

EFL STUDENTS' PERCEPTION TOWARD ONLINE LEARNING DURING COVID 19

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Abstract

During the Covid 19 Pandemic, lectures were carried out totally via online learning. This study aims at describing the EFL students' perception on the issue. This study applied a descriptive method and involved 102 students of the English Education Study Program- Riau Kepulauan University. The questionnaire was in 5 Likert scale and open questions which was modified from three components of Information Technology Innovation-instrument by Moore and Benbasat namely relative advantage, ease of use, and compatibility. It also was settled up to get information on challenge, obstacles, and students' negative opinion toward the online-learning. The data was taken at the end of even semester (July) on academic year 2019/2020, and it was distributed by sending online survey to the year 1 to 4 of English Education Study Program of UNRIKA. In analyzing the data, it was computed to get the frequencies and percentages. The results are displayed in the form of chart and tables, and it is found that students' perception can be considered as the important factor in applying the online learning particularly in the Covid 19 pandemic era.

Keywords : *EFL students' perception, online learning, Covid 19 pandemic*

INTRODUCTION

Corona-virus disease 2019 spreads quickly over the world including in Indonesia. As commonly known that this virus was firstly found in Wuhan-China on December 2019 and it was officially named by The World Health Organization (WHO) as Covid-19 on February 12, 2020 (Liu, Kuo, Shih:2020). In reducing the impact of its spread, Indonesian government has carried out a Work From Home (WFH) policy.

WWH is a terms which is collocated to Work From Home, and it becomes more popular in the Covid 19 Pandemic era. It refers to the use of Information and Communication Technology tools to support and complete jobs performance while staying at home. It needs a joined duty and engagement of a work fulfillment by both

of workforce and proprietor (ILO, 2020). Work From Home to break out the Covid-19 is impacted to many fields, and one of them is in Education.

One of the most affected sectors of WFH related to the corona virus pandemic is on Education. Based the data of UNESCO, it shows that there were nationwide closure toward more than 166 countries which was impacted to higher than 87percent or 1.5 billion students population of the world. In additionally, the same case also stands in Indonesia, more than 530.000 of schools have been closed and about 68 million of students learn from home (Yarrow and Bhardwaj, 2020). Greatly of educational institutions ranging from kindergarten to university make sudden changes in the learning system. Due to these issues, the University of Riau Kepulauan (UNRIKA) also involved in switching the process of face-to-face learning to online learning.

Online learning or e-learning is a process of learning which applies electronic tools and internet connection as a medium of communication. According to Maltz et al (as cited in Arkorful and Abaidoo, 2014), the phrase 'e-learning' is used in different perceptions, including distributed learning, online-distance learning, and hybrid learning. While, according to Stern (n.d), it is a kind of distance learning. Furthermore Ally (2011:29) gives more detail information that online learning is the engagement between instructors and learners using internet to retrieve learning content in order to obtain knowledge, to establish distinctive value, and to develop based on learning experience.

Actually since 2017/2018 academic year, online learning has been being treated in UNRIKA specifically at English Education Study Program, and it applies in synchronously and asynchronously approach, but the method is still using blended learning (Yana and Adam). The synchronous approach is done lively by using an application that allows lecturers and students to connect and communicate at the same time. The tools and applications that are usually used are such as video call, and WhatsApp. While, the asynchronous learning approach is conducted at different times where lecturers and students do not need to be connected directly. The tools that are usually used are such as email, web browser, YouTube, LMS platforms (Edmodo,

Google Classroom, Canvas, Schoology, Quizlet), etc. This blended learning method combines face-to-face lectures and online lectures. In this method, EFL students of English Education Study Program can search, download the syllabus and lecture material, and they also are able to upload each assignment given through the virtual platform customized by lecturers.

