THE SHOW MUST GO ON: ENGLISH STUDENTS' PERCEPTION ON ONLINE LEARNING IN BOJONEGORO

Iin Widya Lestarir[1,2], Mohammad Fatoni[1]
[1]Universitas Nahdlatul Ulama Sunan Giri
[1]Universitas Nahdlatul Ulama Sunan Giri
[2]**Email:** widyzahra89@gmail.com
mohammadfatoni@unugiri.ac.id

Abstract: Pandemic covid 19 spreads rapidly. Due to its quick breaks, a lot of countries decided to change some daily routine activities. One of affected aspects is education. Face to face learning has to be turned out into online learning in any level of schools. This present reseach aims to investigate and survey the students' perception on online learning and what online fatlform mostly used by the students. This research is classified as qualitative research. This research took 74 participants. The data was obtained by distributing questionnaire which consist of some aspects namely method in delivering material, accessibility, beneft and challenges in onine learning and the most common used flatform during online learning. The result reveals that students prefer to get explanation in online learning. Internet connection and accessibility are complicated problems foun during online learning. Most of students also have lack of proper devices. They mostly use their smartphone with less memory devices. As a result, they have problems during online learning. In short, online learning is challenging for students. Microsoft teams is the most common online flatform used by the students in online learning.

Keywords: *online learning, English students, perception.*

INTRODUCTION

Corona virus or Covid 19 currently is trending as a top issues and topic around the world. Dangerously, it such a killing virus which caused a lot of victims around the world. Compare with the previous disease such as SARS and MERS, it causes high mortality rate over the world (Mahase 2020). Every country gets significant impact due to covid 19 outbreaks. Originally, covid 19 is found firstly in Wuhan, Republic of China. It quickly spreads as pandemic over the world. Because of its flash outbreaks, most of countries make emergency regulation to lockdown their countries. As a result, it impacts on every society's activities. One of them is on educational aspects. In Indonesia, the number of confirmed covid 19 increasingly has reached 1528 cases on April 1st, 2020. Consequently, it is a big problem. Due to the high cases of covid 19 in Indonesia, the government declared that COVID 19 is serious and dangerous matter. As a result, the government has taken action

to overcome virus outbreaks. One of impacted sectors is educational sector. It is approved that the minister of Education and culture of Indonesia, Nadiem Makarim, legally has launched instruction to close all of educational institutions and schools from elementary until university levels. He has decided to change learning system from offline learning turn into online learning system since March 17th, 2020 for the most affected areas. After that, due to the increase of covid 19 outbreaks, on March 24th, 2020, the minister of Education and Culture of Republic of Indonesia officially has announced and ordered all of educational sectors and units to carry out and run online learning and study and work from home. (Atmojo and Nugroho 2020)

Regarding to the decision above, all of institutions and schools has changed their learning method from face to face into online or virtual learning. Honestly, it is one of shocking facts that students have to deal with it. Most of students have no experience in virtual learning. Virtual learning or online learning can be defined as presenting educational experience by applying electronics and devices and it can be done through synchronous and asynchronous. (Jabbar Alkubaisi et al. 2021). Dealing with online or virtual learning, technology, device and internet connection are necessary tools to keep teaching and learning process going. Consequently, the students should have them as compulsory tools in supporting their learning(Kalsum and Maghdalena 2019).

Regarding to online learning, technology plays important role(Wahyuni and Naim 2019). Some online flatforms are employed to keep teaching and learning virtually such as zoom, gmeet, and other flatforms. In other word, technologies present active students learning activities during pandemic. They can actively learn and share their creativity virtually by employing online flatform. They can interact with their teachers and friends virtually. (Barry et al. 2021).

