The Tenth Grade Students' Perception towards Learning English in Online Classes at Puspita Senior High School

Rizky Lutfi Ahmadi[1] Magdad Hatim[2]

Universitas PGRI Palembang, Indonesia

[1] rizkylutfi66@gmail.com, [2] magdadhatim13@univpgri-palembang.ac.id

Abstract

This study aims to find out the perception of learners about learning English online classes at Puspita Senior High School. The subject of this study consists of two classes namely X IPA 1 consisting of 30 learners and X IPS 1 consisting of 31 learners. This research method uses descriptive qualitative through three data collection techniques, namely 1) observations made during the learning process; 2) questionnaire, given to students to find out the perception of students who have previously been validated by experts; and 3) Interviews, conducted to teachers and principals who are used to support other data. From the data obtained then data analysis was conducted consisting of 1) reduction of data that chooses the core of the data obtained through observation, questionnaire, and interview. After that 2) the presentation of data presented through tables, graphs, and brief descriptions. Then 3) drawing conclusions that answer the formulation of the problem. Based on the results of the study it can be concluded that the majority of learners have a positive perception of online classes. But there are still some learners who experience frustration when online classes are implemented.
Keywords:_Analysis, learning difficulties, student perception_

INTRODUCTION

English lessons are the ones that are compulsory and must be learned, it is in accordance with the statement of Agistiawati (2020) that English is one of the compulsory subjects that must be followed by all high school students in accordance with Permendiknas No.69 of 2013 on High School Curriculum. According to Eggen and Kauchak (in Sari 2016:127), standards for schools in the 21st Century, teaching and learning activities are not only conducted face-to-face but also supported by technology that has developed in the present, namely the presence of online learning. According to Christian, et al. (2020:483), students' difficulties in learning online due to limited internet costs and the ability and knowledge of each person are different, resulting in a lack of students' ability to access digital devices.

At the time of online learning classes, there must be some students who experience learning barriers. Firmansyah (2017) states that learning difficulties are obstacles experienced by students in the learning process that could cause students got less optimal learning outcomes during the learning process. Megawati (2016) argues that the difficulty of learning English in achieving language competence as a whole is influenced by the level of language mastery of each student. To find out students' learning difficulties, the writer would conduct preliminary studies by conducting observations and interviews with a teacher at Puspita Senior High School of Air Kumbang. Based on the observation, the writer obtained the results that the application used as an online learning medium only used WhatsApp to provide information about assignments to students and Google Classroom as a medium of submitting assignments and online meetings when describing teaching materials.

The government change the system because of the covid-19 pandemic so that the education system was changed to online learning, According Daniel, (2020:91) COVID-19 is the greatest challenge that these expanded national education systems have ever faced. Many governments have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education.

Novelty in this research is the existence of several demands in the 21st century era in accordance with government policies that require online learning, but learning applied online classes does not rule out the possibility of learning barriers in students. The researchertried to review again by conducting a preliminary study at Puspita Senior High School. The researcher interviewed one of the teachers of English subjects to find out the student's responses during online learning. Based on the results of the interview, the researchers obtained information that students only submitted assignments through the google classroom application without understanding the material provided by the teacher while in previous research conducted by Mulyani (2020), Agung, Surtikanti, and Quinones (2020) that students' perception of online classroom learning was ineffective due to hard to find other resources and literature with comparable focus and situation. Learning difficulties can be seen through different assumptions and perceptions of students. Regarding the understanding of perception, Walgito (Mulyani, 2020: 6) states that Perception is a process preceded by the process of sensing, which is the process of receiving stimulus by individuals through sensory devices or also called sensory processes. Meanwhile, Walgito (in Sudarsono &Suharsono 2016: 38) states that the factors that affect student perception are perceived objects; sensory devices, nerves, and centers of nerve structures; and attention.

Due to differences in perceptions about online classes, a research is needed on students perception towards learning English in online classes at Puspita Senior

High School. The purpose of this study was to find out students' perceptions of English learning applied online classes by decrying the results of the study. With this research, it is expected that the improvement of the quality of online classes and teaching staff can anticipate learning barriers so that learning goals can be achieved even through online classes.

METHOD

This research is qualitative descriptive conducted to find out the perception of students on learning English through online classes. The research was conducted at Puspita Senior High School.The subject of this study was class X IPA 1 with a total of 30 students, and X IPS 1 with the number of 31 students and 1 teacher of English subjects. Location is determined based on the characteristics determined by the researcher, while the determination of the selected class was carried out through the consideration of teachers and schools that serve as research sites.

The data and data sources in this study are primary data and secondary data. Primary data consists of observations, interviews, and questionnaires. While the primary data is based on the results of other people's research published through relevant journals and books. The data collection technique in this study includes 1) observation to get information about the process of learning English during online classes at Puspita Senior High School; 2) Interviews which are required to obtain data on students' perceptions of English learning during online classeswhich is obtained through an interview with one of the English teachers at Puspita Senior High School; 3) Useful questionnaire whose results to determine differences in student perception during online English learning classes; and 4) literature reviewwhich is used as a consideration when conducting research.

