

# UNIVERSITY STUDENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC

Ulfatun Hasanah

[ulfatun.hasanah1720@gmail.com](mailto:ulfatun.hasanah1720@gmail.com)

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

**Abstract:** This study aims to investigate the university students' perception on English online learning and students' obstacles faced during Covid-19 pandemic. The researcher used qualitative approach with descriptive qualitative design. The participants of this research were 30 students of second semester of non- English Department of University Islam Malang. To investigate students' perceptions and students' obstacles on English online learning, the researcher used two instruments, online questionnaire and offline interview as the method for collecting data. The findings of this study showed that, firstly. There were some of the students who faced a problem due to they cannot understand the material during online learning, unstable internet networks, and expensive internet quota prices. Not only that, the students feel that they less motivated in learning English during online learning due several factors. And the last, the constrains faced during online learning are unstable internet networks, expensive internet quota prices, students' lack of understanding material, and the lack of seriousness of students in learning during online learning. All in all, the students have a negative perception on English online learning during Covid-19 pandemic.

**Keywords:** Students' Perception, Online Learning

## INTRODUCTION

The existence of the covid-19 pandemic in Indonesia has had a major impact on all sectors of life, and especially in education. Simamora (2020) said that lecturers and students are unable to interact during class. Instead, they must adapt to changing circumstances and come up with alternative strategies, like completing online learning. Online learning has become one of Indonesia's most pressing and problematic topics.

Online learning is an open and distributed learning system using educational tools, implemented via internet and network technology to facilitate learning and build knowledge through action and interaction (Dabbagh & Ritland, 2005). It means that online learning refers to technology-based environment in which students are required to have learning aids such as computers and internet connection. According to Carliner (1999), online learning is the presentation of educational material using a computer. Dhull and Sakshi (2017) also stated that online learning uses a variety of computer network-delivered technologies to distribute education, including the worldwide web, email, chat, audio, and video

conferences. Students can now learn at their own pace and convenience thanks to this. As a result, through electronic learning, students can access the information offered by the lecturers whenever and wherever they are (Suartama, 2014).

There are several previous studies done on using online learning. The results of the study by Agung et al. (2020), which examined students' perceptions of online learning during the Covid-19 pandemic at STIKP Pamane Talino, explain that students were unprepared for the new method of learning and that their gadgets did not support abrupt high-tech changes. Only 54.5 percent of pupils can readily understand the topic, and some of them like the offline class more. According to a study conducted by (Jalilinia (2021) in Iran, poor outcomes were evident during the online learning process. The majority of participants expressed unfavorable attitudes toward online learning. On the other side, a different study's findings, according to research by Hannay & Newvine (2006), reveal that the majority of students have a good attitude toward online learning. Online education has been found to be helpful for students who have a lot of other commitments outside of school. There are some people who prefer online learning and there are also some people who like offline learning. So that these differences create perception for students towards online and offline learning.

In the March 2020, University of Islam Malang offered online learning. However, due to deteriorating conditions and an increase in the number of Covid-19 patients in Malang City, the campus was forced to comply with government regulations and extend online courses until an indefinite period of time. Although learning activities were carried out in an online classroom, students still needed to be able to master the material just as well as they might have in a traditional classroom setting. In this condition, students occasionally do some class assignments alone. Thus, it made the researcher interested to explore the university student's perception on English online learning during covid-19 pandemic.

## **METHOD**

In this research, the researcher uses a descriptive a qualitative design as method. According to Cobb & Forbes (2002), qualitative research is the approach to analysing human behaviour relies on narrative data analysis to create meaning from one's own viewpoint and its social context. Additionally, according to Kumar (2011), this research is categorized as qualitative research because the purpose of the research is mainly to describe a situation, phenomenon, problem, or event.

The participants of the study are students of second semester of non-English major. There were 5 study programs of second semester students and the researcher chose students in each study program, especially the participants of this study involve law students, Islamic religious students, Mathematics students, Agribusiness students, and accounting students.