Related to the online learning, Universitas Nahdlatul Ulama Sunan Giri applies online learning as an alternative and effective way to keep teaching and learning going well during the pandemic covid 19. One of departments which has applied and used online learning is English Education Department. The students have some problems in practicing online learning. Based on interview, they have numerous problems such as poor internet connection, lack of facility such as laptop and pc, their demography and financial problems. They commonly cannot afford to buy internet quota because they parents got fired from their company. Their area is hard to afford good internet connection. As a result, they commonly get lost connection during teaching and learning. Especially in English teaching context, the students also have problems with their ability in specific skills such as listening and speaking. Their device can't save the data sufficiently. So, those problems affect on their teaching and learning process. They also tell that commonly they cannot hear the lecturer's voice and the screen is not clear enough due to poor connection.

Dealing with the stated problems above, it cannot be denied that online learning has special insight and perception from the English students' point of view. Perception can be described as experience on specific event, object or moment by resuming

and collecting information. Rahmat (2000) claims that it gives a meaning toward stimulus-response in resuming and acquiring information and predicting message which involve attention, motivation and memory. Micholate (2017) adds that perception as a phase of the total process of action which allow us to adjust our activity. (Agung and Surtikanti 2020). It can be concluded that students' perception is students' experience on special event or object toward stimulus-response by acquiring and resuming information. Therefore, research on investigating English students' perception on online learning during pandemic covid 19 in universitas Nahdlatul Ulama Sunan Giri urgently need to be conducted to get information and analyze the progress about its practice and its implementation during the pandemic.

Even though, technology and flatforms can help both students and teacher in conducting virtual teaching and learning, problem cannot be denied. In fact, they still found technical problems such as limited internet connection, lack of appropriate devices and other problem. Some previous researches have investigated related to online learning and students' perception on it. Atmojo and Nugroho conducted research about teaching activities and challenges during covid 19 pandemic in Indonesia. The result shows that many problems emerge from students and teachers and also the parents with online learning. In short, online learning does not work well since its lack of appropriate supports and lack of preparation. As a result, the objective still can't be reached yet. (Atmojo and Nugroho 2020). Another research also done by Wijayaningtiyas and Clareta about students' perception of online learning during pandemic covid 19. The result presents those students in Surabaya perceived that online learning was good enough to reduce covid 19 outbreaks. But the students felt less satisfied in several aspects namely online learning facilities provided by the campus, internet quota and much assignment. In other word, students still perceived some problems dealing with online learning. (Wijayanengtias and Claretta 2020a). Even though some relevant researches have been done by the previous research, this research need to be done to get some insights and information how the English students in Bojonegoro perceived Online learning during pandemic covid 19.

Regarding to the stated research problems above, the researchers propose some research questions as follows:

(1) How are the English students' perception on the application and implementation virtual learning during pandemic covid 19?

(2) What are the most used digital media or application applied in virtual learning during pandemic covid 19?

METHOD

The purpose of this research is to investigate and analyze the English students' perception on online learning during pandemic covid 19 and to find out the most dominant media or application applied in English teaching and learning in English Education department, Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro regency. This research also employed qualitative research by using survey design. Survey design can be defined as critical observation or investigation to get clear and good description

of particular problem and within certain area (ROSSYTAWATI 2018).

The participants of this research were English education students of universitas Nahdlatul Ulama Sunan Giri. The participants were 74 students since they have experience in practicing and applying online learning. The instrument of this research was questionnaire. It consists of 24 questions and it was distributed through gfrom. Likert scale was employed in this questionnaire with four possible answers namely strongly agree (4), agree (3), disagree (2), and strongly disagree (1). After collecting and receiving the responses from the respondents, the researchers calculated, analyzed, and interpreted the data.

FINDINGS AND DISCUSSION

Finding

In this part, the researchers provide two findings namely English students' perception on online learning during pandemic and the most common used media applied during online learning. Dealing with the English students' perception on online learning during pandemic, there are some indicators namely method in delivering material during teaching and learning, accessibility, benefits and challenges in online learning, the most dominant digital platform used during online learning. Regarding to the method in delivering material during online learning can be described as follows:

