

THE STUDENTS EXPERIENCES ON THE USE OF ONLINE LEARNING APPLICATIONS IN ENGLISH CLASS AT SMAN 3 TUBAN DURING THE COVID 19 PANDEMI

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ABSTRACT

Since the outbreak of COVID-19 in Indonesia with an increasing number of cases, it has had an impact on the world of education as a whole. Furthermore, learning is transferred to online media where teaching is carried out using a distance system as an alternative to the process of training and learning activities through the pandemic. In this case, educators use applications as tools to support independent learning activities. By selecting a sample of 36 participants from grade 12 MIPA, this study focuses on students' experiences with using applications for teaching English as a foreign language (EFL) at one of the senior high schools, SMA N 3 Tuban. The method used is descriptive qualitative which uses a questionnaire instrument stage. The analysis applied several stages: transcribing, identifying, coding, classifying, describing and drawing conclusions. The results show there were five learning activities applied in online class such as chat, quiz, choice, lesson, and workshop. These online media was quite effective and could improve the students' English skills but the students had some problems with quotas and the internet.

Keyword: Covid-19 Pandemic, Online learning student's experiences, online learning activities

INTRODUCTION

Covid-19 has been a pandemic for over a year around the world. Corona virus disease has had a big impact from various countries, both in the terms of economy, healthy, politics, and education. Particularly in Indonesia, several nations elect to close their schools, colleges, and institutions. Due to the growing prevalence of Covid-19 and the need to safeguard the health of students, instructors, and all other educational staff, the Minister of Education and Culture of the Republic of Indonesia has ordered all educational institutions to begin offering online instruction as of March 29, 2020 (Mendikbud, 2020) As a result, pupils are required to study at home because the government has prohibited face-to-face learning to avoid the Covid-19 transmissions. When a pandemic strikes, video conferencing platforms like Zoom and Gmeet are frequently employed as educational tools. Beside that there are many other applications support learning media such as Google classroom, Quizizz, google form, WhatsApp and the like to be one of online learning applications. WhatsApp is a learning tool that both teachers and students frequently utilize. [1]; [2]; [3] stated that from the

experience of students during online learning during a pandemic, the use of the WhatsApp application is very easy for students to share internet networks and quota fees. in addition to WhatsApp media, other learning media applications are very supportive for effectiveness and efficiency in online learning. According to [4] Students that use a media platform find online learning activities to be more engaging. [5] Additionally mentioned, students who are learning English have found that using an online learning platform has helped them improve their language proficiency and expand their vocabulary.

Students in this study undoubtedly have unique perspectives and experiences on online education in light of the COVID-19 epidemic. It is commonly known that teachers use the findings of the analysis of student online learning experiences as guidance in carrying out online learning activities in a good and efficient manner. In light of the foregoing, the goal of this study is to learn more about how students at SMAN N 3 Tuban perceive and interact with online learning activities during the COVID-19 pandemic. There are several application in online learning such as WhatsApp's, Google

Form, Zoom, Google Meet, Google Classroom, Telegram and the like to be one of online learning applications. According to [6];[7] the use of technology in online education that is related to cost savings and efficiency. This review also found that a framework must be used in schools in order to improve the quality and effectiveness of online education. Higher education institutions are increasingly using online learning as a substitute method of instruction. By completing projects in online learning, it is possible to overcome physical distance and bring students closer together [8]. Use of media applications as a means of student learning activities during pandemic. Many features to do activities in learning applications. The following online learning exercises can be used to improve students' language skills and self-directed learning, as indicated at the conclusion of each exercise according by [9] There are many activities as like chat, choice, forum, lesson, workshop, quiz.

However, according to [10]; [11]; [12] There will be a lack of understanding in learning when using online learning to learn English. Additionally, because every application needs a strong connection and Indonesia is extremely big, signals will be limited. Some people live in urban and rural areas, where signals are less available, which will make learning online challenging. Another idea comes from [1]; [13] In this emergency situation, online learning applications for English learning are effective and efficient. The problem experienced by students and teachers during online learning are internet network problems and data quota.

RESEARCH METHODOLOGY

This study uses a case study that is descriptive qualitative method. A case study is a problem that needs to be researched in order to gain a thorough understanding of a "case" or bounded system. This understanding entails researching a specific incident, action, process, or group of people [14]. The data for this study were gathered using the qualitative approach and a questionnaire. Ten closed-ended questions and five open-ended questions are included in the survey, which is calculated using a Four Likers scale. The questionnaire was modified from other studies with a similar format by [1] The questionnaire was to determine what students thought about the utilization of online learning resources during this pandemic. Pupils from class XI IPA 1 SMAN 3 in Tuban, totaling

36 students, were the study's responders. There were 14 men and 22 women among them. In analyzing data, the researchers used qualitative method. After obtaining all the data needed in this study the researcher analyzing the data by using the following steps: collection the data, identifying, classifying, questionnaire calculations use a Four-Likers scale, describing, making conclusion the writer conclude and give suggestion for further researcher. In addition, to find out the activities of students in improving their English listening, reading, writing and speaking skills in the use of online learning media during the covid-19 pandemic.