There must be an instrument utilized by researcher to get data in this study. Arikunto (2002) defines an instrument as a piece of equipment used to carry out a

method of data collection. It demonstrates that instrument is crucial to obtain the data accurately. In order to collect the data, the researcher used two instruments, namely questionnaire and interview. Additionally, according to Arikunto (2002), there are five ways in collecting data; interview, observation, test, questionnaire, and documentation. The researcher identified the responses of the students' perceptions about English online learning, and it was along with the objective the study to investigate students' perceptions, difficulties face by students, and solutions to overcome students' difficulties by providing online questionnaire and offline interview for collecting data. The questionnaire used in this study was a five-point Likert scale with five responses options; strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). In this questionnaire, there were eight statements related to students' perceptions on English online learning that were provided online in the form of Google Form. Then in the interview consisted of six questions.

The first data that needed to be analysed was questionnaire. After receiving the responses as the data form the subjects of this study, the researcher then analysed the data descriptively. The researcher converted the questionnaire data to percentages. Then, the researcher utilized an interactive model of analysis as a data analysis technique to examine the interview transcript. Data reduction, data display, and conclusion drawing/verification are three analysis components in this method. (Milles & Huberman, 1994)

## FINDINGS AND DISCUSSIONS

After the data from the online questionnaire and offline interview were obtained by the researcher, then the findings were presented in this sub chapter. The findings presented following two research questions; firstly, how are students' perceptions on English online learning during Covid-19 Pandemic at UNISMA? Secondly, what are the obstacles faced by students towards English online learning during Covid-19 Pandemic at UNISMA?

The researcher presented the data obtained from the online questionnaire and offline interview section as follow:

Table 1. The Data from Questionnaire

| No | Statements                                                                                                    | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|----|---------------------------------------------------------------------------------------------------------------|--------|-------|-------|-------|--------|
| 1  | I understand about the material that given by lecturer through online learning.                               | 60     | 30    | 3,3   | 6,7   | 0      |
| 2  | The English material taught is interesting                                                                    | 6,7    | 16,7  | 13,3  | 46,7  | 16,7   |
| 3  | I think learning English through online learning is effective during covid-19 pandemic                        | 66,7   | 33,3  | 0     | 0     | 0      |
| 4  | I think my English skill improved during online learning                                                      | 60     | 36,7  | 0     | 3,3   | 0      |
| 5  | The implementation of online learning is very difficult for me to access because of the location where I live | 3,3    | 16,7  | 10    | 36,7  | 33,3   |

|   |                                                                                                                  |      |      |     |      |      |
|---|------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|
| 6 | The lecturer always conducts questions and answer activities about the learning material through online learning | 0    | 6,7  | 3,3 | 53,3 | 36,7 |
| 7 | I do my assignment which given by the lecturer through online learning during Covid-19 pandemic                  | 0    | 3,3  | 6,7 | 36,7 | 53,3 |
| 8 | I am motivated and enthusiastic in learning English through online learning                                      | 46,7 | 43,3 | 3,3 | 6,7  | 0    |

After the questionnaire data are completed, there are some data that can be described:

1. I understand about the material that given by lecturer through online learning.

In this case, the data from the questionnaire indicated the highest frequency with a percentage of 60% strongly disagreeing with the statement, 30% disagreeing, 3% neutral, and 6,7% agreeing. The data indicates that most learners did not have a clear understanding of the subject matter. This is in accordance with previous research by Dzalila et al., (2020) they explain that students cannot understand the material during online learning.

2. The English material taught is interesting

In this instance, the survey data revealed that 46.7% of respondents agreed with the statement, 16.7% strongly agreed, 13.3% were neutral, and 6.7% strongly disagreed. In contrast, 16.7% disagreed and 6.7% strongly disagreed with the statement. From the statistics, it can be inferred that almost half of students believe that the way in which English material is delivered is highly interesting.

3. I think learning English through online learning is effective during covid-19 pandemic

The data from the questionnaire revealed that this third point was the most frequently disagreed with 66,7 percent of respondents strongly disagreeing and 33,3 percent disagreeing. From the data, it may be inferred that students feel that learning English online during COVID-19 is not effective. It is in line with previous research by Hermanto & Srimulyani (2021), they state that online learning was not effective.