Table 1. Method in Delivering Material in Teaching and Learning

SA (P)	A (P)	D (P)	SD (P)
1. 39,19 %	1. 59,46 %	1. 1,35 %	1. 0,00 %
2. 17,57 %	2. 81,08 %	2. 1,35 %	2. 0,00 %
3. 37,84 %	3. 47,30 %	3. 14,86 %	3. 0,00 %
4. 33,78%	4. 59,46 %	4. 6,76 %	4. 0,00 %
5. 27,03 %	5. 68,92 %	5. 4,05 %	5. 0,00 %
6. 25,68 %	6. 67,57 %	6. 6,76 %	6. 0,00 %

Based on the table above, it consists of some subordinators. The first subordinator is the way of lecturer presenting materials during online learning. The table shows that 39,19% students state that strongly agree when the lecturer presenting materials during the pandemic. 59,46% students say agree about it while 1,35% state disagree and 0,00%. It indicates that students dominantly agree that the way of lecturer presenting materials. It means that students prefer lecturer presenting and explaining the material during online learning. It helps them to comprehend and understand teaching materials.

The next subordinator is students self-presenting material in online learning. The data reveals that 37, 84% students strongly agree. 47,30% students state agree, 14,86 % students disagree and 0,00% students state strongly disagree. It can be stated that students mostly agree when they have to present and explain the material that they have learned by themselves. The next is about teaching materials that given by the lecturer (eBook and video).

Based on the data, it reveals that 33,78% students strongly agree, 59,64% students state agree, and only 6,76% students say disagree. It can be analyzed that given or shared materials from the lecturer can help students to easily understand the lesson and it also can be read and reviewed at their own house.

The next sub indicator involves students' learning and presentation under the lecturer's guidance. The data involves that the percentage of 27,03% is strongly agree, 68,92% agree, 4.05% disagree and 0,00% strongly disagree. It can be said that frequently students agree that they need guidance during online teaching and learning from their lecturers. The next sub indicator is about the platform that used to submit the assignment. The data reveals that 25,68% students state strongly agree, 65,57% agree, 6,76% disagree and 0,00% strongly disagree. It can be concluded that students commonly agree that the lecturers and students can actively share and discuss material in online learning.

Table 2. Accessibility

SA (P)	A (P)	D (P)	SD(P)
1. 22,97%	1. 45,96 %	1. 27,03 %	1. 4,05 %
2. 39,19 %	2. 32,43 %	2. 27,03 %	2. 1,35 %
3. 5,41 %	3. 40,54 %	3. 48,65 %	3. 5,41 %
4. 5,41 %	4. 28,38 %	4. 55,41%	4. 10,81 %

The table above reveals that the result of students' perception on the accessibility in online learning. It has some sub indicators. The first indicator is about difficulty in accessing platform during online learning. The table shows that 22,97% students say strongly agree, 45,96% agree, 27,03% disagree and 4,05% strongly disagree. It can be said that students have difficulties in accessing media or platform during online learning.

The next sub indicator is about students' difficulty in accessing internet connection during online learning. The data reveals that 39,19% students strongly agree, 32,43% agree, 27,03% disagree and 1,35% strongly disagree.

Based on the data, it can be said that students face difficulty in accessing internet connection around their house during online learning. The next sub indicator is about the used platform is easily during online learning. The data reveals that 5,41% students state strongly agree, 40,54% agree, 48,65% disagree, and 5,41% strongly disagree. From the data, it can be said that frequently students agree that they have difficulty in accessing internet during online learning. The next sub indicator is about good internet connection around their house during online learning. The data shows that 5,41% students say strongly agree, 28,38% agree, 55,41% disagree and 10,81% strongly disagree. Dealing with the device used by the students during online learning, frequently students used their smartphone and only few students use their laptop in accessing platform during online learning.

