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Students' Perceptions in Online Learning during the Covid-19 Pandemic in Speaking Context

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ABSTRACT

The purpose of this study was to investigate how students felt about using online courses during the epidemic. Eighteen students from Aisyah University of Pringsewu were surveyed for this study. To get a more nuanced understanding of the respondents' perspectives, a descriptive qualitative approach was adopted. The findings highlight the importance of having reliable and constant connection to the internet for effective online education. Most students have a poor impression of online education due to three key factors: the quality of the instructional design and delivery, the importance of teacher involvement, and the lack of student engagement. In conclusion, student opinion of online education is indifferent. Therefore, it is essential to provide students with as much transparent assistance with the technological components of online learning as feasible. In addition, schools should give students with free internet data bundles so that everyone has the same access to online resources. Finally, for an online classroom to be successful, teachers need to constantly reflect on and adjust their methods of instruction.

Keywords: students perception, online learning, covid-19 pandemic

INTRODUCTION

All activities that would normally need individuals to assemble or meet have been halted since the coronavirus became a global calamity. The educational system is only one area where the epidemic has had an impact on daily life. Direct instruction is banned at all educational levels, from K-12 through higher education. In terms of the medium of online education itself, internet access has emerged as a crucial resource for both students and teachers. During a pandemic, both instructors and students may turn to the Internet as their primary educational resource. During a pandemic, online education is the greatest option for continuing one's education. (Muehleisen, 1997) cites many advantages of online resources for language instructors. She argues that teaching kids how to use computers would increase their interest in studying English since it will show them that English is an internationally used language (most internet content is in English). The benefits of the Internet for the modern student are discussed, with an emphasis on the constant availability of a great quantity of knowledge. According to (Singhal, 1997), the World Wide Web (WWW) is like having a library of books right at your fingertips. It provides a wealth of resources for students of foreign languages. Zoom, Google Meet, Google Classroom, Whatsapp, Youtube, and so on are all used as learning tools to keep students and teachers connected and to allow them to interact actively during the lessons even if they do not meet in person due to the pandemic.

Online learning has many positive impacts for teachers and students in the learning process. They will experience a unique way of learning without having to meet in person. Learning can be

done very practically. Some students even admitted that they did not need to do much preparation before going to school as when the school was held in person. Students also feel comfortable studying because it is supported by a very familiar home situation for those who seem comfortable. Various kinds of learning resources such as books and other resources can be easily obtained and shared because students and teachers can freely access the internet on their smartphones or laptops. Online learning is a type of distant learning where students and teachers do not meet in a traditional classroom setting, and the internet becomes its main media (Stern, 2018). This is different from the school environment which prohibits students from opening or accessing the internet during lessons when they are studying at school directly.

However, just like the many benefits to be had, online learning also has many drawbacks. Based on observations made at Aisyah University of Pringsewu, many students complained about the implementation of online learning. This is because not all students come from the same background. Some students live in areas that have good connections, but students who live in areas that are not covered by the internet feel that online learning is an activity that is difficult to do. Many of them are forced to miss lessons at school because the internet is difficult to access. In addition, students with low economics may have difficulty in terms of the device facilities they must have.

(Fedynich et al., 2015) discovered that the number and quality of contact between instructors and learners was a major determinant of the degree of satisfaction in online learning. When a teacher offers a wide range of approaches to teaching, students report higher levels of satisfaction with the course content. Some students in the course complained that they were left waiting too long for answers to their inquiries (Fletcher & Bullock, 2015). Challenges to implementing online learning during a pandemic include sluggish internet connection, an excessive quantity of assignments given to students, a lack of teacher-student contact, and a lack of resources compared to offline instruction. The key variables found include the availability of internet connection in remote locations, the restricted availability of instructional media, and the technological compatibility of accessing course materials. Therefore, the purpose of this research is to determine how students feel about using online courses while the epidemic is going on.

METHOD

The purpose of this study is to investigate how students feel about the introduction of online education. This research used a descriptive qualitative approach to delve more deeply into the thoughts of the participants. Student opinions are gathered via the use of questionnaires throughout the introduction of online education. A 5-point Likert scale, from "strongly disagree" to "strongly agree," is employed in the survey. Originally published in (Fedynich et al., 2015). There are three main topics covered in the questionnaire: student engagement, curriculum development and delivery, and educator participation. Eighteen students from Aisyah University, Pringsewu, made up the study's sample.

