

Analyzing Students' Perceptions of English Language Learning Through Online Learning Implementation

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ABSTRAK

E-Learning yang juga dikenal sebagai pembelajaran online menjadi sepenuhnya digunakan selama tahun ajaran sebelumnya. Penelitian ini bertujuan untuk menganalisis persepsi siswa tentang kegunaan platform E Belajar sebagai media dalam kelas online bahasa Inggris, serta keberadaan guru bahasa Inggris. Metode yang digunakan adalah kualitatif yang terdiri dari kuesioner dan wawancara. Dalam kuesioner, 56 siswa dari salah satu sekolah diminta untuk menilai 20 pernyataan pada skala Likert lima poin. Sekolah ini dipilih melalui purposive sampling karena menggunakan platform E-belajar yang dirancang oleh kementerian pendidikan. Dalam wawancara, melibatkan lima responden melalui metode purposive sampling untuk mengeksplorasi secara mendalam kegunaan E-belajar dan kehadiran guru. Untuk analisis data, kuesioner terlebih dahulu dianalisis menggunakan SPSS IBM Versi 22. Sedangkan data wawancara dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa lebih menyukai kelas offline karena penjelasan materi pembelajaran lebih jelas. Dalam kelas tatap muka, siswa dapat mengajukan pertanyaan langsung kepada guru dengan lebih mudah; mereka dapat menikmati diri mereka sendiri; waktu di kelas offline lebih efisien; penjelasannya lebih jelas, dan mereka bisa berinteraksi dengan guru. Singkatnya, mereka mengakui bahwa E Belajar bermanfaat dalam belajar bahasa Inggris dan bahwa guru harus mempertimbangkan untuk menggunakan platform digital selama kelas online bahasa Inggris; Namun, guru harus membimbing dan mengajar siswa dengan sesuai.

ABSTRACT

E-Learning also known as online learning became fully established during previous school year. This study aims to analyses students' perceptions of the usefulness of the E Belajar platform as a medium in the English online classroom, as well as the presences of English teachers. The method use is qualitative, consisting of a questionnaire and an interview. In a questionnaire, 56 students from one schools were asked to rate 20 statements on a five-point Likert scale. This school was chosen through purposive sampling because it used the *E-belajar* platform designed by ministry of education. In interview, there are five respondents through purposive sampling method to explore in depth usefulness of *E-belajar* and teachers presences. For the analysis, questionnaire data were analyzed using SPSS IBM Version 22, while the interview data were analyzed using thematic analysis. The result show that students preferred offline classes because the explanation of the learning materials was more obvious. In a face-to-face class, students can ask the teacher direct questions; they can maintain the offline class; they can gain more lessons in an offline class; they can understand more easily; they can enjoy themselves; the time in an offline class is more efficient; the explanation is clearer, and they can interact with the teacher. In summary, they acknowledged that E Belajar was beneficial in learning English and that teachers should consider using the digital platform during English online classes; however, teachers must guide and teach students accordingly.

1. INTRODUCTION

Since the corona virus outbreak rapidly which has influenced the educational sytems and the process of teaching-learning activity the Ministry of Education, Culture, Research, and Technology change the school program from face-to-face class to an online learning for schools and universities during

