THE EFFECTIVENESS OF ONLINE LEARNING ON STUDENTS LEARNING ACTIVITIES IN ENGLISH SUBJECT DURING THE COVID-19 PANDEMIC

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Abstract

The researcher conducted this research in order to find out the difficulties and effect of online learning as an English learning for student learning activities during the Covid-19 pandemic. This research is in form of qualitative research, which the reason why the researcher chose qualitative research is because researcher explored students experience of online learning to know the result of online learning whether effective or not by doing observation and interview through students. The subject of this research itself is XI grade of Multimedia class SMK Muhammadiyah Doro students, which the researcher distributed questionaire and interview through them. There are 10 questions for the the questionniare and 5 questions for the interview. 10 students are used as the sample to collect the data from questionnaire and 5 students are taken as sample for the interview. Then, the data being analyzed using Miles and Huberman theory which follows 3 steps of data analysis,such as data reduction, data display, and conclusion drawing / verification. After the data being analyzed, the researcher took a conclusion that can reflect all of the result of this research itself.

Keywords: E-learning, English subject, Covid-19

INTRODUCTION

Currently, the whole world is facing the corona virus or covid-19. Therefore, the Govermment of Indonesia has Implemented a policy to break the chain of the spread of COVID-19. One of the govermment's efforts is to implement physical distancing or community interaction for all Indonesian people. This of course has an impact on various fields of educational life. The teaching and learning process in schools is moved to home by implementing a work from home policy (Mustakim, 2020).

With the elimination of the direct learning process, online learning is one solution to continue to carry out teaching and learning activities (Rahmat & Kusnadi,2020). Innovation in learning is necessary to maintain development in the world of education. In the era of technology and communication that is growing now, online learning is an alternative that can be applied. Furthermore, on the Covid-19 pandemic situasion we need to use online models and applications to achieve learning goals (Wargadinata et.al,2020).

However, online learning activities require several supporting things that need to be prepared such as supporting facilities and infrastucture, a good internet network and the role of parents in supervising students at home so that learning activities can be carried out properly (Wahyono,et.al,2020).

The change in learning culture from face-to-face to online learning makes students and teachers have to adaptation. This is because not all students and teachers are familliar with the online learning process. So that the implementation of online learning from home can affect student learning activities (Purwanto et.al,2020). In addtion, the learning environment and the characteristics of students in understanding learning materials are also other factors that influence learning activity (Nakayama et.al,2007). There are four important components in building a learning culture, namely; (1) studens are required to be able to self regulate independently with an approach that is suitable for themselves so that they are able to motivate and direct themselves, (2) teachers facilitate and develop knowledge, skills and understand the things needed, (3) provide appropiate media. Adequate, and (4) facilitate creative learning (Chandrawati,2010). This means that in the online learning process, teachers are required to be more

creative, innovative, and pay attention to student characteristics so that all students can achieve success in learning.

Besides of that theoretical elements, the researcher also found out the real phenomena from the school, which based on the researcher's observations when conducting PLP II (Introduction to School Fields) found several obstacles to effects of online learning in XI grade of Multimedia class SMK Muhammadiyah Doro from students, many students ignored the material and assigments that have been given by the teacher.

Therefore, based on the background that has been described, the researcher is interested in conducting research entitled "The Effectiveness of Online Learning on Students Learning Activities in English Learning During the Covid-19 Pandemic", which the objectives are to know the difficulties and effect of online learning as an English learning for student learning activities during the Covid-19 pandemic for students SMK Muhammadiyah Doro.

RESEARCH METHOD

This Research will use descriptive qualitative research. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell,1994) Qualitative research refers to process-oriented method use to understand, interpret, describe and develop a theory on a phenomena or setting. The reason why the researcher chose qualitative research is because researcher will explore students experience of online learning to know the result of online learning is effective or not by doing observation and interview to collect the data. The research itself has been conducted in SMK Muhammdiyah Doro Pekalongan, especially at students of XI grade of Multimedia class SMK Muhammadiyah Doro.

The researcher used questionnaire and interview to collect the data from students of XI grade of Multimedia class students of SMK Muhammadiyah Doro Pekalongan. Questionnaire is a data collection technique which is done by giving a set of questions or a written statement to respondent (Sugiyono,2013). The reason for the researcher use a questionnaire in this study because researcher can get a picture in accordance with what happened through the answers of the respondents. Then, Sugiyono (2013) explains that there are 2 types of interview, namely structured and unstructed interviews. Structured interviews are used a data collection technique, if the researcher or data collector already knows for sure about what information will be obtained (Sugiyono,2013:138). Meanwhile, unstructured interview where researcher do not use interview quidelines that have been systematically and completely arranged for data collection. This research will be use unstructured interviews to obtain more in-depth data.

This research use Miles, Huberman, and Saldana theory to analyze the data. According to Miles Hubarman & Saldana (2014), activity in data analysis consist of three procedures. First is data reduction which it refers to the process of selecting, focussing, simplifying, searching for themes and patterns and neglecting needed (Miles,Huberman & Saldana:2014). Second is data display, which the researcher present the data by simplifying the data by using original text in the form of narrative text. Third is conclusion drawing/verificattion, which researcher conclude the main points from all the data that has been collected, so that it will become clearly.