Table 3. Benefits of Online Learning

SA (P)	A (P)	D (P)	SA (P)
9,46 %	56,76 %	29,73 %	4,05 %
4,05 %	64,86 %	29,73%	1,35 %
21,62 %	72,97 %	5,41 %	0,00 %
12,16 %	68,92 %	18,92 %	0.00 %
8,11%	72,97 %	16,22 %	2,70%
10,81%	67,57 %	21,62%	0,00

The table shows that the students' perception on the benefits of online learning during pandemic covid 19. It has some sub indicators. The first indicator is about the advantages of online learning from the students' perception. The data shows that 9,46% students say strongly agree, 56,76% agree, 29,73% disagree and 4,05% strongly disagree. It can be seen that students frequently agree that online learning during pandemic can give advantages in

accessing and understanding the technology. The next sub indicator is the easiness or appropriateness of accessing online platform to access and submit the assignment or teaching material. The students' responds show that 4,05% is strongly disagree. In short, students agree that they easily access online platform to submit and access teaching materials during online learning. The next sub indictor is about students' awareness in notifying their due date in submitting the assignment. The table shows that students 21,62% state strongly agree, 72,97% agree, 5,41 % disagree and 0,00% disagree. The next sub indicator is about the time efficiency of online platform in submitting the assignment. The data shows that students 12,16 % they say that strongly agree, 68,92% agree, 18,92% strongly disagree and 0,00 %.

The next sub indicator is students can easily interact with friends and lecturers during online teaching and learning through online platform. The data reveals that 8,11% students' response strongly agree, 72,97% agree, 16,22% strongly disagree and 2,70% strongly disagree. It can be stated that online platform can help students to interact and communicate with their friends and lecturers easily during virtual learning in pandemic era. The last sub indicator is online platform can easily and quickly give access in giving assignment. The data tells that 10,81% students state strongly agree, 65,57% agree, 21,62% disagree and 0,00% strongly disagree. It can be simplified that students feel that online platform can help them in accessing information about the assignment.

Table 4. Challenges of Online Learning

SA (P)	A (P)	D (P)	SD (P)
24,32 %	55,41 %	18,92 %	1,35 %
25,68 %	37,84 %	35,14 %	1,35 %
10,81 %	40,54 %	43,24 %	5,41 %
22,97 %	44,59 %	28,38 %	4,05 %
17,57%	51,35 %	29,73 %	1,35 %

The table above indicates that students' perception on challenges of online learning. This has some sub indicators. The first sub indicator is about students' time in completing and doing exercise and quiz through platform during online learning. The table shows that 24,32% students strongly agree, 55,41 % students agree, 18,92 students disagree and only 1,35 % students strongly disagree. It can be said that students have limited time to complete and do the exercise and submit them through the platform.

The next sub indicator is students' feeling about the use of media or platform during online leaning. The data shows that 25.68% students strongly agree, 37.84% agree, 35.14% disagree and 1,35% strongly disagree. It can be said that students do not feel depressed or frustrated in using media or platform during online learning. It is indicated that they are familiar and easily use the platform during online learning. The next is about students' convenience in using and accessing platform in online learning.

The data describes that 10.81% students strongly agree, 40.54% agree, 43.24% disagree and 5.41 strongly disagree. It can be simplified that students mostly disagree with their inconvenience in using platform during online learning. The next sub indicator is students' difficulties in accessing and using their devices such as laptop and smartphone

during online learning. The data shows that 22,97% students strongly agree, 44,59 % agree, 28,38% disagree and 4.05 strongly disagree. It can be understood that in accessing learning platform, commonly students have difficulty in accessing and using their devices such as laptop and smartphone. The next sub indicator is taking too much time to access platform. The table shows that 17,57 % students strongly agree, 51,35% agree, 29,73% disagree and 1,35% strongly disagree. It can be said that students need much time to access the platform for online learning.

Based on the finding above, it can be concluded that English education department students have perception related to online learning during pandemic covid 19. The data shows that in applying and practicing online learning, there are some aspects that students faced in experiencing online learning during pandemic covid 19. Students faced difficulty in accessing internet connection and accessing their platform during learning process. They also said that in online learning can give them a chance to learn and know about new technology and applications that can be used as media in communication and distance learning. They also can build virtual communication and interaction with their lecturers and friends during pandemic covid 19 where there is no face-to-face learning. In contrast, dealing with the challenges of online learning, the students viewed that they have limited time to complete and submit their assignment and they felt difficult to access teaching and learning material during learning process. To sum up, teaching and learning process during pandemic covid 19, English education students have perception that online learning has

difficulties due to many aspects such as accessibility, teaching method, media and others.