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Corona Virus Disease-19 (Covid-19) (Adnan, 2020; Liando et al., 2021; Zimmerman, 2020). This process was implemented to prevent the spread of the virus with the various policies for each region. All students and teachers must have been doing teaching-learning activities from home for six months utilizing e-learning platforms, commonly known as an online learning system, under the Covid-19 circumstances (Adzobu, N, 2014; Ferdianto & Dwiniasih, 2019; Lusiyanı & Dara Anindya, 2021). E-learning is mostly associated with synchronous activities employing computers/PCs and interactive networks (Coman et al., 2020; Pramita et al., 2021; Vagg et al., 2020). E-learning platforms, for instance *Zoom*, *Google Classroom*, and *YouTube* are frequently employed (Kumalawati et al., 2021; Mpungose, 2021; Nainggolan & Manalu, 2021). Moreover it also used popular e-learning platforms such as *W3schools.com*, *Ruangguru*, *Zenius*, and *E Belajar* are among Indonesia's most popular e-learning platforms. The process of online learning should be initiated as an alternative during the pandemic (Albashtawi & Al Bataineh, 2020; Nieto-Escamez & Roldán-Tapia, 2021; Renes & Strange, 2010). E-learning, often known as online learning, is a type of learning that takes place in virtual rooms and communicates via the internet rather than in a traditional classroom setting (Ashraf et al., 2017; Ryoo & Bedell, 2017; Ward et al., 2019). Previous researcher said that the strengths of using e-learning in the academic process from the participants' perspectives were desirable for information and education; support the implementation of an online academic program; responsibility; availability; and providing feedback on ongoing learning (Ogbonna et al., 2019). While the flaws include a lack of control, lack of experience and guidance, and internet connection restrictions. However, the majority of students said that e-learning was a better tool for supporting the teaching-learning process and that it was also an important tool for implementing online learning to prevent students from leaving the content from the face-to-face classroom (Arthur et al., 2020; Budi & Nurjayanti, 2013; Coskun & Marlowe, 2015). The change of learning activity into the virtual classroom also showed the various facts from learners in Indonesia. Previous study discovered a new fact: the abrupt process of infinite online learning, particularly in the Indonesian setting, has significant drawbacks, such as limited internet connection and barriers to virtual contact (Alruwais et al., 2018; Heggart & Yoo, 2018; Sadikin & Hamidah, 2020). It demonstrates that online learning has ushered in several new developments in the field of education. On the other hand, the transition from an English face-to-face class to an online classroom necessitates the teacher preparing or modifying learning materials that are appropriate for a virtual classroom (Oktaria & Rahmayadevi, 2021; Ramsin & Mayall, 2019; Syakur et al., 2020). Furthermore, a new truth about English learning was discovered in the virtual classroom through various perceptions either from students or teachers. Online learning is only the virtual platform through which instructors can remain connected with million of pupils during the outbreak online learning has never been accepted as a formal learning methodology (Chin et al., 2021; Panigrahi et al., 2018). Almost all schools and universities are investigating e-learning systems as an effective tool to achieve students' goals in an online classroom as part of this ongoing pandemic (Nugroho & Mutiaraningrum, 2020; Öz, 2014; Tawafak et al., 2019).

However, in other circumstances, e-learning platforms are used in face-to-face sessions as well. These new facts were discovered after students or teachers participated in e-learning and shared their experiences. Perception is a quick process of noticing something while receiving information (Noguera et al., 2018; Saykılı, 2018). Furthermore, previous research define perception as a person's actions in conveying an opinion, attitude, response, or stimulus about how something transpired based on personal experience and related facts (Chu et al., 2017; Lee & Drajati, 2019; Nugroho & Mutiaraningrum, 2020). Some studies have been conducted on students' perception of English online learning or the e-learning process. For example, previous research that looked into EFL students' perspectives of the usage of entirely online learning during the covid-19 outbreak (Kourieos & Evripidou, 2013). That found online learning offers more freedom in studying, it also presents problems while using the platform. These students, on the other hand, believed their instructor was usually positive about online learning. During the Corona pandemic, another study by previous research looked at the benefits and challenges of online language learning from two distinct English intensive courses (Hima et al., 2021). Their findings found that learners had certain difficulties and preferred face-to-face classes, with poor communication, motivation, engagement, and understanding is the most significant drawbacks. As a result, people discover that online language learning is simple to use, comfortable, and quick to review. In other words, the inquiry of learners' perceptions of the online classroom in the context of use and teachers' characteristics in the English class is very important to know how the platform can help students during distance learning. When it comes to novelty, after careful examination, we discovered that while other studies discussed online learning in general, this study focus on the application of *E-Belajar* designed by ministry of education and culture in Indonesia in 2019. It is under-researched and uncommon. Therefore, this study will fill in void since a junior high school in Banda Aceh used the *E-Belajar* platform to learn English in a virtual classroom as one of E-learning platforms. The present condition of this school showed the use

of digital platform presented positive and negative response towards this issue, students attitude showed they prefer to have face to face class with different and specific reason from each individual. However, it is essential to figure out students' opinions while using this digital learning platform in order to discover the success of its implementation by identifying at students' responses. Therefore this study aims to explore about students' perceptions of the usefulness of the *E-Belajar* platform as a medium in the English online classroom, as well as the presences of English teachers.

