciting".*

*Acceptance*

The data above shows that student acceptance of online learning is very good. The total grades 7-9, there are about 21 students or 52.5% agree and 15 students or 37.5% strongly agree that online learning can help them improve their computer or laptop operating skills. In the interview that was asked by the researcher, the students who were selected to be interviewed explained that online learning was very fun. Here the Following are the results of interviews regarding student acceptance of learning English online.

A: *"Ajeng, do you think online learning is suitable for learning English?".*
B: *"I think it's suitable, because online can be easier, for example, if we don't know how to write correct English, we can immediately search on google".*
A: *"Do you think learning English online can also help you improve your technology skills?"*
B: *"yes, learning English online really helps me in technology skills.*

*Satisfaction*

The data questionnaire explains that students feel satisfied in learning English online. Students feel teaching and learning activities are easier and more practical when using an online system. The percentage of learning English Online is a useful learning experience, in this statement students choose to agree as many as 24 students or 60% and students choose to strongly agree as many as 9 students or 22.5%.

In the interview, the students explained that the difficulty level of learning English online was lower than learning English directly in class. This is because face-to-face learning in class will take longer and if online it only takes less time so that the level of boredom, they experience is not too high. The following is interview data related to student satisfaction with learning English online.

A: *"Ajeng, do you think you are able to learn English using an online system?"*

B: *"sometimes I can do it sometimes or not, depending on how the quality of the internet is too, because when the internet is suddenly disabled, I feel lazy again to enter online classes"*

A: *"What is the usual solution for the teacher, or yourself, for this?"*

B: *"Usually the teacher immediately gives assignments on the notes, for example when the internet is disabled. Master immediately asks us to search the internet for funny stories, news articles, and also current phenomena. Besides that we also have to memorize the story. After that the story must be recorded and also collected via the WA application. If this assignment cannot be collected today, it can be gathered on the following day"*

*Preference*

In preference of many students who prefer to study online. The data questionnaire stated that 88% of students prefer online learning because with it their insight is much broader. The students feel happy and they find it easy when they use online learning for interaction and for learning. Poppy (2010: 83) states that the purpose of online learning is to help students and teachers interact and create learning materials.

The students also argue that when learning online, they can access everything wherever they are and whenever they want. The following is the interview data related to student choices for online learning:

A: *"Do you prefer to learn English online or face to face?"*

B: *"I prefer to do online class, because it's fun and relaxing, and there is no burden in doing tasks.*

**Discussions**

This section provides a discussion based on the research findings. This relates to students' perception on learning English online during study from home and it also related to what students need to support online learning.

*Students' perception on learning English online during study from home.*

Based on data obtained from questionnaires and interviews, the findings of this study reveal that all students from MTs N 6 Bantul have almost the same level of experience with each other in learning English online. They are all beginners in feeling and knowing what it feels like to learn online, because of course this situation is influenced by something that happened in Indonesia at the beginning of March 2020, namely the Corona Virus.

Online learning was an experience they had never imagined before. Maybe because they avoid going out of the house, such as always having to stay at home, and learning from home. Furthermore, they think that learning English online helps them in many ways, especially in the field of technology and also in the field of English. According to Richards & Rodger, (1986), many citizens in various countries use English as a means of communication at various important international meetings.

In the data questionnaire, the progress that students get can be measured in terms of learning environment, learning presence, social interaction, preference acceptance, satisfaction and also the type of support students need in learning English online.

*Social presence*

In the findings regarding social presence, they are very enthusiastic about the presence of online

learning. They explained that learning to use an online system was very fun, moreover, it really helped them to find out something new. According to Jacobs, (2013) online learning is as effective as conventional learning in classrooms.

*Social interaction*

In the data questionnaire and also the interview data, they explained that the interactions that occur in online learning are well established. The interactions that were established online were also fairly good, in the interview data it was explained that the teacher explained the material online through the Zoom application.

*Acceptance*

The acceptance of the presence of online learning received a positive response for students. They are very aware that in this pandemic, learning English is very suitable. In online learning students also think that using an online system to learn English can be much easier.

*Satisfaction*

In the data questionnaire and interview data it was found that student satisfaction with online learning was very good. The students said that they were very capable of improving the quality of their English. What's more, online English also gives them a lot of hope.

*Preference*

In the data questionnaire, many students prefer online learning rather than face-to-face learning, in addition to shortening time, online learning can also be done anywhere and anytime.

**CONCLUSION**

This study investigates students' perceptions of online English learning during home learning (SFH) at MTs N 6 Bantul. The aim is to identify and determine students' perceptions in learning English online. The students' perception on online learning under 3 main areas, namely: 1) online learning environment, 2) online learning, and 3) students need about online learning.

In the result of questionnaire indicates that almost all the students choose the best answers but other students didn't accept the online learning because they have any problem such as: poor connection and they don't have smart phone. In the interview there is one student explain that her friend still doesn't have a smart phone, which can make the student difficult to join the program during this pandemic.

In addition, from the need analysis, the school, the teacher, and the parents should support the students' need for online learning. This study allowed the teacher to understand what the students' need. The students' need is not only about the technology but also about all something that related to online learning such as book.

Online learning is an education that takes place over the Internet. Perception is about what people think on it. In this case we should know the students' perception about online learning because this is important to support the student.

This study used a mixed-method design of quantitative and qualitative approaches for data collection and analysis. The population of this research was the student of the seven, eight and nine junior high school. However, due to Covid-19 pandemic, the number of populations was only 40 students could answer questionnaires and 5 students was interviewed to seek the detail information about their perception of online learning.

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