

Students' Perceptions of Online Learning in Writing Descriptive Text on Students of the Faculty of Economics and Business, Mahendradatta University

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Abstract-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 on students of the Faculty of Economics and Business, Mahendradatta University for third semester, which was done by the english lecturer. In this study, a descriptive qualitative research design was used. An english teacher and 45 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 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, Writing

I. INTRODUCTION

Background of Study

Language has an important role for human life. Language can be used as our everyday interactions (Putri, 2018). 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 on Students of the Faculty of Economics and Business, Mahendradatta University, the teacher does not know the students' perceptions, 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.

II. METHODS

Research Methodology

The method of this research used 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 on Students of the Faculty of Economics and Business, Mahendradatta University academic year 2021/2022. The number of participants for this study are 45 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.

III. RESULT AND DISCUSSION

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

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	10	18,5%
		agree	25	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	10	
		agree	25	
		disagree	4	
		Strongly disagree	1	
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 belajar 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 Pembelajaranonlinediterapkan daripada pembelajaran di dalam kelas atau tatap muka?)	strongly agree	5	18,5%
		agree	15	55,5%
		disagree	6	22,2%
		strongly disagree	1	3,7%

learning.

The main research objective of this study was about Students' perception of

using online learning the third semester students of the Faculty of Economics and Business, Mahendradatta University with 45 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.

IV. 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 have concluded that the students' perceptions of online English learning during the Covid-19 pandemic in writing descriptive text on Students of the Faculty of Economics and Business, Mahendradatta University 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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