2. METHOD

The researchers employed using a qualitative-descriptive method, in which the questionnaire and interview were used as the instruments. Qualitative research is a method that describes problematic moments, occurrences, and activities through a collection of case studies, individual experiences, interviews, observation, and interaction (Creswell, 2014; Nassaji, 2015). The subjects of this study were the students from grades IX-1 and IX-2 in SMPN 2 Banda Aceh who experienced using *E Belajar*. The subjects of this research were 56 students and the researcher was chosen five respondents from 56 students for interview. The technique selection of the subject in this research was purposive sampling (non-probability sampling) to answer the research questions. The data for this study was gathered through questionnaires and interviews. The researcher utilized close-ended type for the questionnaires. The respondents were given a questionnaire with 20 questions in Bahasa Indonesia to fill out to collect data. From 20 questions, 10 questions were designed about the usefulness, while 10 questions were asked about English teacher characteristics. The questionnaire itself employed a five-option Likert scale that entails: (5) strongly agree; (4) agree; (3) neutral; (2) disagree; (1) strongly disagree. This research instrument had been adjusted and validated by other researcher and an expert regarded this study before it was separated to the participants. To support the questionnaire analysis, the researcher used 10 interview questions from the questionnaires. Five of the 10 questions dealt with the theme of usefulness, while the other five focused on English instructor traits. For the analysis, questionnaire data were first analyzed using SPSS IBM Version 22. The result of data were displayed in percentage and discussed descriptively to demonstrate the tendencies of students' perceptions. While the interview data were analyzed using Thematic Analysis. The Thematic analysis is a method of separating a large amount of data into relevant categories and recombining them into a classification of concepts that can be presented (Castleberry & Nolen, 2018). Finally, the findings of students' response were grouped and separated based on categories and presented in figure form.

3. RESULT AND DISCUSSION

Result

Students' perceptions of learning English through E Belajar implementation in terms of its usefulness. This finding first discussed regarded to the usefulness of *E Belajar* implementation in English online classes. Table 1 shows the students' perceptions of English language learning that are discussed descriptively.

Table 1. Questionnaire data about the usefulness

No	Questionnaire Statements	Responses N = 56 (100%)					Total
		SA (5)	A (4)	N(3)	D (2)	SD (1)	
1.	Using <i>E Belajar</i> can improve my understanding of the English subject.	14.3%	25.0%	39.3%	17.9%	3.6%	100%
2.	English online learning facilitates me to communicate with English teachers and classmates	12.5%	46.4%	30.4%	8.9%	1.8%	100%
3.	Studying English through <i>E Belajar</i> help me finish the task because I can access related English materials on the internet	21.4%	39.3%	25.0%	14.3%	0%	100%

No	Questionnaire Statements	Responses N = 56 (100%)					Total
		SA (5)	A (4)	N(3)	D (2)	SD (1)	
4.	got many benefits from <i>E belajar</i> , such as gaining new experience in using digital media to learn English.	17.9%	42.9%	32.1%	5.4%	1.8%	100%
5.	learning English through <i>E belajar</i> encourage me to study more.	10.7%	35.7%	33.9%	16.1%	3.6%	100%
6.	learning activity in English subject by using <i>E Belajar</i> is exciting and engaging.	10.7%	23.2%	30.4%	32.1%	3.6%	100%
7.	using <i>E Belajar</i> to learn English is useful during an online class. For example, learning English through the internet by watching a video.	28.6%	42.9%	41.1%	10.7%	12.5%	100%
8.	using <i>E Belajar</i> give me more time to learn English.	8.9%	37.5%	41.1%	8.9%	3.6%	100%
9.	can express my idea or answer confidently through <i>Belajar</i> .	7.1%	46.4%	28.6%	16.1%	1.8%	100%
10.	prefer face-to-face English class because the presentation of the material more obvious than through <i>E Belajar</i>	78.6%	14.3%	3.6%	0%	3.6%	100%

Based on Table 1, most of the responses from respondents for each statement fell within the agree with option as the highest percentage, which showed there was a tendency over the agreement among them in terms of the usefulness of *E Belajar*. The highest percentage displayed in question number ten with the statement that students prefer to choose English face-to-face class because the explanation from the teacher is more obvious, the percentage got 78.6% with strongly agree. 46.4% of students believed that *E Belajar* can help them to communicate with their English teacher and classmates. According to 46.4% of participants, learning English through *E Belajar* was helping students to express their idea and answer confidently. 39.3% of students confirmed that studying English through *E Belajar* assists them to finish the task. Then, 42.9% indicated students got many benefits while using *E Belajar*, such as gaining new experience to operate digital media. However, students showed 39.3% with neutral to expressed the situation how *E Belajar* sometimes able to improve their understanding of English. Students with 37.5% claimed *E Belajar* was useful for students to give enough time to study English. 42.9% of students implied learning English by watching videos also interesting during the online class. Besides, in terms of whether the digital platform was exciting or engaging, students employed 32.1% in disagreement about this statement. From the questionnaire result, it was found most of the students gave positive responses toward the issue. Several usefulness of using *E-Belajar* is show in Figure 1.

