STUDENTS' PERCEPTIONS TOWARD THE PROCESS OF ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract

The adoption of online learning is one indication of increased technological empowerment in education. Teachers apply online learning to achieve learning goals even at a distance. However, the implementation of online learning falls short of educators' expectations. This study aimed to discover the perceptions of eleventh-grade students at SMA Taman Mulia and the challenges they confront during online English language teaching and learning. This study used an online survey to collect the data. From the data, 61% of students negatively perceived online English learning whereas 57% of students agreed that materials become harder to understand during online English language teaching and learning. Meanwhile, students gave positive perceptions regarding assignments and the teacher's explanations. The study also found that most students faced challenges such as incomprehension, lack of vocabulary and fluency, lack of communication, unmotivated, limited time, and low signal and internet quota. Therefore, it is clear that online English language teaching and learning require more focus in terms of both materials' delivery and students' challenges, particularly those related to understanding.

Keywords: Challenges, Online English Learning, Students' Perceptions

I   INTRODUCTION

The realization of online English language teaching and learning results in various perceptions and difficulties for students. The significance of students' perceptions can be used as proof of the effectiveness of online English language teaching and learning. Excellent learning at all levels should be one that can guarantee the development of intellectual students. Carliner (2004) stated that online learning refers to using a computer to present learning materials. Educators can publish subject content in files using specific computers or hardware. Bakia, Shear, Toyama, and Lasseter (2012) added that online learning describes various activities that use the internet to give access to educational resources and promote interaction between teachers and students both within and outside the classroom.

Considering online learning requires the presence of teachers and students to achieve learning objectives, students' perceptions regarding the process of online English language teaching and learning are critical. Perception is a mixture of several complex stimuli and meaningful experiences of external events or things (Mather, 2014). Perception, in its literal sense, refers to each human's ideas due to receiving input from an item. Individuals organize and interpret sensory experiences to provide meaning to their surroundings, which can be called perception (Robbins, Judge, & Breward, 2016). In reality, it should recognize that every individual has a unique view of it, even when confronted with an identical situation or item. In addition, perception is a very complicated cognitive behaviour that occurs in each individual's unique view of society, a viewpoint that may be highly unlike reality (Luthans, Luthans, & Luthans, 2021). In line with Buchanan and Huczynski (2019), a human comes from diverse social and physical origins, as well as their beliefs, passions, and expectations, leading to differences in perceptions. Therefore, a learner's background might also affect whether or not they respond positively to anything.

As previously mentioned, online learning is known to encounter a variety of barriers during the learning process. The absence of interaction between educators and students is the primary reason for students' inability to comprehend the learning material. A strong and quality learning system should contain a common reaction from students to the teacher to produce cognitively qualified pupils. Incomprehensible materials, restricted time, and a lack of variety in media all contribute to students' lethargy during the learning process. Additionally, this study observed that students struggled with assignments due to the fact that they did not understand the material offered by the teacher.

This study attempted to determine students' perceptions and challenges regarding online English language teaching and learning. Thus, this study used the quantitative descriptive study as the research design. By understanding students' perceptions and the challenges faced during online English language teaching and learning, teachers may enhance their approaches and the quality of their students. Afterward, this is necessary to conduct a study regarding students' perceptions and the challenges of the process of online English language teaching and learning.

II MATERIALS AND METHOD

This study employed a descriptive quantitative approach in this study. The instrument used to collect the data was a questionnaire. The questionnaire made was open-ended questions. Students' perceptions were analysed through steps such as filtration of the data, visualization, and formulating and validating the conclusions. In this study, the Microsoft Excel application was used to analyse the statements that the participants submitted. After this step, the gathered computation results were shown in tables and charts with percentages for each item.

III RESULTS AND DISCUSSION

3.1 FINDINGS

3.1.1 STUDENTS' PERCEPTIONS TOWARD THE PROCESS OF ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

This aspect's outcome was intended to describe students' perceptions of the online English learning experience. The percentage of pupils who answered positively to the first question is 33%. On the other side, 61% of pupils negatively view online English language learning and teaching. As many as 6% of the pupils chose the neutral side. The following table illustrates the above:

Table 1. Students' Perceptions Toward Online English Language Teaching and Learning

Category	Count	Percent
Students' Positive Perceptions	12	33%
Students' Neutral Perceptions	2	6%
Students' Negative Perceptions	22	61%
Total	**36**	**100%**

Based on the evidence presented above, the researchers conclude that the process of online English language teaching and learning, in general, appears to be failing. It can be seen in several unpleasant statements from students.