Data analysis used in this study uses Miles and Hubermen models, namely data reduction, data presentation, and conclusion drawing (Sugiyono, 2019). Analysis conducted encompasses 1) data reduction, which is done the selection of the main data that provides a clear picture in the next data collection. The data reduced in this study are the results of observations, questionnaires, and interviews; 2) The presentation of data in this study is categorizing data from observations, questionnaires, and interviews presented in the form of tables, graphs, and brief descriptions in detail; 3) The conclusion of this study is a description of students' perception toward learning English in online classes at Puspita Senior High School which can be used as a guideline for improving the quality of English language learning during online classes.

RESULT AND DISCUSSION
RESULT

Respondents to this study amounted to 61 learners consisting of 30 students of class X IPA 1 and 31 learners from class X IPS 1 who filled out

questionnaires. Respondents were learners from Puspita Senior High School of Air Kumbang, Banyuasin.

The results of the study are processed from observations, questionnaires, and interviews. The results of the study discussed the results of the calculation of answers, the average percentage of students' answers about students' perception toward learning English in online classes at Puspita Senior High School.

The writer displays the student's answer through a questionnaire consisting of 20 questions that had 4 criteria based on statements namely 1 (SD), 2(D), 3(A), and 4(SA). Here are the criteria for assessment:

Table 4.1. Assessment Percentage Criteria

Persentase (%)	Criteria
0%-25%	Very Bad
26%-50%	Bad
51%-75%	Good
76%-100%	Very Good

(Source: Iswari, 2017)

To present the percentage number of the research result, the data were counted and drawn up in the table of percentage which the formula below.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage
F = Frequency
N = Total of frequency

Based on the calculation the results showed that the perception of 10th grade students to English lessons during online classes at Puspita Senior High School of Air Kumbang as many as 17 respondents (27.87%) had a very positive perception, 38 respondents (62.30%) had a positive perception, 6 respondents (9.84%) had a less positive perception, and no respondents had a negative perception of English learning during online classes. The following isthe results of the study presented in the form of a bar diagram:
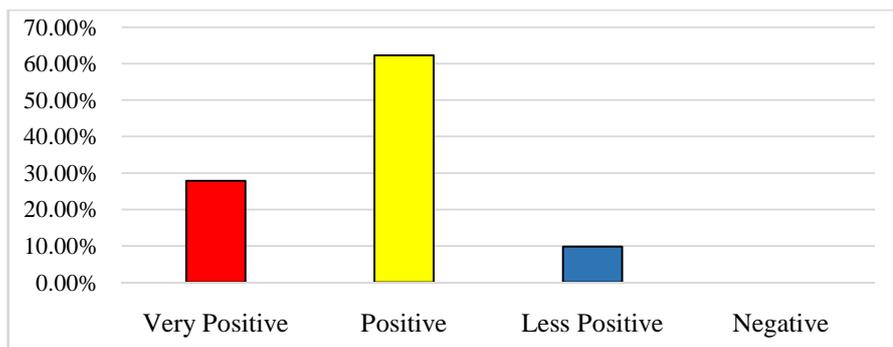
Figure 1. Tenth Grade Students' Perception Bar Diagram on online English learning

From the data above it could be said that the perception of tenth graders towards English learning during online classes at Puspita Senior High School the highest percentage of 61 respondents consisting of tenth grade Science 1 and Social 1 with a positive category as many as 38 respondents got a percentage of 62.30%.

Based on the results of observations with percentage of 40% with poor assessment criteria because the school had not provided tools (facilities) for teachers to teach online, the teacher only used book teaching materials, schools and the results of an interview with one of the English teachers at Puspita Senior High School obtained that learning is only done through the Google Classroom application and there is no support from other learning references. The teacher presented materials only in the form of student activity sheets and the provision of learning videos through links from Youtube and did not have a special website to carry out online learning teaching activities. It was not fully implemented in the school. Teachers came to school only if there were hours of subjects to be taught, and the teacher only used the application specified by the school, namely google classroom.

Based on the findings of questionaire, supported by the results of observations and interviews, the results showed that learning can be carried out properly in accordance with the conditions and expectations that arise from existing problems despite some obstacles that exist during the process of learning English online classes take place such as internet signals, and the lack of facilities provided by schools.

DISCUSSION

Based on the analysis done, the researcher gets a finding that the perception of the students to online classroom learning showed a positive response. The category of "positive" means that online learning has been going well in accordance with the expectations of the relevant parties, especially for the teacher who teaches subjects, but there were some aspects that were still lacking

in this learning such as there were still students who experience obstacles, as well as pressures during online classroom learning especially in English lessons.

The results of the above study were similar to Firmansyah's research (2021) with the title "Motivation to Learn and Student Response to learning in the COVID-19 Pandemic" which concluded that students have a positive response to English learning online classes but there are some barriers to student learning due to inadequate internet factors.

CONCLUSION

From the results of the study it can be seen that the perception of students of the first class towards learning English online classes get a positive response, students get good support from the school during online learning classes despite some obstacles that occur during the learning process. Students experience learning barriers related to learning English online classes such as internet signals, there are still students who do not understand English material described during the online learning process classes.

Students are suggested to dare to express an opinion on the English language learning material that was being studied under any circumstances so that students understand the material provided by the teacher.

ACNOWLEDGMENT

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