Regarding to the most used digital media in online teaching and learning during pandemic covid 19, the survey shows that Microsoft Teams and WhatsApp are the most used digital media. It can be seen as the following table:

Table 5. Media used in online teaching and learning

Media	Percentage (%)
Microsoft Teams	89 %
Google Classroom	1 %
Zoom	0 %
WhatsApp	10 %
Google meet	0%

The table reveals that Microsoft teams is the most used media in online teaching and learning. Sometimes, the students used WhatsApp as teaching and learning media. In short, during teaching and learning in pandemic era, both English Education students and their lecturers used digital flatform to keep teaching and learning process running. Through Microsoft Teams, they can interact each other virtually. The lecturers can deliver and teach English by doing video conference and wall feed to present and deliver teaching materials while the students have their account and join the virtual classroom as their presence during virtual learning. The platform also allows students to send their assignment and interact with other students and their lecturer.in short, Microsoft teams is the most used flatform in online teaching and learning during Pandemic Covid 19 in English Education department, Universitas Nahdlatul Ulama Sunan Giri.

The findings of this study is quite similar with previous research conducted by Haryati (2021). She conducted research about the students' perspectives of plaforms used in virtual learning environment. The finding reveals that platforms have advantages and disavantages during virtual learning. Digital flatforms can be alternative media to keep teaching and learning alive and they lead students' pespctive on advantages, diasadvantes and challenges in having virtual teaching and learning during pandemic covid 19. (Pamulang and Tangerang 2021).

This research also is in line with Wijayanengtias and Claretta (2020). This research found that students in Surabaya perceived online teaching and learning were good enough to spread the corona virus outbreaks. In other side, the implementation of online learning has several unsatisfied perceptions. The students claim that some facilities such as internet quota were not working well and the assignment is greater than face to face learning. (Wijayanengtias and Claretta 2020b).

Antonius et al (2020) also investigated research about the students' perception of online learning during covid 19. This research took place in STKIP Pamane Talino. The result reveals that accessibility and sustainability of internet connection are the major problems in online learning. In short, the students seems that not ready for rapid shift and change from face-to-face learning into online learning especially those who lived in less internet access aread. (Agung and Surtikanti 2020).

Kusini Syauqi et al (2020) also conducted research about students' perception toward vocational education on online learning during pandemic covid 19. The result emerges that students fell that online learning do not provide better experience and productivity in mastering competencies. Regarding to the finding of the research, it was in line but the object of the research is from vocational students while this research concern on English education students. (Syauqi, Munadi, and Triyono 2020)

Regarding to the findings and previos research above, this research has some similarities to the topic namely online learning and students' perception. In other side, this research also some disctintions. Firstly, the previous reseraches have broad topic and broader aspects such as advantages and disadvantages of online learning. While this research focuses on perception and most media used in online learning. Secondly, the previous studies took place on different areas while this research took place in Bojonegoro regency. Another disction is this reseach investigates on several aspecs namely accebilility, benefit, challenges, and method in delivering material.

Based on the finding and discussion above, it pedagogically can be implied that online learning is new for the students especially in English education department in universitas Nahdlatul Ulama Sunan Giri. As a result, they need to adopt with the changing from face to face learning into online learning. In other side, online learning can be effective alternative way to keep teaching and learning going during pandemic covid 19 which face to face learning strictly is not allowed. While, most of students have lack facilities and limited internet access to keep in touch during online learning. As a result, they commonly face technical problems. In teaching English context, online learning needs lecturers' creativity and

competence in using and applying some attractive media to teach English. Through media, distance means nothing as long as students and lecturers can access and interact virtually. Learning can be done synchronously and asynchronously. Pandemic covid 19 positively can give valuable lesson to the lecturers and students about how to apply media creatively.

CONCLUSION

Pandemic covid 19 truly changes process teaching and learning. It turns out from face-to-face learning. The changes reveal some perceptions from the students. This research also presents contribution to online learning literature from students' perspective. However, online learning emerges some problems from teachers, students and facilities.