3.1.2 STUDENTS' PERCEPTIONS OF THE MATERIAL GIVEN BY THE TEACHER DURING THE ONLINE ENGLISH LEARNING PROCESS

Some individuals made outstanding claims about their ability to comprehend the material while studying English online. The remarks they made were subdivided into several themes by the researcher. The goal is to capture the core of their justifications. Table 2 contains details on their statements:

Table 2. Students' Positive Perceptions of The Material Given by The Teacher during Online English Language Teaching and Learning

Category	Example of Statement	Count	Percent
More Focus	Easy and more focus	2	15%
Comprehensible	Easy to understand. The reason is that the material provided by the teacher is relatively easy to understand	8	62%
Resourceful	It is easy to understand because we can look for sources from media platforms other than what the teacher explained.	3	23%
	Total	**13**	**100%**

Based on the table, it can be seen that there were 62% (eight participants) agreed that the material during online English learning is simple to comprehend because the teacher delivers material that is relatively easy to understand. Even the teacher only delivers the material to Google Classroom without have meeting through Google Meet.

In this section, the researchers discussed the participants' negative perceptions regarding the ease of understanding the English material during online learning. Their statements are summarized in table 3 below:

Table 3. Students' Negative Perceptions of The Material given by The Teacher during Online English Language Teaching and Learning

Category	Example of Statement	Count	Percent
Need Explanation	No, because I need an explanation from the teacher	4	20%
Difficult to Comprehend	Online English learning is difficult because I do not understand the material given online.	12	60%
Hard to Ask the Teacher	No, because during online learning, it is hard for us to ask questions to the teacher	2	10%
Unable to Understand English	No, because I do not know the meaning of English words	2	10%
	Total	**20**	**100%**

Based on the facts provided above on the material used during online English learning, it is clear that students have trouble understanding the material. Even while some students supplied good feedback, it cannot be ignored that a more significant number of students have negative perceptions of the information provided during online English learning. Even though some students stated that the content grew simpler to understand during online English learning, many more stated the contrary. It is supported by other students' statements that they require further explanation of the material delivered by the teacher.

3.1.3 STUDENTS' PERCEPTIONS OF THE ASSIGNMENTS GIVEN BY THE TEACHER DURING THE ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

This section seeks to discover participants' perceptions of the ease they complete assignments while participating in online English language teaching and learning. Each participant responded to this question, citing a variety of reasons. Table 4 summarizes the participants' perceptions.

Table 4. The Ease of Doing Assignments during Online English Language Teaching and Learning

Category	Count	Percent
Students' Positive Perceptions	22	61%
Students' Neutral Perceptions	3	8%
Students' Negative Perceptions	11	31%
Total	**36**	**100%**

It can be observed that more than half of the participants claimed that each assignment grew simpler throughout online English language teaching and learning. It can be noticed from the statistic reveals that 61% (twenty-two participants) offered a good assessment of the ease of accomplishing tasks during online English language teaching and learning.

3.1.4 STUDENTS' PERCEPTIONS OF THE TEACHER'S EXPLANATIONS OR DELIVERY DURING ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

In the learning process, the teacher was using lecturing method and after that the teacher gives assignments for taking understanding. Therefore, here the researchers may get insight into students' perceptions of the teacher's explanation concerning their pleasure in online English language teaching and learning. The following are the outcomes of the investigation:

Table 5. Students' perceptions Toward Teacher's Explanations

Category	Count	Percent
Students' Positive Perceptions	18	51%
Students' Neutral Perceptions	2	6%
Students' Negative Perceptions	15	43%
Total	**35**	**100%**

The participants had a positive view of the explanation provided by the teacher, which resulted in them being pleased with online English language teaching and learning. The reality may show that the proportion of positive statements reached the most incredible amount, indicating that 51% (eighteen participants) made positive statements.

3.1.5 STUDENTS' CHALLENGES TOWARD THE PROCESS OF ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

In this section, the researcher discusses the challenges students face during online English language teaching and learning. The following are the statements made by participants.