LITERATURE REVIEW

After conducting the survey, the results can be seen in the table below :

Table 1
Instructional Design and Delivery

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3	Online courses provide clear instructions to promote students' comprehension	5,9%	**41,2%**	32,4%	16,2%	4,4%
5	Online learning utilizes a wide range of learning sources to support learning (link to websites, articles, videos, etc.)	4,4%	**39,7%**	19,1%	5,9%	30,9%
9	Online learning provide students with activities to develop critical thinking	9%	**38,8%**	20,9%	19,4%	11,9%

| 10 | Online learning provides clear instructions to task submission | 3% | **47,8%** | 11,9% | 34,3% | 3% |

Table 2
Teachers' Role and
Involvement

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	Online learning provides for teachers' formative assessment and feedback	2,9%	27,9%	23,5%	**42,6%**	2,9%
6	During online learning, studentsare able to ask questions and receive explanatory feedback fromteachers	8,8%	13,2%	29,4%	**41,2%**	7,4%
7	Online learning platform provides clear contact information of instructors or institution for students who need support	8,8%	**39,7%**	19,1%	29,4%	2,9%
8	During online learning, students and teachers interact and communicate effectively	13,4%	**40,3%**	29,9%	13,4%	3%

Table 3
Students' Participation

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Online learning promotes students' motivation in learning	14,7%	**35,3%**	33,8%	14,7%	1,5%
2	During online learning, students havethe opportunity to interact with each other	13,2%	**35,3%**	30,9%	13,2%	7,4%
11	Online learning promotes students' active engagement in group tasks and discussions	8.8%	**32,4%**	30,9%	25%	2,9%
12	Online learning courses delivery are interesting and engaging	5,9%	**45,6%**	29,4%	13,2%	5,9%
13	Online learning promotes autonomous learning environment	5,9%	**55,9%**	11,8%	17,6%	8,8%

RESULTS AND DISCUSSION
Instructional Design Delivery

Based on the table number 1, the most of students disagree in the point of instructional design delivery. The students argue that on item number 3 "Online course provide clear instructions to promote students comprehension" in percentage 41.2% disagree and that have been shown the higher percentage among others. While on item question number 5 "Online learning activities a wide range of learning sources to support learning (link to website, article, website, etc) 39.7% disagree. Then, on item question number 9 "Online learning provides students with activities to develop critical thinking" 38.8% disagree. Last, on item question number 10 "Online learning provides clear instructions to ask submission" 47.8% disagree. It can be inferred that in instructional design

delivery, the students were not getting clear enough instruction. In this case, the poor connections happened for most of students could be the main problem.

Teachers Role and Involvement

Table 2's item 4, "Online learning provides for teacher formative assessment and feedback," is based on this idea. 42.6% agree. Regarding point #6, "Students can ask questions and get detailed responses from teachers while completing online coursework," 41.2% agree. Next, we get to point number 7: "Students who have questions or concerns can easily find the appropriate instructors or administrators through the online learning platform." In contrast, 40.3% strongly agree. Finally, regarding point #8 "Students and teachers interact and communicate effectively during online learning," Disagreement rates are at 40.3%. It's safe to assume that practically every class debated the appropriate level of participation from the instructor. Some of them think the instructor was more involved in the course, providing more explanation and criticism. However, those with fast connections will be able to participate actively in class and fully appreciate the lecture.

Students Participation

In response to prompt 1, "Online learning promotes students' motivation in learning," 33.8% of respondents in table 3 disagreed. While only 34.7% of respondents agreed with the statement "Students have the opportunity to internet with each other during online learning," 35.3% were in opposition. Now consider point number 11: "Online learning encourages students to actively engage in group tasks and discussions," where 32.4 percent of respondents had an opposing view. Number 12 on the list, "Online learning course delivery are interesting and engaging," bears mentioning. In contrast, 45.6% are in opposition. Finally, 55.9% disagree with the statement that "Online learning promotes autonomous learning environment" (point #13). One possible inference is that students' levels of engagement in class might be affected by the quality of their connections to the teacher and classmates.

This research suggests that the ease of access to the internet has a significant impact in the success of online education. Due to the poor internet connection, students had trouble interacting with their classmates. Therefore, researchers provide suggestions on how colleges should improve their online education practices. The technological features of online education must be explained to students as simply as feasible. In addition, schools should give students with free internet data bundles so that everyone has the same access to online resources. Finally, for an online classroom to be successful, teachers need to constantly reflect on and adjust their methods of instruction.

CONCLUSION

This research explored how students felt about their online education during the 2009 COVID 19 epidemic. The results showed that students were generally pleased with all aspects of online learning, from the resources provided to the clarity of the directions for completing assignments. Students voiced concerns that more might be done to provide exercises that prompted critical thought. Teachers should encourage students to ask questions and provide prompt responses in order to foster meaningful classroom engagement.

In order to increase students' involvement and engagement, not only in individual but also in group assignments, teachers and institutional policy makers must redefine the dynamic of online learning delivery. Students' desire to study independently at home may be boosted by making online learning delivery more engaging. In conclusion, students and instructors may better communicate and collaborate via widespread access to the internet as the primary medium of online learning. Online education is hindered greatly by slow connections in the world's poorest regions. As a result, the institution should help students pay for internet access by subsidizing internet data.

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