Students' Perceptions of Online Learning in Writing Descriptive Text at MTs Yayasan Pendidikan Jaya Penggalian

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ABSTRACT

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The purpose of this study was to determine the students' perceptions of online learning in writing descriptive text, which included recognize, make stimuli, experiences, knowledge, motivation, social interaction, understanding, acceptance, responses, and future solutions regarding online learning itself in MTs Yayasan Pendidikan Jaya Penggalian for grade IX, which was done by the English teacher. In this study, a descriptive qualitative research design was used. An English teacher and 27 students who had completed online learning participated in this study. The teacher's utterances and questionnaire answer sheets were used as data sources in this study. The data was gathered through interviews with the teacher and the distribution of a Google Form questionnaire to the online learning students. According to the findings of the interview, Perception related to the The teacher explains English material well through online learning with a percentage of 62,9%. It can be concluded that students' perceptions of online English learning during the Covid-19 pandemic are positive and can be effectively implemented.

Keywords: Students' Perception, Online Learning.

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INTRODUCTION

Background of Study

Language has an important role for human life. Language can be used as our everyday interactions. People will express their ideas, emotion, and desire by using language. In Indonesia, English is very important because English not only used as language of instruction in the business world but also in the world of education. According to Morrow (2011), state that observes that learning English at school can give students benefits if the purpose and method used according to the student's age. The students can easily understand English if the instructions used by the teacher are consist.

Indonesian government has realized that English is important for the development of countries, especially in the development of human resources. Therefore, World Health Organization (2020) claims that as a government policy it issued the rule of law no. 20 in 2003 on the national education system and government regulation no. 19 in 2005 on its national education standard aimed at all the components of education in Indonesia.

Early in 2020, World Health Organization (WHO) situation report on the COVID-19 outbreak around the world since the dangerous virus was firstly identified in Wuhan, South China in November 2019. The virus then rapidly spread throughout the globe. Four days after WHO confirmed COVID-19 as the pandemic, on March 15, 2020, President Joko Widodo implement some policies to achieve social distancing in the society. He urged the public to work, study, and conduct religious practices from home.

Roxby (2020) states pandemic is a disease that is spreading in multiple countries around the world at the same time. This situation has affected various sectors, including education. The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a Circular Note for schools and other educational institutions including higher education to temporarily stop the conventional teaching and learning activities in the schools and encourage lessons to be conducted from home through online learning.

Certainly these long distance or online study habits are a new habit that is still difficult to follow, as teachers and learners must make sure the teaching learning activities go on, even though they are at home today. According to Naserly (2020), the solutions used in the online learning system include electronic media such as mobile phones and computer or laptop links to internet networks, as well as applications such as Zoom and Google meet.

Based on the observation done by the researcher at MTs Yayasan Pendidikan Jaya Penggalian, the teacher does not know the students' perceptions s, problems, and challenges experienced when the lecturer using online learning in teaching and learning process. The researcher also interviewed the students if the online learning barrier was ineffective, most of them claimed that they found it difficult to online learning, but some of them were not. They think that online learning is not effective. The obstacle is that students find it difficult to understand the material being given, since it cannot be explained in person and in detail by the teacher. They also said that learning is also more likely to lead to training or do the task, leaving the student saturated and less motivated to take online learning. Some students like this online learning, they consider it relatively efficient in collecting assignments. Additionally, online learning can make it easy for students to discuss with their friends, as well as for students to study wherever they are and to collect assignments easily.

The teacher should have attention to what students need, especially in dealing with students in this modern era who are very familiar with technological developments and not only provide concepts and procedures for writing, but the teacher can create a different class atmosphere. In general, students in the 21st century are more interested in matters relating to ICT (information and communication technology) where the development of ICT has influenced the world of education and the way of thinking of students. In addition, the teacher can provide a discussion room without limitation of time and place so, students can express the problems they face in writing activities and get responses from the teacher anywhere and anytime. Teachers are required to continue to improve the way they teach according to the demands of the times be able to direct students towards the use of technology in the educational environment in a positive direction

REVIEW OF LITERATURE

1. Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack (2002),"Writing is the most difficult skill for second languange learners to master". The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

There are many different definitions about writing given by experts from many resources. According to Rise B. (2002) writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.

2. Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy.

3. Perception

The Perception from the Latin percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Goldstein (2009) all perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves.