FINDINGS AND DISCUSSION

A. The Results of Questionnaire

Darmawan (2011:12) Defines e-learning as a form of coventional learning which is essentially presented through information technology and in digital format. Freire & Pereira (2008) put forward a more general definition of learning, namely e-learning is a learning activity is an education or training system that is carried out using electronic means.

Every innovation always has advantages and disadvantages. Obstacle is one kind of disadvantages of something new, which in this research is online learning or e-learning. The researcher collecting the data from students of XI grade of Multimedia class SMK Muhammadiyah Doro. The researcher distribted 10 questionnaires to students with a collection time limit of 3 days, as follows:

1. "The course of online learning for english subject is very good and able to achieve the targets in the curiculum"
   The result is 30% agree, 40% neutral, 30% disagree. It can be concluded that students chose neutral as the most answer because they felt they were in the middle between agreeing and disagreeing with the statement.

2. "The teacher in explaining the materials is very good and easy to understand"
   The result is 20% agree, 50% neutral, 30% disagree. It can be concluded that students chose neutral as the most answer because they felt they were in the middle between agreeing and disagreeing with the statement

3. "I can access the internet easily during online learning"
   The result is 30% agree, 50% neutral, 20% disagree. It can be concluded that students chose neutral as the most answer because they felt they were in the middle between agreeing and disagreeing with the statement.

4. "I feel bored when online learning"
   The result is 10% strongly agree, 60% agree, 30% neutral. It can be concluded that students chose agree as the most answer because they feel bored during online learning.

5. "Online learning requires large cellular data / quota internet"
   The result is 70% strongly agree, 20% agree, 10% disagree. It can be concluded that students chose strongly agree as the most answers because they feel online learning requires a lot of quota.

6. "I feel that it will be difficult when face-to-face learning is carried out"
   The result is 60% agree, 30% neutral, 10% strongly disagree. It can be concluded that students will find it difficult when face-to-face learning has been carried out later.

7. "I always fullfil maximum attendance during online learning"
   The result is 40% agree, 50% neutral, 10% disagree. It can be concluded that students many students feel in the middle between agree and disagree with this statement.

8. "The online learning proccess is more communicative between teachers and students"
   The result is 10% strongly agree, 20% neutral, 60% disagree, 10% strongly disagree. It can be concluded that students feel online learning is not communicative between teachers and students.

9. "I always collect my assignments on time"
   The result is 10% strongly agree and 90% neutral. It can be concluded that students many students feel they are in the middle between agreeing and disagreeing.

10. "I really like online learning"

The result is 10% strongly agree, 20% neutral, 70% disagree. It can be concluded that students many students who do nott like online learning.

B. The Results of Interview

1. What do you think about online learning?

Answers

Student 1 : I think online learning it's not good. Because I'am very difficult to undestand the materials.

Student 2 : I think online learning it's not optimal.

Student 3 : In my opinion, I'm not agree with online learning, because there are students whose cellphones are shared with their brother or sister, and sometimes disturbed by the signal.

Student 4 : I'm not agree because online learning is not good and the materials presented is not understandable, especially when the signal bad.

Student 5 : I'm neutral because the material of online learning is a bit difficult to undestand but I can get knowledge even though I don't take a bath.

2. What are the obstacles that you encounter in online learning?

Answers

Student 1 : Low quota and frequently lost.

Student 2 : The obtacles is in the signal and does not have a quota.

Student 3 : Internet. At the time my cellphone was broken so it was difficult for me to follow the online learning.

Student 4 : Don't have quota and bad signal.

Student 5 : Wifi error, not have quota, and lost signal.

3. What the advantages of online learning?

Answers

Student 1 : Study with leisurely.

Student 2 : Study with leisurely.

Student 3 : Easier communication with the teacher.

Student 4 : Can be done anywhere.

Student 5 : Can be done anywhere.

4. What the disadvantage of online learning ?

Answers

Student 1 : I can't understand the material presented.

Student 2 : I not really undertstand, lack of explanation from the teacher and requires a lot of quota.

Student 3 : I think it's so difficult to understand the materials.

Student 4 : Lack of understanding because sometimes the teacher only give assignment without explanation.

Student 5 : Lack of understanding because sometimes the teacher only give assignment without explanation.

5. What are the activities during online learning?
    Answers
    Student 1 : Can lie down and play games.
    Student 2 : Can eat and drink.
    Student 3 : Can lie down and help parents.
    Student 4 : Can lie down.
    Student 5 : Can lie down and help parents to cleaning the house.
    (In this point I think the students miss understanding about the meaning of the question but from the answers we can now that the students can doing several activities at the same time during online learning).

CONCLUSION

Online learning at SMK Muhammadiyah Doro Pekalongan is less effective because of several obstacles that often occur. Constraints felt by students are the level of understanding of the material, and internet network which is sometimes difficult for students to reach. sometimes the teacher only give assignment without explanation. In addition, online learning does not effective for students.Online learning has several effect. One of the impacts is that students find it difficult when participating in face-to-face learning.

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