However, the blended learning could not be applied in the even semester of 2019/2020 because it was constituted to Covid 19 Pandemic. Since 17 March 2020, the whole process of communication and material knowledge transfer is carried away in online and has no physical meeting at all. Of course, there are some obstacles and challenges perceived by the students, and they need to be known in order to be able to make more improvements and further projections. In addition, Song et al (2004) highlight that understanding students' perception will be beneficial to support the students' succession of online learning experience. Therefore, identifying students' point of view in terms of the real conditions of online learning during the existence of Covid 19 Pandemic era at the English Education Study Program-UNRIKA is essential. For this reason, it is necessary to examine how and to what extent students' perceptions of the online learning process during the corona virus disease 19.

METHODOLOGY

This study applied a descriptive method with survey design to identify students' personal and situational perception toward electronic learning at the Covid 19 pandemic era. There were 102 students of English Education Study Program-University of Riau Kepulauan participated in the survey. The questionnaire had 25 items, it relates to general information and specific questions or statement of students' perception. In terms of students' situational perception, the questionnaire was modified from three components of the instrument of Information Technology Innovation developed by Moore and Benbasat (2001) namely relative advantage, ease of use, and compatibility. While the questions of students' personal perception were set up to get information on challenge, obstacle, and students' negative opinion toward

the online learning. It was in 5 Likert scale for the relative advantage and ease of use, and it was open question for general information of the participants, compatibility, challenge, obstacle, and negative opinion. The data was taken at the end of even semester (July) on academic year 2020, and it was distributed by sending online questionnaire to the year 1 to 4 at English Education Study Program of UNRIKA. In analyzing the data, it was computed to get the frequencies and percentages, the results are display in form of figures and tables.

FINDINGS AND DISCUSSIONS

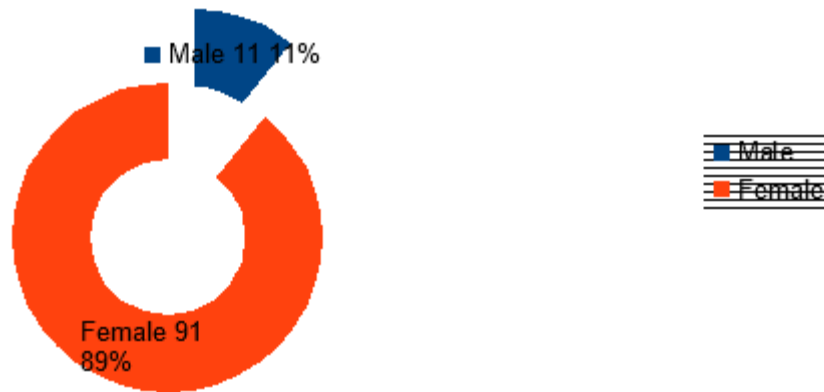


Figure 1. Gender of the Participants

The total of participants were 102 which comprises of 11% male, 89% female, and their age are 15% under 25 years old, The result of the general information and background of the participants can be seen in **Figure 1 and Table 1** and 85% above 25 years old. They sat in year 1 up to year 4. The data show that the first-year participant is 30%, the second year is 17 %, the third year is 49%, and the fourth year is 4%.

Table 1. Age and enrollment year.

Item	Frequency	Percentage
Age : Under 25 years old	15	15
: above 25 years old	87	85
Enrolment year : 2019	31	30
: 2018	17	17
: 2017	50	49
: 2016	4	4

In terms of the electronic tools they often use in e-learning, it is noted in Figure 2 that

the most tool used is smart phone, it reaches 58%. While the usage of laptop is 38%, and PC is only 5%.