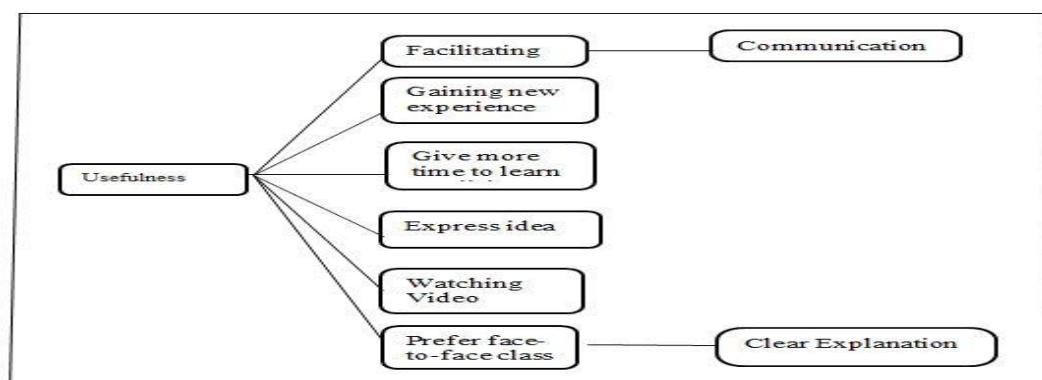


Figure 1. Several Usefulness of using *E Belajar*

Based on Figure 1, there are several themes that found related to the usefulness of *E Belajar* in learning English. The usefulness was (1) facilitating students to communicate with their classmates and English teacher; (2) Gaining new experience to operate digital media; (3) Give more time for students to learn English; (4) Students able to express their idea; (5) They can learn English by watching a video; and (6) They prefer to have face-to-face class because the explanation from the teacher is more detail. Here is the figure of the usefulness in *E Belajar* implementation.

Students' perceptions of learning English through E Belajar Implementation in terms of English Teachers' Characteristics

The researcher found the highest percentage in questionnaire result was presented with 50.0% "agree" regard to the issue that teacher gives enough time for students to learn English and the lowest percentage showed 0% for "strongly disagree" for questionnaire item number 11 related to whether the English teacher is friendly and motivated, then also questionnaire item number 12 which 0% "strongly disagree" about the teacher able to reduce students' anxiety in an online class, 0% also with strongly disagree that the teacher is very active in giving material for item number 13, and 0% "strongly disagree" for item number 15 that the teacher gives enough time to finish students' English task. Furthermore, the result of total percentage for each item related to their English teachers' characteristics are presented in Table 2.

Table 2. Questionnaire Data about English Teachers' Characteristics

No.	Questionnaire Statements	Responses N = 56					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
11.	teacher is friendly motivated	48.2%	35.7%	14.3%	1.8%	0%	100%
12.	teacher can viate students' iety in an English ne class while using elajar.	19.6%	37.5%	35.7%	7.1%	0%	100%
13.	teacher is very ve in giving material ough <i>E Belajar</i>	19.6%	39.3%	32.1%	8.9%	0%	100%
14.	teacher still trols the students ne when using <i>E yjar</i> in learning lish	21.4%	37.5%	28.6%	10.7%	1.8%	100%
15.	teacher gives ough time to finish a : while using <i>E yjar</i> in the English ne classroom	26.8%	50.0%	19.6%	3.6%	0%	100%
16.	n easily understand lish material lained by the her through <i>E yjar</i> .	7.1%	33.9%	44.6%	10.7%	3.6%	100%
17.	instructions given the teacher in <i>E yjar</i> during English ne learning are easy nderstand.	8.9%	35.7%	44.6%	7.1%	3.6%	100%
18.	teacher gives the bback through <i>E yjar</i> after submitting English task	17.9%	35.7%	32.1%	12.5%	1.8%	100%

No.	Questionnaire Statements	Responses N = 56					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
19.	teacher always uses lish effectively ing online learning.	10.7%	39.3%	37.5%	10.7%	1.8%	100%
20.	teacher conducts stions and answers vities through lajar.	23.2%	37.5%	28.6%	8.9%	1.8%	100%

