STUDENTS' PERCEPTIONS OF ONLINE ENGLISH LEARNING DURING THE COVID-19 PANDEMIC IN CLASS XI STUDENTS OF MADRASAH ALIYAH NEGERI 2 NORTH LAMPUNG

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Abstract: Online learning is a distance learning process without meeting face to face in the study room, so that the delivery of material uses electronic media and the internet as access in the learning process. In the learning process there are several factors that affect the effectiveness in the learning process, one of which is student perception. Perception is a person's view or opinion about an object being observed, which can interpret or conclude an event and the object. This is achieved through the process of judging a person by applying sensations to objects around him. Everyone can give a different perception because it all depends on the perception process of everyone. Therefore, this research aims to determine students' perceptions of online learning during the COVID-19 pandemic. This study uses a quantitative descriptive analysis method with a research instrument in the form of a questionnaire distributed online with the help of google form and a population of 32 eleventh grade students of Madrasah Aliyah Negeri 2 North Lampung. Samples were taken from all population data using total sampling technique. Based on the results of data analysis using statistical data analysis methods, the results of the study indicate that students' perceptions of online English learning during the COVID-19 pandemic in eleventh grade students of Madrasah Aliyah Negri 2 North Lampung in the 2020/2021 academic year fall into the category of Very Positive 13% or 4 students, Positive category 3% or 9 students, Currently category 53% or 17 students, Negative 25% or 8 students and Very Negative category 0% or 0 students. So, it can be said that the perception of the eleventh graders students of Madrasah Aliyah Negri 2 is in the Currently category.

keyword: Students' perception, Online learning, Learning proses

Abstrak: Online learning merupakan proses pembelajaran jarak jauh tanpa bertemu tatap muka di ruang belajar, sehingga penyampaian materi menggunakan media elektronik dan internet sebagai akses dalam proses pembelajaran. Dalam proses pembelajaran terdapat beberapa faktor yang mempengaruhi efektivitas dalam proses pembelajaran, salah satunya adalah persepsi siswa. Persepsi adalah pandangan atau pendapat seseorang tentang suatu objek yang diamati, yang dapat menginterpretasikan atau menyimpulkan suatu peristiwa dan objek tersebut. Ini dicapai melalui proses menilai seseorang dengan menerapkan sensasi pada objek di sekitarnya. Setiap orang dapat memberikan persepsi yang berbeda-beda, karena semua tergantung pada proses persepsi masing-masing individu. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap online learning di masa pandemic COVID-19. Penelitian ini menggunakan metode analisis deskriptif kuantitatif dengan instrument penelitian berupa kuesioner yang disebar secara online dengan bantuan google form dan jumlah populasi 32 siswa kelas

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sebelas Madrasah Aliyah Negeri 2 Lampung Utara. Sampel diambil dari seluruh data populasi menggunakan teknik pengambilan sampel total. Berdasarkan hasil analisis data menggunakan metode analisis data statistik, hasil penelitian menunjukkan bahwa persepsi siswa terhadap pembelajaran bahasa Inggris online pada masa pandemi COVID-19 pada siswa kelas sebelas Madrasah Aliyah Negri 2 Lampung Utara Tahun Pelajaran 2020/2021 masuk dalam kategori Sangat Positif 13% atau 4 siswa, kategori Positif 3% atau 9 siswa, kategori Sedang 53% atau 17 siswa, Negatif 25% atau 8 siswa dan kategori Sangat Negatif 0% atau 0 siswa. Sehingga dapat dikatakan persepsi siswa kelas sebelas Madrasah Aliyah Negri 2 dalam kategori Sedang.

***Kata kunci:** Persepsi siswa, Pembelajaran online, Proses pembelajan*

1. INTRODUCTION

English language education is part of high school, junior high and elementary school subjects that support students in all aspects of their lives, including communication tools, commerce, social culture, science, education, entertainment and technology. In the era of globalization, mastery of foreign languages is very important. Why? Language can be described as the most important tool for communicating with other people, or as a means of communication. For example, in working life, one of the requirements is mastering a foreign language, or studying many books in a foreign language, and especially because of the existence of the world market, many products from abroad are in foreign languages. Indirectly, all need to learn foreign languages to keep up with the times. sustainable. From this it can be concluded that learning foreign languages in modern times is very important to keep up with the times.

Given the importance of English in the future, learning English should be taught and used in schools as soon as possible. For example, the 2004 syllabus states that English is included in local content. According to Ro'fah dkk., (2020) learning is an educator's effort to help students retain the knowledge provided and help them achieve their learning goals. The Indonesian government issued: (Law on the National Education System, 2003, p. 15) "Foreign languages can be used as teaching languages in certain educational units to support students' foreign language skills. This is one of the most important reasons why we should learn English in school.

