AN ANALYSIS OF STUDENTS' PERCEPTIONS ON THE MOST EFFICIENT ONLINE APPLICATION FOR ENGLISH ONLINE LEARNING

Amaliyah Robiatul Adawiyah
Department of English Education, UINSU
Email: amaliyah.ra22@gmail.com

Keywords	Abstract
Keywords : Students' Perceptions, Online Application, English Learning, and The Most Efficient.	This research aims to analyze and determine students' perceptions of the use of online applications as a medium for learning English during the Covid-19 pandemic and to find out which application is the most efficiently used, where the use of online application in online classes is one form of government prevention in dealing with the Covid-19 outbreak. The method used in this research is a qualitative research. Data collection techniques in this research are interview and documentation. Data analysis was carried out in three ways, namely data reduction, data display, and drawing or conclusion. The sample of this research is students majoring in English Tadris Stambuk 2018 semester VII UIN-SU Medan, totaling 15 respondents and conducted virtually or online via the Whatsapp application. The results showed that the use of online applications as a medium for learning English has a positive perspective from students. Whatsapp is the most efficient application for students, while Zoom is the most effective application for students. Basically, each application has its own advantages and disadvantages.

Faculty of Tarbiyah and Teacher Training, 1st Floor
Jalan Willem Iskandar Psr V Medan, 20731
Telp. 061- 6622925 – Fax. 061 – 6615685

INTRODUCTION

During online learning, lecturers and teachers need a Learning Management System (LMS). The existence of a Learning Management System (LMS) as a platform that facilitates online learning systems, including Edmodo, Google Classroom, Schoology, Blackboard Learn, and others (Wilen, 2019). Online learning will feel interesting if the learning atmosphere is conducive, there is feedback between students and teachers or lecturers, the delivery of the right material, and the use of the right online learning application platform. The online learning system is able to provide a positive experience and improve students' English proficiency from home because the use of online learning applications is an alternative medium for distance learning.

Digital applications that can carry out online learning and increase interaction also communication between teachers or lecturers and students effectively and efficiently are the use of social media applications. One of the most widely used social media applications for online learning systems is WhatsApp. WhatsApp is an application that provides interesting features, is easy to access, and uses little internet quota (Ngalomba, 2020). Through the use of WhatsApp, students, teachers, and lecturers can interact with each other, conduct learning, exchange ideas via text or voice, and students are also able to improve their English competence and skills personally, and comprehensively through WhatsApp.

However, online learning is supported by platforms the application seems to be able to improve students' English learning skills, but other perspectives emerge. This will not be realized if learning is carried out without planning, preparation, and training which will provide a bad experience for application users when learning activities take place. The implication of online learning that is carried out because of the preventive form against the spread of the coronavirus causes some students to feel compelled to learn. In addition, the facilities that have for each student is different, such as mobile phones, computers, laptops or others, if without these facilities and infrastructure, students cannot participate in English online learning (Purwanto, et. al. 2020). A similar perception emerges from Butler who revealed that interaction, discussion, and delivery of material online was considered monotonous which reduced the richness of the student's learning experience (Butler, 2012).

Based on the explanation above, the purpose of this study is to obtain information about student perceptions and experiences while using online applications in the midst of a pandemic, to find out from students' perceptions about the most efficient and effective online applications, and student perceptions about learning English based online class. The results of this research

analysis can also be a reference or reflection for teachers or lecturers in using appropriate English learning media while implementing an online learning system.

LITERATURE REVIEW

English Language Learning

Teaching and learning English is common in Indonesian society's social life. The lecturers also used various methods and approaches to find the right way in teaching and learning English to students. There are three main approaches that influence students in learning English, namely mental, behaviorism, and structuralism.

Having the ability to speak English is an achievement process carried out by EFL students to always get used to communicating in English with various available learning methods and take advantage of the use of technology and applications.

Online Learning

Online Learning is a learning process that is carried out by utilizing internet access. The learning interaction between teachers and students is carried out through available applications such as Google Classroom, Google Meet, Zoom, WhatsApp groups, and others. By implementing an online learning system during a pandemic, students have more free time which students can use to carry out useful activities such as learning foreign languages, practicing creativity, spending time with family, and others.

Students and educators also face several problems in implementing the online learning system. These problems are usually external in nature, such as the location of areas with minimal internet access, network errors, exhausted internet quota, technical errors on computers or mobile phones, and so on. However, the government has also tried to overcome one of the problems with the online learning system, namely by providing free quotas to all Indonesian students. Meanwhile, for regions that do not have smooth internet access, it seems that the government is not ready to solve this problem quickly. The internal problem of the online learning system is the lack of motivation and enthusiasm of students in participating in online learning. Therefore, the aim of this study is to find out students' perspectives in using online applications as long as the online learning system is implemented due to the existence of Covid-19.