RESULT AND DISCUSSION

This chapter reported the result of interview and questionnaire with respondents by Google form which focused on student's experiences about the use of online learning media due to of Pandemic Covid-19 and also describe activities in WhatsApp group, Google meet, Quizizz, Google classroom, Microsoft form. It is supported document as like screenshot from their activities.

1. Student responses experiencing learning using online applications during the pandemic.

A. Problems Encountered During Online Learning

Table. 1

No	Questions	SA	A	D	SD
1.	I feel difficult to use online learning applications during the pandemic.	0%	33%	44%	22%
2.	Online learning makes it difficult for me because of the limitations of the internet network.	11%	47%	33%	8%
3.	The use online learning save time and effort.	22%	33%	39%	6%

1st question showed the result strongly agree (0%), agree (33%), disagree (44%), strongly disagree (22%). 44% is the highest

score of disagree, the researchers can conclude that many students though that online learning applications is easy to use.

2nd question showed the result strongly agree (11%), agree (47%), disagree (44%), strongly disagree (8%). There are many students choose agree (47%) in this question. Its conclude that they have problem about internet network. This in line with Student 30

(S.30) *Terkadang sering tidak berjalan lancar dikarenakan gangguan koneksi internet dan penyimpanan (Sometimes, it often doesn't run smoothly due to internet connection and storage problems).*

3rd question. The score of strongly agree (22%) and agree (33%) as the highest score rather than disagree (39%) and strongly disagree (6%). The researchers can conclude that online learnig media save time and effort.

B. The Effectiveness of Using Online Application Media in Learning.

Table. 2

No	Questions	SA	A	D	SD
4.	The use of online learning media makes it easier for me to collect assignments.	22%	42%	31%	6%
5.	Online learning activities and discussions can motivate me to learn more about the lesson.	14%	47%	31%	8%
6.	The use of online learning media increases my active participation in discussions and collaborations..	19%	33%	39%	8%

For the 4th question, there are many students choose agree (42%) and strongly agree (22%). It means that students assume online learning media is easier to collect assignments. Although the use of online application media can save time and effort, facilitate the collection of tasks in online learning, nevertheless this is less effective for use in learning. The majority of them prefer direct learning due to several obstacles experienced by them as explained in

the second question. The following is a statement from one of the students:

Student 3 (S.3) *Lebih efektif saat tatap muka, dikarenakan kita bisa langsung menanyakan ataupun menjawab materi yang diberikan tanpa adanya kendala sinyal maupun perangkat elektronik untuk belajar. (It is more effective when face to face, because we can directly ask or answer the material provided without any signal problems or electronic devices for learning.*

5th question showed that most respondents choose agree (47%) and strongly disagree (14%) that online learning activities and discussion made them motivate to learn about the lesson. From these results it is stated that students enjoy online learning taking place, this is based on the statement of one of the students, namely:

(S.32) *Ya, Karena Guru sabar dalam Mengajar jika ada anak yang masih bingung akan diulas lagi dan yang terpenting perhatian terhadap anak didiknya. (Yes, because the teacher is patient in teaching, if there are students who are still confused, they will be reviewed again and most importantly, pay attention to their students).*

C. The Effect of Using Application Media in Online Learning

Table. 3

No	Questions	SA	A	D	SD
7.	The use of online learning media improves my listening skill.	17%	42%	33%	8%
8.	The use of online learning media improves my reading skill.	31%	47%	17%	6%
9.	The use of online learning media improves my writing skill.	25%	47%	25%	3%
10.	The use of online learning media improves my speaking ability.	11%	33%	44%	11%

6th question, the highest percentage still can be seen by the students who choose strongly agree (19%) and agree (33%). It can be concluding that online learning media can increase their active participation in discussions and collaboration.

7th question. The students assume that online learning media improved their listening skills. It's showed the table that the most percentage is agree (42%) and strongly agree (17%).

For the 8th question, the most students choose agree (47%) and strongly agree (31%). It's conclude that online learning media can help them to improve their reading skill.

9th question, the result of question 8 showed that the highest score is agree (47%) and strongly agree (25%), It means the students assume that online learning media also improve their writing skills

For the 10th question, there are many students choose disagree (44%) in this question. It can be conclude that online learning media didn't improve their speaking skills.