Dealing with students, students have their perception dealing with online learning. It can be seen from several aspects namely method in delivering material, benefit of online learning, accessibility and challeges in online learning. The fining shows that students postife perception on learning but the most common problems come from accesbility and method in delivering material. Students got problem in listening and delivering the material during online due to some connection problems. In short, online learning got students' perception. It also gives lesson to students and teachers that they have to have familiar with technology and they have to prepare themselfe to learn with technology-based learning.

.REFERENCES

Agung, Antonius Setyawan Nur, and Monika Widyastuti Surtikanti. 2020. "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino." *SOSHUM : Jurnal Sosial Dan Humaniora* 10 (2): 225–35. https://doi.org/10.31940/soshum.v10i2.1316.

Atmojo, Arief Eko Priyo, and Arif Nugroho. 2020. "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia." *Register Journal* 13 (1): 49–76. https://doi.org/10.18326/rgt.v13i1.49-76.

Barry, Dana M., Hideyuki Kanematsu, Nobuyuki Ogawa, and Paul McGrath. 2021. "Technologies for Teaching during a Pandemic." *Procedia Computer Science* 192: 1583–90. https://doi.org/10.1016/j.procs.2021.08.162.

Jabbar Alkubaisi, Ghaith Abdulsattar A., Nura Said Al-Saifi, Arwa Rashid Al-Shidi, and Zaid Said Al-Shukaili. 2021. "The Quality of Selected Online Learning Platforms and Their Effect on Education in the Sultanate of Oman." *Education Research International* 2021. https://doi.org/10.1155/2021/2570377.

Kalsum, and Maghdalena. 2019. "Teacher's Written Corrective Feedback on Student's Translation Improvement." *EDUVELOP* 3 (1): 35–44. https://doi.org/10.31605/eduvelop.v3i1.382.

Mahase, Elisabeth. 2020. "Coronavirus Covid-19 Has Killed More People than SARS and MERS Combined, despite Lower Case Fatality Rate." *BMJ (Clinical Research Ed.)* 368 (February): m641. https://doi.org/10.1136/bmj.m641.

Pamulang, Universitas, and Southern Tangerang. 2021. "The Students " Perspectives of Platforms Used in Virtual Learning Environment : A Survey during COVID-19 Pandemic," no. 46.

ROSSYTAWATI, REZA. 2018. "A Survey Study of Students Perception in Using Google."

Syauqi, Khusni, Sudji Munadi, and Mochamad Bruri Triyono. 2020. "Students' Perceptions toward Vocational Education on Online Learning during

the COVID-19 Pandemic." *International Journal of Evaluation and Research in Education* 9 (4): 881–86. https://doi.org/10.11591/ijere.v9i4.20766.

Wahyuni, Wahyuni, and Muh Rezky Naim. 2019. "Application of A Joyful Learning Strategy Based on Humor Communication to Improve the Interests and Achievements of Learning English." *EDUVELOP* 3 (1): 56–63. https://doi.org/10.31605/eduvelop. v3i1.423.

Wijayanengtias, Marta, and Dyva Claretta. 2020a. "Student Perceptions of Online Learning During the Covid-19 Pandemic." *Kanal: Jurnal Ilmu Komunikasi* 9 (1): 16–21. https://doi.org/10.21070/kanal. v9i1.685.

———. 2020b. "Student Perceptions of Online Learning During the Covid-19 Pandemic Persepsi Mahasiswa Surabaya Tentang Kuliah Online Saat Pendahuluan Metode Penelitian Hasil Dan Pembahasan." *Kanal:Jurnal Ilmu Komunikaasi* 9 (1): 16–21.

Wijayanengtias, M., & Claretta, D. (2020). Student Perceptions of Online Learning During the Covid-19 Pandemic Persepsi Mahasiswa Surabaya Tentang Kuliah Online Saat Pendahuluan Metode Penelitian Hasil dan Pembahasan. *Kanal:Jurnal Ilmu Komunikaasi*, *9*(1), 16–21.