Based on Table 2, half of the respondents showed a positive attitude towards their English teachers. Most of the answers themselves employed the agreement for each item. The highest percentage within the neutral option has presented 44.6% which means the teacher instructions were easy enough to be understood and 44.6% with the neutral option, students understand the instruction about the material that delivered by their English teachers. The lowest percentage presented with 0% strongly disagree with the item about the teacher being friendly and motivated. Moreover the teacher can alleviate students' anxiety in an English online class while using *E Belajar*, the teacher is very active in giving material through *E Belajar*, The teacher gives enough time to finish a task while using *E Belajar* in the English online classroom. English teacher characteristic is show in Figure 2.

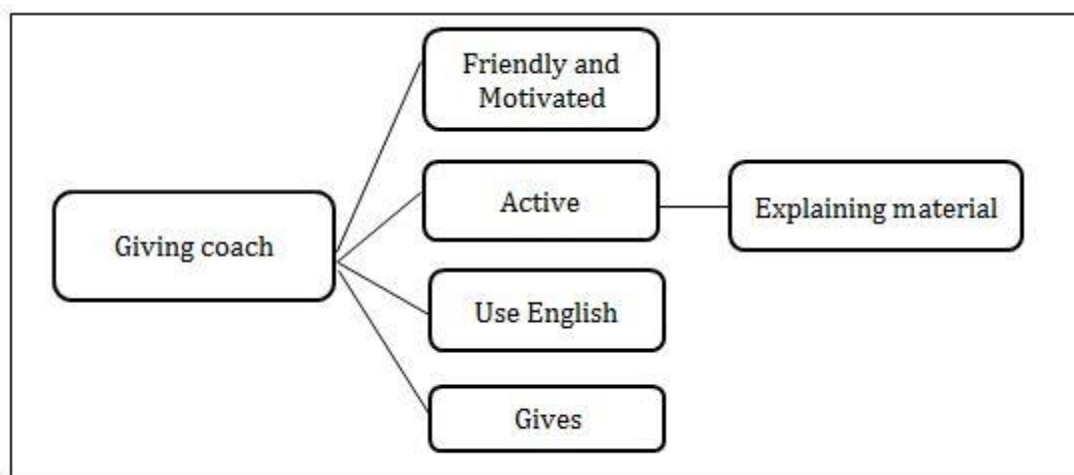


Figure 2. English Teachers' Characteristics

Through the interview, almost all respondents gave positive opinions related to the questions that the researcher asked. In this part, the researcher found several themes that described their English teacher characteristics as shown in Figure 2, there were (1) The teacher is friendly and motivated; (2) The teacher able to relieve their anxiety; (3) The teacher active in explaining the material; (3) Teacher still control the class; (4) Provides enough time to finish the task; (5) The teacher sends the feedback always; (6) The teacher often use English; (7) and also doing the questions-answers activity.

Discussion

Students' perceptions of learning English through E Belajar implementation in terms of its usefulness

The students had conflicting feelings about the value of E Belajar for learning English. Some E-learning systems can provide students studying English with quick access to useful language content. Transferring knowledge of the English language as the target language can be done well, language learning can be difficult due to teacher and student constraints (Lusiyani & Dara Anindya, 2021; Ramsin & Mayall, 2019; Sukmawati & Nensia, 2019). Several advantages of using E Belajar as a helpful online e-learning classroom during critical scenarios were revealed during this investigation. English online education, based on students' responses in this study, can help students communicate with English teachers and classmates via E Belajar. E-learning process, it looks critical to encourage students' and teachers' proactive participation in English teaching-learning activities through various kinds of communication, such as online collaboration and prompt feedback (Istri Aryani & Rahayuni, 2016; Papadima-Sophocleous & Loizides, 2016). The interaction process in the online classroom was beneficial in this study thanks to the application or educational system *E Belajar*.