2. Online learning activities in using online applications

The researcher found that there are 5 applications that are often used for online learning between teachers and students, namely, WhatsApp groups, google classroom, Microsoft form, google meeting and quizziz. These results are supported by the opinions of several students including:

Student 23 (S.23) *Aplikasi yang saya gunakan selama pembelajaran online masa pandemi yaitu, google classroom, google meet, microsoft form, youtube, whatsapp, dan quizziz. (The applications that I use during online learning during the pandemic are google classroom, google meet, microsoft form, youtube, whatsapp, and quizziz)*

A. Online Learning Activities in Using Whatsapp

In this section, the researchers display the data out of student's experience in learning activities using WhatsApp for interaction. The purpose is the researcher want to know what are activities in learning

English Class XI. The results are described in following:

Chat

The researchers found from the respondent's result that Whatsapp for delivering information by their teacher. Especially, the teacher always give the information to share the links Google Meeting, Microsoft form and also reminding the task This is in line with Student 11 (S.11) in his interview:

S.11: Grup WhatsApp digunakan untuk menyampaikan tugas atau kekurangan tugas yang belum dikerjakan oleh siswa dan mengshare link untuk join seperti Gmet dan Microsoft Form untuk pengumpulan tugas. (WhatsApp groups are used to convey assignments or lack of assignments that have not been done by students and to share a link for joining such as Gmet and Microsoft Form for collecting the task)

B. Online Learning Activities in Using Google Meeting

The second application is Google Meeting. The researchers didn't join to meeting in online class due to enter the end of year assessment but getting the data from their interview that Google meeting for discussion, the teacher will give explanation the material and also for discussion.

Lesson

Student 8 (S.8) *"Google meet untuk pembelajaran berupa materi" (Google meet for learning in the form of materials).*

This is in line with the activity of lesson which is the teacher give the explanation of their material through Google meeting.

Forum

Student 11 (S.11) stated *Google Meet digunakan untuk diskusi online antara pengajar dan siswa. (Google Meet is used for online discussions between teachers and students).*

This is in line with activity of forum. It means they have discussion to share their ideas. The activities using Google Meeting are **Lesson and Forum**. This is in accordance

with the use of google meet is being able to conduct discussions in long distance.

C. Online learning activities in using Google Classroom

The next application is Google Classroom. Based on student interviews, the researchers found the use of Google Classroom for collecting or submit student tasks in MIPA Class XI.

Workshop

Student 19 (S.19) *Google classroom biasanya digunakan untuk pemberian dan pengiriman tugas. (Google classroom is usually used for assigning and submitting assignments.)*

Based on student response, the activity in using Google Classroom is **Workshop** due to students can submit any files such as document or spreadsheets. This is in line that students also collecting their assignments.

D. Online learning activities in using Quiziz

Quiziz is an application used by teachers to give some questions for daily assesments to their students in class XI.

Quiz

Student 11 (S.11) *Quizizz biasanya digunakan jika ada ulangan harian (Quizizz is usually used if there is a daily test)*

Based on those interviews. The activity is only **Quiz** cause of the teacher creates quizzzes comparing questions of various type as student daily assessments.

E. Online learning activities in using Microsoft Form

The next application is Microsoft Form. There are two activities in using Microsoft form at MIPA Class XI.

Choice and Quiz

Student 8 (S.8) *Microsoft form untuk absensi dan terkadang juga digunakan untuk penilaian harian (Microsoft form for attendance and sometimes also used for daily assessment)*

By the respons's S.8, the use of Microsoft form as a student attendance in line with **Choice** it means the students can fill in the attendance list whether they will present or even absent and also it was used as a student's daily assessment. Thus, there are two activities in using Microsoft form, namely **Choice and Quiz**.

Based on student responses it can be concluded that students enjoy online learning because on the other hand they also get the positive side of using the technology, with the learning application it is easier for them to accept the material provided by their teacher this can be confirmed in accordance with [15] showed a number of aspects that help foster effective learning environments for online learners, including forming learning communities, delivering consistent feedback on time, and employing the appropriate technology to provide the proper content. Students that use a media platform find online learning activities more engaging [4]. According [5] when learning English, students have the opportunity to use online learning tools to improve their language proficiency and expand their vocabulary. The findings of this study and student replies indicating that online learning might enhance writing, reading, and listening skills have many commonalities. However, there is no increase in speaking skill.

CONCLUSION

Regarding the research findings, this shows that students' experience in online learning using application media is an effective medium for collecting assignments, saving time and energy but on the other hand students prefer offline learning due to many obstacles such as connection signals, quotas, and even data storage so that activities teaching and learning does not run smoothly. On the other hand, the use of media has a positive effect on improving students' abilities, namely reading, listening and writing. It can be concluded that students feel comfortable when online learning takes place where students can understand the learning material and are able to encourage them to actively interact with teachers and peers. Researchers also found several activities from online learning, namely chat, quizzes, lessons, choice, workshops where these activities are based on the use and function of each application. For obstacles experienced by students during the learning

process such as signal availability, quotas and storage problems, it is hoped that teachers can choose effective and efficient applications for teaching and learning activities.

SUGESSTIONS

Based on the conclusions which the researcher outlined above, the researcher proposes some suggestions for further development towards a better direction, namely, the teacher must has learning methods that can improve students' speaking skills, Teachers should keep learning hours according to the schedule that has been made. For respondents, use the best time possible so that the task can be completed quickly. For the researcher can also examine the strategies used in learning.

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