Table 6. Students' Challenges During Online English Language Teaching and Learning

Category	Example of Statements	Count	Percent
English fluency	The challenge is not very fluent in English	4	11%
Incomprehensible	do not understand the material	12	33%
No challenges	No difficulties	4	11%
Quota and Signal Internet	Limitations on signal and quota	5	14%
Limited Time	Time, because I think collecting assignments on time is a challenge.	3	8%
Hesitation	I feel doubt because there is no explanation or examples when doing tasks online.	1	4%
Lazy	Sometimes confused about understanding the material being studied, quota barriers, and sometimes feeling a little lazy	3	8%
Do the tasks	Making and practicing dialogue is an example.	4	11%
	Total	**36**	**100%**

Based on the data given above, students face problems on average, specifically a lack of comprehension gained during online English language learning and teaching. Notably, they receive virtually no explanation relating to English lessons. The next challenge is quota and signal internet because the school did not provide internet facilities (Wi-Fi) for students.

The researchers have incorporated significant results for the six items above in the table below for the reader's convenience.

Table 7. Conclusion to the findings

No	Category	Result	%

1	Students' Perceptions Toward the Process of Online English Language Teaching and Learning	Negative	61%
2	Students' perceptions of the materials given by the teacher during the online English language teaching and learning process	Difficult to understand	12%
3	Students' perceptions of the assignments during online English language teaching and learning process	Easy to do	22%
4	Students' perceptions of the teacher's explanations or delivery during online English language teaching and learning process	Positive	51%
5	Students' challenges in the process of online English language teaching and learning	Incomprehensible	33%

3.2 DISCUSSION

The results of this study indicate that the process of online English language teaching and learning for eleventh-grade students at SMA Taman Mulia was deemed poor based on students' statements in filling out the questions given, especially in terms of the materials provided by the teacher. Meanwhile, students regard the teacher's explanation as simple to comprehend. Students' difficulties were also identified as a reason for the ineffectiveness of the online English learning process regarding materials and assignments. Participants' incapacity to understand the online English teaching materials and assignments provided by their teacher is the most prevalent challenge they experience.

Throughout online English language teaching and learning, students confronted numerous cognitive and personal problems. A previous study by Harahap and Ratmanida (2021) found that the students responded well and agreed that online English learning was going well, despite various difficulties. The lack of improvement in students' English skills during online English learning is why students feel online learning is not profitable. Students face obstacles such as a lack of explanation, and understanding, poor motivation, various environmental distractions, and others. Even though the teacher has aided the learning process by using the application and proper learning material, online English language teaching and learning remain difficult.

On the other hand, due to technological advances and information resources, students find it very simple to complete the tasks assigned by the teacher. Unfortunately, the results of this study contradict those found by Agung, Surtikanti, and Quinones (2020), who discovered that learners felt burdened and pressured by the teacher's assignments. The participants' diverse qualifications probably are the cause of the discrepancy.

The startling discovery is that the inaccuracy in the utilization of teaching methods also affects students' understanding. The teacher should employ teaching strategies to get students involved and develop a mutually beneficial communication relationship when learning English online. It was discovered in this study that the teacher's method of teaching has a significant effect on students' comprehension, leading to students' positive perceptions of the teacher's explanation. Alawiyah (2021) also found that students positively respond to the teacher's explanations in delivering the subject matter, as we know that inaccuracy in explaining the subject can make it more complicated for students to grasp the lesson.

The process of online English language teaching and learning can be made to be more effective by choosing the appropriate materials, assignments, and teacher explanations. This research is almost the same as Rifiyanti (2020), who found that employing the right technology, quality, and teachers' competency to enhance and help students involved in online learning environments is helpful during online English learning. Further work is urgently needed to find ways to solve online English learning challenges for high school students, besides what factors make teacher explanations easy to understand during online English language teaching and learning.

IV   CONCLUSION

This study aimed to find out students' perceptions regarding materials, assignments, and teachers' explanations during online English language teaching and learning. Besides, the researcher was interested in finding out the challenges students face in online English language teaching and learning. From the previous chapter, the researcher notices. Although learning applications like Google Classroom are frequently used at SMA Taman Mulia, online learning is not successful overall. Moreover, materials given by the teacher during online English language teaching and learning seem challenging to understand. On the other hand, students gave positive perceptions of the assignments and the teacher's explanations. Some challenges students faced include cognitive and personal factors, such as incomprehensible, less explanation, low motivation, internet and quotas, environmental distraction, and limited time to study.

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