However, at this time, Indonesia has stopped all learning processes in schools and implemented a distance learning system with online media (on the network) which is carried out in their respective homes, this is due to the emergence of the COVID-19

virus which is considered dangerous to human health. and it is believed that this virus transmitted through direct contact between individuals when interacting, thus forcing the government to implement an online learning system which aims to suppress transmission of the virus. Online learning is one of the viruses. Online learning is a learning method that can be applied even though it is not the same scope.

But online learning is not as easy as it sounds. Especially in English teaching subjects, learning materials are not as easy as they same, and there are experienced by teachers in the online English learning process, both technical and non-technical. The technical constraints experienced by teachers are more directed at the learning process, one of which is that students and teachers are not used to learning English online. In addition, the difficulty in controlling students is much more difficult than direct learning. The limited number of teachers in providing explanations for the material provided is also a problem, according to him, many students have difficulty understanding and doing the tasks given, this is often seen by students being late in giving assignments with the agreed time limit. The non-technical constraints experienced by teachers and students in participating in online learning are more directed to the facilities used in participating in online learning such as the availability of smartphones, internet networks, quotas used, these can be serious obstacles in participating in online English learning.

The many obstacles to implementing online learning as explained above can trigger differences in student perceptions in responding to how to apply online English learning, this is because the perceptions that emerge from students arise from observations made during online learning. From the results of these observations lead to perceptions, where these perceptions can be positive or negative depending on the observations made by students. Related to this, one of the supports is the selection of teaching materials that are appropriate, appropriate, very interesting and interactive for students. According to Setiani dkk., (2022, p.525) Effective, interesting, and interactive delivery of material in online learning will determine the success or failure of learning. In addition, learning must be conditioned in a relaxed and interactive learning atmosphere that can attract students' interest, motivation, and perceptions so that they will be actively involved in the learning process they learn, and, in the end, students will master it easily.

This phenomenon has made researchers interested in conducting research on "Students' Perceptions of Online English Learning During the Covid-19 Pandemic in Class XI Students of Madrasah

Aliyah Negeri 2 North Lampung, Academic Year 2020/2021)".

As for the formulation of the problem in this research, the researcher formulated "how is the criteria for students' perception toward English Online learning during the COVID-19 pandemic at the eleventh graders in Madrasah Aliyah Negeri 2 North Lampung academic year 2020/2021, The purpose of this research was to describe the categories of students' perception toward English Online learning during the COVID-19 pandemic at the eleventh graders in Madrasah Aliyah Negeri 2 North Lampung academic year 2020/2021. As well as the benefits of this research for teacher, the results of this study contribute to the development of education scienceand can describe the perceptions of eleventh graders towards online learning applied by English teachers during the COVID-19 pandemic, and for next researchers With this research, researcher gain insight into knowledge aboutonline learning in English subjects in learning conditions from home and usefulexperiences for students researchers to be able to analyze a problem

II. RESEARCH METHODS

This research uses descriptive quantitative research, according to Arifin, (2020) descriptive research should be able to explain existing phenomena in, both nature and technology. The approach used in this research is a quantitative approach. According to Sumarno, (2020, p.33) that research with quantitative methodologies are studies with deductive inductive methodologies. This methodology presupposes experience with hypothetical systems, professional thinking, or understanding.

In this research, the instrument that will be used is a questionnaire. According to Darmalaksana, (2020) a questionnaire is number of written questions that are prepare and use by researchers to be submitted and submitted to respondents for respondents brought home respondents to answer.

The data analysis technique in this reseach used descriptive statistical analysis techniques. The researcher used descriptive analysis to describe the research data variables. In this research, the descriptive analysis used was to determine the mean (M), median (Me), and mode (Mo). After the data obtained from the categorization of scores for each variable, they are then grouped into five categories, namely Very Positive, Positive, Currently, Negative and Very Negative. Categorization is carried out based on the ideal Mean (Mi) and the Ideal Standard Deviation (SDi) Saifudin Azwar, (2019, p. 108) The formula is as follows:

Table Categories of Trend Variables

No.	Formula	Category
1	X > M + 1.5 SD	Very Positive
2	M+0.5 SD < X ≤ M + 1.5 SD	Positive
3	M - 0.5SD < X ≤ M + 0.5 SD	Currently
4	M - 0.5 SD < X ≤ M + 0,5 SD	Negative
5	X ≤ M - 1.5 SD	Very Negative
SUM		

III. RESULTS AND DISCUSSION

The online teaching and learning process often gets less than optimal learning outcomes and is considered less effective. This happens because of the poor quality of the network or access of students and teachers to the internet to start the online learning process, so that the material and messages conveyed by the teacher are not conveyed effectively to students.

Researcher have conducted research on student perceptions of online English learning during the COVID-19 pandemic in class XI Madrsah Aliyah Negri 2 North Lampung in the 2020/2021 academic year with a total sample of 32 students. The research was conducted on Thursday, July 20th, 2022, using a questionnaire as an instrument containing 30 statements of student perceptions. In the previous section, the researcher measured students' perceptions using 5 categories, namely Very Positive, Positive, Medium, Negative and

Very Negative which used the ideal average score as a comparison criterion and categorized the data, the researcher used the mean, median, mode and standard deviation. Then to determine students' learning styles, the researchers used the highest value of each learning style variable.