4. I think my English skill improved during online learning

On this point, the data from the questionnaire revealed the highest frequency, with a percentage of 60% strongly disagreeing with the statement, 36,7% disagreeing, and 3,3% agreeing. From the results, it can be inferred that the majority of students feel that their English proficiency cannot be improved through online learning. This is not in accordance with the result of previous research by Harisma & Agustin (2021) who said that students' English skill improve during online learning because they want to study independently at home.

5. The implementation of online learning is very difficult for me to access because of the location where I live

In this point, the data obtained in the questionnaire showed the highest frequency with a percentage 36, 7 % agree with the statement, 33, 3% strongly agree, 10% neutral, while 16, 7% disagree, and 3, 3% strongly disagree. From the data, it can be concluded that most of students have difficulty in accessing online learning because the location does not support. It is line with the theory from Sholichin et al., (2021) who said that there are many obstacles occurs especially in remote rural area, cause online learning process becomes a problem due to unstable internet access.

6. The lecturer always conducts questions and answer activities about the learning material through online learning

In this case, the data obtained in the questionnaire showed the highest frequency with a percentage 53, 3% agree with the statement, 36, 7% strongly agree, 6, 7% disagree, while 3, 3% neutral. From the data, it can be concluded that according to students' perception, the most of students agree with the statement, so the lecturer doing their role to do question and answer activity in online learning. It is related with previous research by Harisma & Agustin (2021) who said that their lecturer doing their role to do questions and answer activity in online learning.

7. I do my assignment which given by the lecturer through online learning during Covid-19 pandemic

On this point, the data obtained in the questionnaire showed the highest frequency with a percentage 53, 3% strongly agree with the statement, 36, 7% agree, 2, 7% neutral, while 3, 3% disagree. From the data, it can be concluded that according to students' perception, the students' motivation in doing their assignment is quite high. It is line with the previous research by Harisma & Agustin ( 2021) who stated that the students are so diligent in doing their assignment.

8. I am motivated and enthusiastic in learning English through online learning

In the last point, the data obtained in the questionnaire showed the highest frequency with a percentage 46, 7% strongly disagree with the statement, 43, 3% disagree, while 6, 7% agree and 3,3% neutral. From the data, it can be concluded that the motivation of students in learning English through online learning is low. It is line with previous research by Dewi (2021) who said that learning english through online learning cannot motivate students

Additionally, most of students face difficulties in terms of internet networks, expensive internet quota prices, students' lack of understanding material, and the lack of seriousness of students in learning during online learning.

*“In my opinion, the obstacle faced by me when learning is the lack of knowledge gained. Because I feel I am not being watched by the lecturer, so I am not serious in learning”* (participant 1)

*“A common obstacle that I face when online learning is an unsupported quota. These expensive internet packages are often limited to a certain amount of quota, which is certainly not enough for the needs of students running video conferences*

*with the lecturer. As we know, the quota required for video conferencing is of course very large” (participant 2)*

From several difficulties faced by students on English online learning during Covid-19 pandemic, there are several solutions provided by researcher to overcome these problems, including teachers can learn and sharing with other teachers, students must be more active and more enthusiastic in learning, and students can look for learning references others not only from the teacher's explanation but students must be diligent read and see learning videos on YouTube about material taught by the teacher so that students can have insight and broad understanding.

A said by Jamaluddin, et al. (2020), he provided solutions in overcoming the obstacles online learning in his research under the title " Pembelajaran Daring masa Pandemi Covid-19 pada Calon Guru: Hambatan, Solusi, dan Proyeksi” The results of the study stated that of the many obstacles faced by the informants, there are three types of obstacles that are most often faced by resource persons during online lectures, namely the quota limit of 21.5%, network instability 23.4% and cumulative duty 30.6%. Naturally these three factors must be expected by all parties, including investigated and instituted. Regarding the limited quota, good respondents and institutions must anticipate this. Institution can implement several strategic steps, such as setting and providing e-learning applications with low quotas (does not require a large internet quota) to access it. Furthermore, According to Anugrahana (2020) in his research entitled “Hambatan, Solusi, dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-29 Oleh Guru Sekolah Dasar”, solutions that are can be done to overcome the obstacles that arise when online learning is to provide special treatment for students who have learning difficulties, online learning model very useful, but need to add a learning model offline. This is because if you only study online, students' honesty and independence in doing homework are lacking controlled.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the finding and discussion above, the researcher then drew conclusions. Firstly, the majority of students showed negative perception on English online learning and students' opinions about online learning are considered less effective. Second, it was about the obstacles faced by students in online learning. The obstacles faced by students on English online learning consist of unstable internet networks, expensive internet quota prices, students' lack of understanding material, and the lack of seriousness of students in learning during online learning.