Learning Media

Learning media is a physical tool used by educators or lecturers in delivering course material to students in the classroom, this media such as books, application, tapes, tape recorders, cameras, videos, pictures, graphics, computers, mobile phones, learning applications, and others. Multimedia with respect to technology is defined as the integration of data, graphics, audio, video, and images in a single workstation called a computer (Bates, et. al. 1992). However, the term multimedia is not only about technology and computers. Multimedia is closely related to technology because the technology industry always promotes this term in its advertising (Oliver, 1994). Computers as a learning medium take a big role in teaching instructions given by teachers to students. In addition, the smooth process of delivering instructions by teachers or educators is not only supported by technological skills, but also by the participation of students in using computers as a teaching and learning process.

Covid-19 Pandemic

Covid-19 is an infectious disease outbreak that first originated in Wuhan, China in 2019. The Covid-19 outbreak is very easy to transmit the virus called the Corona virus to animals or humans from the air. The easy spread of this virus has resulted in Covid-19 becoming a global pandemic. Various efforts and efforts have been made by the government and people around the world to minimize the prevention of Covid-19. Access to transportation is severely restricted, various institutions both educational, social and political institutions are closed, major events such as sports and important state meetings are also postponed, hospital facilities upgrades for Covid-19 patients, and other efforts (Kemenkes, 2020).

METHOD

The research method used by researcher is a qualitative descriptive research. The research was carried out online via the WhatsApp application. Through WhatsApp, the researcher conducts interview to obtain research data, also get the documentation. Research was carried out and took a month for collecting data and took a month for analyzing data.

The population or social situation in this research is students of the Department of English Education, UIN-SU. Data collection techniques by participants using a non-probability technique. The participants in this research are the 15 students of the English Tadrish semester VII.

The data collection technique was used by researcher is interview and documentation.

Researcher was used data analysis techniques from the Miles and Huberman model. Data analysis is divided into three parts, namely data reduction, data display, and conclusion drawing/verification.

FINDING AND DISCUSSION

Based on the data analysis, the following is a discussion of the third points of student interviews.

1. This type of application is used by students to learn English.

There are many types of online applications that students use to learn English either during online learning during this pandemic or even before that. The use of online applications as a medium for learning English is divided into two categories based on their usage. These categories are the use of online applications as English learning media used for self-study and the use of online applications in online classes with lecturers and other friends.

The online applications used as media for learning English for self-study are U-Dictionary, Cake, Tandem, Spotify, and Duolingo. U-Dictionary is an application that helps students to translate English terms accompanied by example sentences that can be understood accurately by students. Cake is an application that students use to practice speaking and listening by listening and watching videos on Cake from various topics. Tadem is an application that is used specifically for foreign language learners who want to increase friendship relations from abroad, especially countries that use English, the expansion of this friendship network can improve students' English skills in the field of communication skills. Spotify is an audio application that not only provides songs but also podcasts, it is from these English podcasts that students learn English and habits like this can improve students' listening skills. Duolingo is a special application for learning foreign languages for students who want to use it with different levels of testing.

Next is the use of online applications when in online English classes with lecturers. When in online classes, the use of applications is divided into two categories, namely online applications that are used for discussions and presentations such as Zoom, Google Meet, and Whatsapp, and applications that are used only to collect English assignments from lecturers such as Google Classroom, E-Learning, Youtube, Instagram, Facebook and Telegram.

Zoom and Google Meet are applications that provide visuals and audio for dozens of people, so presentations, discussions, or the like can be carried out like face-to-face learning.

While Whatsapp is a chat application that provides audio and visuals through video calls which are limited to eight people, the presentations and discussions conducted on Whatsapp are limited to audio and chat, different from Zoom and Google Meet, besides that Whatsapp is also used for communication and interaction between lecturers. and students, as well as for the collection of assignments. Google Classroom and E-Learning are applications that are commonly used by lecturers to deliver material in written form and to collect English assignments in written form as well as by students. Meanwhile, Youtube, Instagram, Facebook, and Telegram are social media-based applications that students use to collect practical assignments.

2. Student perceptions of using online applications as a medium for learning English during the Covid-19 pandemic.

The perception conveyed by students regarding the use of online applications as a medium for learning English is a positive perception. This was conveyed by the students based on the results of research through interviews and analysis which stated that the use of online applications as a medium for learning English and other subjects was very helpful in today's times.

> MZM : "*Menggunakan aplikasi di masa pandemic ini sangat bagus, kita jadi lebih mudah untuk belajar bahasa Inggris, lebih mudah berkomunikasi dengan teman, lebih mudah mencari materi secara online, baguslah kak, banyak benefitnya*".