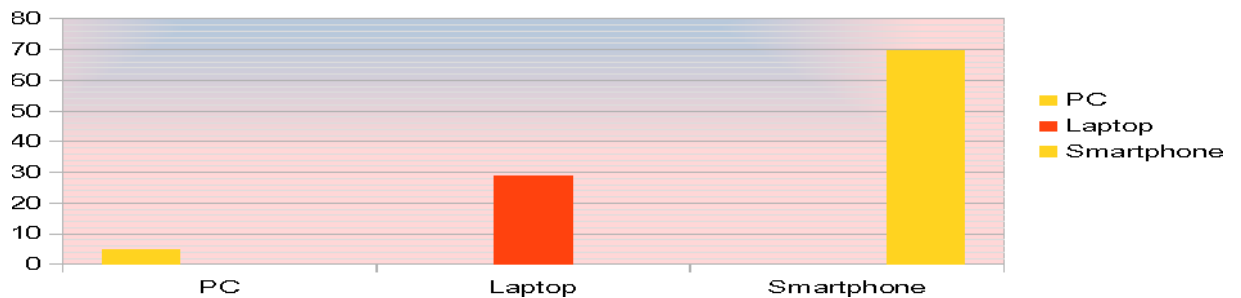


Figure 2. Electronic Tools often Used

Due to the question whether the students already join the e-learning before the rise of Covid 19, the result in **Figure 3** presents that 63% of the participants respond “yes”, and 37% of them answer “no”.

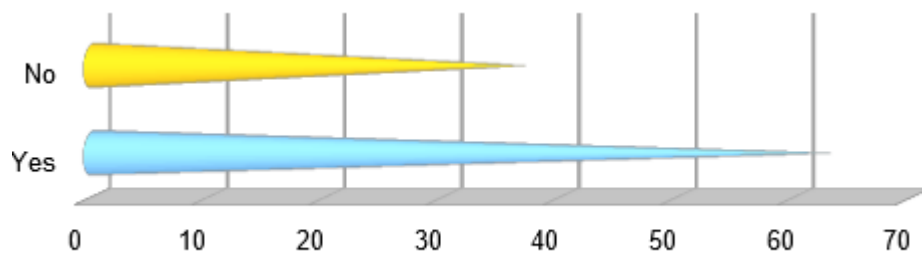


Figure 3. Have Joined E-Learning before Covid 19 Pandemic

Figure 4 displays the result data of students’ background of familiar platform or application they have used before the covid 19 pandemic period. It shows that Edmodo is the most common platform that participant have utilized, it gains 30%. The others usage are WhatsApp application 22%, Google-classroom 17%, unnamed platforms 15%, Canvas 13%, the last are Blackboard and Schoology only 1%.

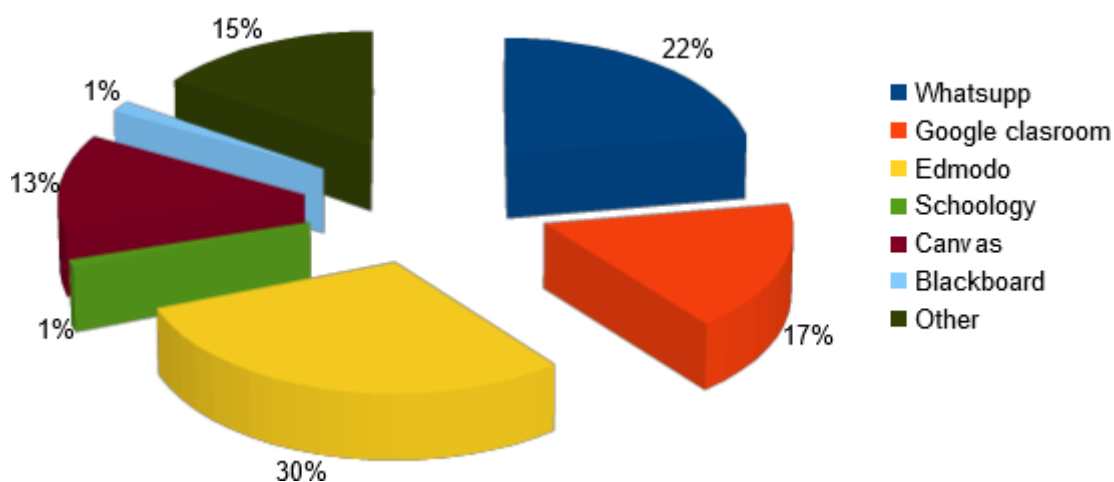


Figure 4. Familiar Platform have been used before Covid 19 Period

Table 2. Students' perception on the E-L relative advantage.