Research Methology

The method of this research will use Descriptive Qualitative methodology. A Descriptive qualitative research methods were used to examine question that can best way verbally describing how participants in a study perceive and interpret various aspects of their environment.

Data and Data Source

The data of this research will take the students who have experience doing online learning classroom at MTs Yayasan Pendidikan Jaya Penggalian academic year 2020/2021. The number of participants for this study are 26 students selected by purposive sampling which snowball sampling technique.

The Techniques and Instruments of Data Collection

There are three techniques of data collecting applied in this study, they are observation, interview, and questioner in order to support the data of teaching and learning process. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

The Techniques of Data Analysis

There are three techniques of data collecting applied in this study, they are observation, interview, and questioner in order to support the data of teaching and learning process. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

FINDINGS

In In this questionnaire, indicators about students' perceptions of online English learning during the covid-19 pandemic are divided into four categories: strongly agree, agree, disagree, and strongly disagree. Each item's data is sorted based on the dynamics of online learning.

No	Questionnaire Statement	Scale	Frequency	Percentage
1	**Recognize** (Apakah anda mengenali dengan baik penggunaan aplikasi-aplikasi (Google Meet, Google Classroom) yang digunakan oleh guru dalam pembelajaran online?)	strongly agree	5	18,5%
		agree	17	62,9%
		disagree	4	14,8%

		strongly disagree	1	3,7%
2	**Make Stimuli** (Apakah pembelajaran online merangsang diri anda agar lebih tertarik dalam mengikuti pembelajaran online?)	strongly agree	5	18,5%
		agree	15	55,5%
		disagree	6	22,2%
		strongly disagree	1	3,7%
3	**Knowledge** (Apakah dengan pembelajaran online anda mampu mengetahui dan memahami materi secara mudah?	strongly agree	5	18,5%
		agree	16	59,2%
		disagree	6	22,2%
		strongly disagree	0	0%
4	**Motivation** (Apakah dengan menggunakan pembelajaran online memotivasi anda untuk lebih tertarik dalam mengikuti proses belajara mengajar? Mengapa?).	strongly agree	1	3,7%
		agree	17	62,9%
		disagree	4	14,8%
		strongly disagree	5	18,5%
5	**Social Interactions** (Apakah dengan pembelajaran online mampu membangun ineraksi antara siswa dengan siswa lainnya? Mengapa?)	strongly agree	9	33,3%
		agree	14	51,8%
		disagree	2	7,4%
		disagree	2	7,4%
6	**Acceptance** (Apakah anda menerima materi yang disampaikan oleh guru dengan baik ketika menggunakan pembelajaran online? Mengapa?).	strongly agree	6	22,2%
		agree	18	66,6%
		disagree	2	7,4%
		strongly disagree	1	3,7%
7	**Experience** (Apakah pembelajaran online memberikan anda pengalaman saat mengikuti pembelajaran?)	strongly agree	9	33,3%
		agree	14	51,8%
		disagree	2	7,4%
		strongly disagree	2	7,4%
8	**Response** (Bagaimana tanggapan anda ketika	strongly agree	5	18,5%

	pembelajaran online diterapkan daripada pembelajaran di dalam kelas atau tatap muka?)	agree	15	55,5%
		disagree	6	22,2%
		strongly disagree	1	3,7%

DISCUSSION

The main research objective of this study was about Students' perception of using online learning at eighth grade students at MTs Yayasan Jaya Penggalian with 27 students. The researcher formulated one researcher question the students' perception of using online learning consisting of three forms which were: Web-courses, Web-centric courses and web-enhanced courses. In finding students' perceptions, there were several indicators to determine perceptions including, Recognize, Make Stimuli, Knowledge, Motivation, Social Interactions, Acceptance, Experience, and Response.

Conclusion

According to the data gathered, it can be concluded that the students agree for the statement related to several indicators to find out students' perceptions, which are as follows: Recognize 62,9%, Make Stimuli 55,5%, Knowledge 59,2%, Motivation 62,9% , Social Interactions 51,8% , Acceptance 66,6%, Experience 51,8%, and Response 55,5%. Based on the percentage above, researcher can concluded that the students' perceptions of online English learning during the Covid-19 pandemic in writing descriptive text at MTs Yayasan Pendidikan Jaya Penggalian are positive online learning can motivate students to improve their learning using online learning and generate new experiences for students themselves.

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