In addition, all of the participants believed that using *E Belajar* will assist them in completing the English task. Online classroom has various advantages, including flexibility, scalability, communication, and quality control (Aswir et al., 2021; Vázquez-Cano et al., 2017). Teachers also allowed students to look up pertinent answers using other resources, such as the internet or Google, to help them better articulate their responses. Students should write their replies in their own words to avoid copyright infringement or plagiarism. Furthermore, it was discovered that *E Belajar* is beneficial to students in online English classes, such as learning English by watching a video. This finding was in line with previous study who stated that students' usage of technology to study English is dispersed and extensive (Ramdani, 2019). However, the choice of *E Belajar* as an online English learning tool was appropriate for an online course and can also help students learn English, based on positive feedback from participants. It is similar with the study that state in a more sophisticated era, the online platform is able to virtually raise their hands and write the notes and get the meaningful emoticons (Rahim, 2022). Furthermore, the researcher discovered that pupils had a slightly positive assessment of their ability to grasp English when utilizing *E Belajar*. Learners used e-learning to improve their comprehension, independence, self-discipline, learning motivation, and communications with other students and teachers (Avando Bastari et al., 2021; Jaya Saragih et al., 2020). To summarize, learning English using *E Belajar* does not always fail to increase pupils' comprehension. Another point of view suggested that pupils are sometimes unable to comprehend the material delivered by *E Belajar* because of a variety of reasons and elements from learners, such as ineffective teacher explanations. Previous study state that several factors make online learning ineffective, including the inability for students and teachers to converge and ask directly when students do not understand the material, a lack of interaction, and difficulty understanding the material (Hong et al., 2022). To summarize, the number of factors determined whether English online learning is beneficial in helping students improve their English.

Students' perceptions of learning English through E Belajar Implementation in terms of English Teachers' Characteristics

In this study, the term English teachers' characteristics are related to the characters of English teachers as a role models either in an offline classroom or online classroom. Apart from teaching as the main duty, the teachers also have to spread other positive aspects to students to be effective English teachers to develop students' achievements because the teachers' style and technique in the English online classroom influenced students in the teaching-learning process. When it comes to the quality of English teachers. Previous study believed that they should be able to master the subject, know how to transform knowledge, and be good role models for pupils (Almanar, 2020; Marhaeni et al., 2018). Furthermore, researchers were selected in this study to learn about English teacher characteristics based on students' opinions during English online sessions via *E Belajar*. The majority of students agreed that their English professors in online classes are nice and motivated accordingly. It was supported by previous study that showed the English lecturers always trying to give the learning motivation to students in the interaction and discussion through an e-learning platform (Rahmani, 2020). Students' capacity to learn English efficiently during online learning was influenced by teachers' personalities, inspiring students to improve their English skills. Other researcher confirmed this conclusion, identifying three separate criteria for an effective English teacher: visual, auditory, and haptic (Uygun, 2013). Students responded that the teacher should provide challenge, punishment, the capacity, and originality to boost learners' attention, as well as be nice and patient in the auditory section. Furthermore, pupils stated that their English teacher offered them sufficient time to complete the task via *E Belajar*. Students were able to learn independently using *E Belajar* since the teacher enabled them to complete the work over a long period and submit it before the deadline. Previous study revealed that he never make things tough for pupils and understand the necessity of not overburdening them with work (Masterson, 2020). It is supported by other researcher 66 percent of respondents (almost 70 percent) believe that online learning is an excellent way to improve their time efficiency and study independently (Sari et al., 2019). Because teachers believed students were given ample time to finish the assignment, the researcher discovered in this study that pupils should be punished regarding time management. Regarded the final results of this research, It is revealed how the teachers' abilities and personalities throughout the online class gave an impact on students in the learning activity. Teachers' attitudes toward fully online learning may influence students to learn English to improve their understanding of English. Additionally, students need more attention while joining the online class, so they can get some motivation from their teachers. It is highly suggested for English teachers to remain teaching in personal approach even though the online application is available. And for further researchers particularly those who have the same interest and problem in conducting this issue, it may broaden to look at different software of online application

worldwide. When involving in online learning process, students should learning effectively and discussed with the teacher for the problems which possibly appeared during the e-learning process.

4. CONCLUSION

E-Belajar was useful to learn English during the online learning process, such as facilitating students' communication with English teachers and classmates, assisting them in completing tasks, learning English by watching a video, gaining new knowledge to operate the digital system, and being able to confidently present their ideas during English class. Furthermore, while using *E Belajar*, it can improve their understanding of English courses. In contrast, it was explained that under certain circumstances they encounter problems to studying English through *E Belajar*, it was because the explanation that teacher presented was not obvious as in face-to-face class or could also be due to other factors and students perceived that *E Belajar* was not an exciting and engaging platform to use for English online class. Related to students' perceptions of learning English through *E Belajar* implementation in terms of English teachers' characteristics, the students showed a positive attitude towards their English teachers' characteristics. Students believed that their English teacher always spread positive characteristics even through online learning.

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