Question items	SA (%)	A(%)	N(%)	D(%)	SD(%)
E- Learning class is suitable to the situation of Covid Pandemic period.	18	53	25	4	1
E-Learning class is better than face-to-face class.	1	3	26	57	14
E- learning allows me to complete my task more quickly.	1	25	50	22	3
E- learning improves the quality of my performance.	1	19	35	38	7
E- learning makes my English language skills better.	0	15	34	43	8
E- learning gives me big chance to manage my schedule.	4	36	44	11	5

Students' perception on the relative advantage covers six statements as seen in Table 2. It performs students' perception that 53% of them are agree to the sentence of "e-learning is suitable to the situation of covid pandemic period", and the others are neutral as much as 25%, who strongly agree are 18%, and 4% of the participants are disagree, only 1% of them are strongly disagree. It means most of the students perceived learning use electronic tools is appropriate to the condition of pandemic coronavirus. However, 57% of those participants disagree to the statement of "e-learning class is better than face-to-face class". 26% of them are neutral, 14% strongly disagree, only 3% agree and 1% strongly agree. It can be summed up that although students perceived e-learning is fit to be applied at the era of Covid 19, it does not mean e-learning class is better than traditional class where teacher and students can meet and communicate directly in the same time and place.

The third statement in Table 2 explores how are the students' agreement in term of e-learning allows them to complete the task more quickly or not. The result obtained that half of the students are neutral (50%), 25% of them agree, 22% disagree, the last 3% agree, and only 1% strongly agree. It can be concluded that online learning is not being the most factor related to the students' task fulfillment. It seems students personal time management plays important role to their submission task time, due to 3% of them agree and 1% strongly agree. This conclusion is in line with the last statement of "*e-learning gives me big chance to manage my schedule*". The outcome data show that 44% of the participants perceived neutral, 36% agree, 11% disagree, 5% strongly disagree, and just 4% of them agree.

The fourth and the fifth statement results found that most students disagree in terms of the e-learning improve their performance quality and their language skill. The disagree level was 38% and 43%, and only 19% and 15% of the students agree to those statement. While the other participants perceived neutral (35% and 34%), and the rest are 1% though e-learning improves their performance quality.

Table 3. Students' perception on the O-L ease of use

Question items	SA (%)	A (%)	N (%)	D (%)	SD (%)
Online learning makes me easier to do my assignment.	2	32	46	18	2
It is easy for me to operate the platform/application in the online learning.	5	33	57	4	1

Based on Table 3 it shows majority of students are not sure or marked neutral (46%) that online learning make them easier to do their assignment. While 32% of them agree, 18% disagree and 2% for strongly agree and strongly disagree. Additionally, the table images that students also are not sure (57%) whether they are easy to operate the platform or application they had used in online learning.

Table 4. Students' perception on the E-L compatibility, challenge, and obstacle

Question items	SA (%)	A (%)	N (%)	D (%)	SD (%)
If Covid 19 Pandemic is over, online learning is still better to be applied.	0	16	24	44	17
Slow internet connection was being problem for me. Challenge n obs	55	35	6	2	2
Online learning affected to my monthly budget.	32	43	18	4	3

Table 4 generally points that the students do not agree (44%) to the compatibility of online learning, they disagree to the idea of continuously applying e-learning if the covid 19 pandemic is over. In term of challenge and obstacle, most of students (55%) perceive slow internet connection becomes problem for them, and online learning has affected their monthly budget.

Table 5. Student' negative perception on the E-L

Question items	SA (%)	A (%)	N (%)	D (%)	SD (%)
The platform used in the online learning had stressed me in studying.	12	39	37	9	3
Online learning makes me socially isolated.	17	41	32	9	1

Students' negative perception is shown in Table 5. Most of them agree (39%) that the platform they have used is stressing, and it also makes them socially isolated (42%).

CONCLUSION

Based on the study, it can be concluded that generally background of the students were female (89%) - male (11%) and most of them are 25 years old (85%) and sat on the third year. The biggest tool they used for online learning is Smartphone (58%).

Basically they already join e- learning (63%) before the rise of Covid 19 (63%), and Edmodo is the most common platform that participant have utilized, it gains 30%.

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