Finally, the suggestions of this research came up with some ideas addressed to lecturers, students, future researchers, and institutions. The researcher suggested to the lecturers and students to be more sensitive what the importance of evaluating online learning preparation both lecturers and students. Then, for future researchers, the researcher suggested to other researchers will be able to conduct research using a more in-depth research problems related to online learning process. And the last suggestion for institutions. The researcher suggested institutions should pay

attention to the obstacles faced by students in the implementation of English online learning to find solutions, so that students can study well even though they study at home.

## REFERENCES

- Agung, A. S., Surtikanti, M. W., & Quinones, O. C. (2020). Students' Perception of Online Learning during Covid-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *Journal of Social Sciences and Humanities*, 225-235.
- Anugrahana, A. (2020). Hambatan, Solusi, dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-29 Oleh Guru Sekolah Dasar. *Jurnal Scholaria*, 282.
- Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Carliner, S. (1999). Overview of Online Learning. *Human Resource Development Press*.
- Cobb, A. K., & Forbes, S. (2002). Qualitative Research: What Does It Have to Offer to the Gerontologist? . *Journal of Gerontology: Medical Sciencies*, 197-202.
- Dewi, S. N. (2021). Students' Perception of Online Learning in English Subject at SMK Negeri 3 Karang Baru. *Journal of Academia in English Education*, 174-187.
- Dzalila, L., Ananda, A., & Zuhri, S. (2020). Pengaruh Pembelajaran Daring pada Masa Pandemi Covid-19 terhadap Tingkat Pemahaman Belajar Mhasiswa. *Jurnal Signal*, 203-214.
- Dabbagh, N., & Ritland, B. B. (2005). *Online Learning Concepts, Strategies, and Application*. New Jersey: Pearson Education .
- Dhull, I., & Sakshi, M. (2017). Online Learning. *International Education & Research Journal*, 32-34.
- Harisma, R., & Agustin, V. (2021). A Survey University Students' Perception of Online Learning during the Covid-19 Pandemic. *Lintang Songo: Jurnal Pendidikan* , 24-32.
- Hermanto, Y. B., & Srimulyani, V. A. (2021). The Challanges of Online Learning During the Covid-19 Pandemic. *Jurnal Pendidikan dan Pengajaran*, 46-57.
- Hannay, M., & Newvine, T. (2006). Perception of Distance Learning: A Comparison of Online and Tradional Learning. . *Journal of Online Learning and Teaching*, 1-11.

- Jalilinia, F. (2021). Iranian High School EFL Learners' Attitude towards Online Learning during The Covid-19 Pandemic. *Journal of Languages and Language Teaching*, 442-451.
- Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020). Pembelajaran Daring masa Pandemi Covid-19 pada Calon Guru: Hambatan, Solusi, dan Proyeksi. *Lembaga Penelitian dan Pengabdian*, 1-10.
- Kumar, R. (2011). *Research Methodology: A Step by Step for Begginers*. London: SAGE Publications.
- Milles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis 2nd ed*. London: SAGE Publications.
- Sholichin, M., Zulyusri, Lufri, & Razak, A. (2021). Analysis of The Obstacles of Online Learning During the Pandemic Covif-19 on IPA Subjects at SMPN 1 Bayung Lencir. *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, 163-168.
- Simamora, R. M. (2020). The Challanges of Online Learning during the Covid-19 Pandemic: An Essay of Performing Arts Education Students. *Studies in Learning and Teaching* , 86-103.
- Suartama, I. k. (2014). *E-Learning: Konsep dan Aplikasinya* . Singaraja: Universitas Pendidikan Ganesha.