> MZM : "*Using the application during this pandemic is very good, it makes it easier for us to learn English, it is easier to communicate with friends, it is easier to find materials online, that's great, there are many benefits*".

During the Covid-19 pandemic, all public activities were stopped by the government as a form of prevention of the existing outbreak and replaced it with online activities. With the online application as a medium for student learning, it is very helpful for students and lecturers to continue to carry out the teaching and learning process. The use of practical, easy, and fast applications makes the student learning process feel like a face to face learning activity.

> TP : "*Penggunaan aplikasi online di masa saat ini sudah menjadi langkah yang tepat sih kak, tapi di samping plus nya ada minusnya kayak susah sinyal atau suara berisik*".

> TP : "*The use of online applications at this time has become the right step, but besides the pluses, there are minuses, such as difficult signal or noise*".

The negative perceptions presented by students, not about problems in using the application, but about network problems faced in their respective areas. The negative perceptions conveyed by students is about network problems that are often experienced by students, especially in remote areas. While the online application itself is considered no problem if the network is in good or smooth condition.

3. The most efficient online application for learning English online

There are many online applications that students use to learn English either when studying alone or when studying in class with lecturers. Based on the results of the research and analysis above, it can be concluded that the most efficient application is Whatsapp.

> TP   : "*Whatsapp group kak, karna kan gak perlu sinyal yang pala kuat*".
> TP   : *"Whatsapp group, it doesn't need strong network"*.
>
> SS   : "*Paling ekonomis ya Whatsapp jugak kak kan dia gak banyak makan kuota*".
> SS   : *"The most economical application is Whatsapp because it doesn't need much kuota"*.

Whatsapp is considered the most efficient application according to student perceptions for the following reasons, namely:

a. Can Adapt to Obstacles

The most common obstacle faced by students when using online applications is a weak network problem due to bad weather, blackouts, or other factors. Zoom as the most effective application in delivering the teaching and learning process cannot adapt to the problems faced by students, unlike Whatsapp. Whatsapp is able to adapt to the problem. Even though the network is weak, students and lecturers can still carry out the teaching and learning process such as discussions or presentations via chat and audio on Whatsapp.

b. Minimum Quota

Using Whatsapp does not require a lot of quota, it also saves students money. Sending files in the form of images, text, or videos does not require a large quota, so students often communicate and interact with lecturers via Whatsapp, sending materials and teaching materials also from Whatsapp, as well as teaching and learning processes such as presentations also from Whatsapp.

c. Practical and Economic

The use of Whatsapp is considered very easy and practical by students' perceptions.

Therefore, the delivery of material by lecturers can be understood by students. Whatsapp is also the most economical application among other applications. That's why Whatsapp is the most efficient application according to students' perceptions.

CONCLUSION

Student perceptions are important for educational institutions and the government as a reflection of new policies (online-based learning with online application media) as a form of preventing the spread of the Covid-19 virus outbreak. Students' perceptions of the use of online applications obtained from this study are a positive perspective. In the current situation, the use of online applications is very helpful for students to keep learning English or other subjects. In addition, the online application is only a medium in learning English where this online application acts as a supporter of student learning. Great motivation comes to the students themselves who become the main support system for student learning.

The use of online applications as a medium for learning English has a fairly good level of efficiency. The most efficient application is Whatsapp group. Whatsapp groups are the most effective online applications according to students' perceptions due to several things, namely the use of internet quotas that are not wasteful, Whatsapp can also be used even though the internet network is bad, and Whatsapp is a very economical application from all sides, both when sending a text in the form of chat, images, or even videos.

Apart from all that, please note that all online applications have their own advantages and disadvantages. The use of online applications as a medium for learning English requires students and lecturers to face different problems with face to face learning, such as network problems, home situations, and other technical problems.

REFERENCE

Bates, A. W., Harrington, R., Gilmore, D., & van Soest, C. (1992). Compressed video and video-conferencing in open and distance learning: A guide to current developments. *Unpublished manuscript, The Open Learning Agency, Burnaby, BC*.

Kaler, C. B. (2012). A model of successful adaptation to online learning for college-bound Native American high school students. *Multicultural Education & Technology Journal*.

Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. In *Qualitative data analysis: a sourcebook of new methods* (pp. 263-263).

Ngalomba, S. (2020). Using WhatsApp to enhance online learning. *University World News: Africa Edition*.

Oliver, E. L. (1994). Video tools for distance education. *Distance education strategies and tools*, 165-173.

Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, *2*(1), 1-12.

RI, K. (2020). Pedoman Kesiapsiagaan Menghadapi Corona virus Disease (COVID-19). *Direkorat Jenderal Pencegahan Dan Pengendalian Penyakit*.

Wilen-Daugenti, T. (2009). *edu: Technology and learning environments in higher education*. Peter Lang.