In this case, it can be concluded in the form of data on the percentage of Studenys' Perception Toward English Online Learning During the COVID-19 Pandemic at The Eleventh Graders in Madrasah Aliyah Negeri 2 Nort Lampung Academic Year 2020/2021 based on al indicator, which can be seen in the following table:

Tabel Overall Creteria Indicators of Student Perception

No.	Formula	Category	Frequency	Percentage
1	X > M + 1.5 SD	Very Positive	4	13%
2	M+0.5 SD < X ≤ M + 1.5 SD	Positive	3	9%
3	M - 0.5SD < X ≤ M + 0.5 SD	Currently	17	53%
4	M - 0.5 SD < X ≤ M + 0,5 SD	Negative	8	25%
5	X ≤ M - 1.5 SD	Very Negative	0	0%
SUM			32	100%

Based on the criteria table, the overall indicators of student perceptions of online English learning during the COVID-19 pandemic are in the Very Positive category with a percentage of 13% or as many as 4 students, the number that falls into the positive criteria is 9% or as many as 3 students, the Currently category is 53% or as many as 17 students, Negative by 25% or

as many as 8 students and Very Negative category by 0% or as many as 0 students. From the results of the research, many students belong to the Currently" category of online English learning during the COVID-19 pandemic. The "Currenlty" category in this study shows that online English learning during the COVID-19 pandemic has been going quite well.

In line with that, the results of this study are relevant to one of the previous studies conducted by Yuniarti & Hartati, (2020) regarding Student Perceptions about the Implementation of E-Learning in a Covid-19 Emergency. The results of this study indicate that the independence of students in completing assignments and understanding the material is more than moderate (62%). Ease of access for students to access lecture materials is in the high category (71.1%). However, the low mastery of the material 73.6% of students said it was difficult to understand teaching materials and provide enrichment. In conclusion, although students can access the material, students still think online learning is quite difficult to understand the material.

With high attention from students, it is expected to be able to improve overall mental and emotional students. Although online learning carried out during the Covid-19 pandemic still received a positive response, students preferred face-to-face

learning (offline) in class. Students stated that online learning requires students to be active on the internet by buying internet quota more often. This results in increased spending. Not to mention if students who come from some remote areas are difficult to get a smooth internet network. This obstacle is the most common obstacle encountered in online learning. The availability of internet access quota is not in line with the family support for students to always participate in online learning. The limited internet access quota is influenced by the readiness of the family's resources for students. Not a few students have to save on the use of internet access quota. They must share with the fulfillment of other daily needs. One of the causes of this resource limitation is the conditions that force the parents, or the student concerned to not work during the COVID-19 outbreak.

In addition, students stated that full online learning during the COVID-19 pandemic resulted in limited interaction between teachers and students and less than optimal explanations of material. This resulted in most students having a normal opinion and disagreeing if online learning was extended because of the lack of maximum understanding of the material and boredom with online learning. Although extended, it means that teachers must work harder to be creative and innovative so that online learning is not boring. The negative

responses answered by most respondents regarding the policy of online learning from home did not make it difficult for students as respondents to answer about the positive impact of online learning being implemented. Online learning carried out by students and teachers has facilitated learning activities anywhere and anytime, making students more sensitive to learning technology, students' learning styles can be self-regulated, time efficiency, and students can study more calmly and focused. This opinion expands the learning community and educators teaching staff can more easily find and determine the right learning rhythm for students. Time and cost efficiency in online learning is also a distinct advantage, where educators and students can conduct distance learning anywhere and anytime. Students do not need to spend hours studying in class. Learning materials can be accessed by students with technological sophistication, so students can download and study at any time without being limited by space and time. No matter how difficult the online learning process is and the emergence of several obstacles in its implementation, it cannot be denied that online and distance learning is a necessity to maintain social distance due to the COVID-19 pandemic.

IV. CONCLUSION

Based on research that has been conducted regarding students' perception toward English online learning during the COVID-19 pandemic at the eleventh graders in madrasah aliyah negeri 2 north lampung, it can be concluded that they are in the "Currently" category. This is because some of the students said that learning English through online learning during the COVID-19 pandemic was quite difficult, because the material delivered by the teacher was not well received and the lack of interaction questions and answers during online learning resulted in students not understanding. In addition, the ineffectiveness of this learning system also makes some students lazy to study because the response given by the teacher is not good.

However, there were also students who stated that learning English at home was quite good. They argue that this method can be considered quite effective because it is the only way out to continue learning online while the COVID-19 pandemic is still ongoing in Indonesia, so they can still learn even though it is not directly at school. Learning English through Online Learning has many advantages, such as students can be more independent to study so they don't depend on the teacher, the time and place of learning can also be flexible anytime and anywhere, but in this context, they must stay

at home because of the rules. government

during a pandemic.

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