



Students' Perception towards English Learning Material during Full Online Learning at SMAN 5 Padang

Feggy Nisa Sabelina¹, Yuli Tiarina²

English Education Department, Faculty of Language and Arts, Universitas Negeri Padang

Correspondence Email: feggyinisabelina@gmail.com

Article History

Submitted: 2021-01-28

Accepted: 2021-03-01

Published: 2021-03-02

Keywords:

language learning material,
online learning, online
learning material

Abstract

The learning process is transitioning to distance learning due to the pandemic. Along with online learning practices, teachers make online learning to support the teaching and learning process, such as providing learning materials and delivering learning materials using technology. This study aims to explore students' perceptions of English learning material during full online learning. The sample in this study was taken randomly with 135 students of SMA N 5 Padang, consisting of class 12 MIPA 1-7 and class 12 IPS 1-5. They were given 25 questions to explore their perceptions about English learning material during online learning. Quantitative descriptive is used in this research. The results showed that the students were neutral towards the learning material and the delivery of the material used during online learning. This was indicated by an average score of 2.83. However, they argue that the material used in online classes is more difficult than the material used in face-to-face learning. This makes students cannot decide their perceptions of learning material and delivery of material during online learning.

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Sabelina, F. (2021). Students' Perception towards English Learning Material during Full Online Learning at SMAN 5 Padang. *Journal of English Language Teaching*, 10. (1): 16-27, DOI: [10.24036/jelt.v10i1.111351](https://doi.org/10.24036/jelt.v10i1.111351)

INTRODUCTION

Indonesia still prioritizes face-to-face learning in class. However, with the COVID-19 outbreak that is widespread in Indonesia, the learning process is replaced by learning from home, known as distant learning. One of the distance learning is online learning. Online learning is a learning activity that can be done anywhere by relying on an internet connection. Kucirkova et al (2012) define online learning as high-tech learning in which a class can be created everywhere by using an internet connection. Ghiardini (2011) states that online learning can offer an effective teaching method, such as practicing with related feedback, personalizing learning pathways based on student needs, combining collaborative activities with independent learning, and using simulations and games.

According To US Department of Education (2010) online learning can be defined as "learning that occurs partially or completely over the Internet". Urdan & Weggen (2000) (as cited in Wentling, Tim. L et al, 2000) define online learning includes computer-based learning, web-based learning, virtual classrooms, and digital collaboration. In an online classroom environment students and teachers do not need to attend class to conduct the learning process, but they only need an internet connection and also a learning site where they can communicate and discuss the lessons. Distance learning is a rapidly growing environment that allows users flexibility in operating beyond the constraints of time and place (Chaney, 2010). Gotschall (2000) also describes distance learning as a lecture broadcast that is conducted using video presentations.

Based on Gilbert (2015) online learning can be categorized into three groups: *Fully web* learning is a learning process that is carried out without direct or face-to-face interaction where students do not need to come to school. This learning is only conducted through an online learning environment such as Google Classroom, Zoom, or other learning sites. *Hybrid course* is a combination of face-to-face learning and online learning. This learning depends on a focus on what the instructor thinks is better done online and better-done face-to-face. *Traditional courses using web-based supplements*, in this learning environment, the internet just as a media presentation of supplementary learning materials, the learning process is still carried out face-to-face.

Online learning can open up opportunities in the development of more innovative learning materials, and attract students' interest in learning. Materials are important resources for distance learners to achieve effective learning (Mutiara, Zuhairi & Kurniati, 2007). Along with online learning practice, teachers can provide learning materials in creative and innovative forms; (Anderson, 1993) (as cited in Ahmet, 2013) suggested that designing and developing interactive materials with the latest technology and organizing teaching resources for self-study are necessary skills for teachers. Also added by Donald (2003) In online learning it is possible for Teachers take advantage of technological developments in providing learning materials such as, motion pictures, video, audio, discussion sites, as well as increasing interaction between teacher and students that requires person-to-person communication.

Advances in ICT can be used by teachers in developing learning materials for online classes, making materials more interactive, motivating, and interesting for students. This material must have an interactive nature that provides benefits to students, and can support students learn independently when there is no support from the teacher. This is supported by Ahmet (2013) that the material must speak to them; the material must present appropriate content for self-study, so that students can understand the content independently.

In developing learning materials for online learning, teachers must follow principles of developing learning materials by Tomlinson (Tomlinson, 2011):

- *Material should achieve impact/ attract students' attention*
- *Materials should help learners to feel at ease*

- *Material should help learners to develop confidence*
- *Materials should require and facilitate learner self-investment*
- *Materials should take into account that learners differ in learning styles*
- *Materials should take into account that learners differ in affective attitudes*
- *Materials should provide opportunities for outcome feedback.*

They must follow the principles of developing learning materials described above. First, the developer or the teacher must identify the needs of the learner. Then, analyze the needs of students and collect learning materials according to the needs and learning objectives. After that, determine possible approaches and techniques that can be used by considering the conditions of students and the possible language use situations that students will face.

In providing teaching materials in online learning, teachers are led to be innovative in using technology. One of the ways to present learning materials that are very widely used by teachers is text-based using *word documents* or *pdf*. However, online learning materials are not only text-based using *pdf* or *word documents*. Teachers also support deeper understanding of the learning material by providing videos that have discussions following the material being studied. (Martin & Tapp, 2019) argue that it is important for a teacher to provide learning resources used in online learning by implementing asynchronous learning; learning material is provided by the teacher or posted on forums so that students can complete their lessons and only use the internet as a support tool and synchronous learning; the teacher and students can interact, discuss via chat or video conferencing.

In developing online learning materials, teachers not only need to know some of the principles related to online material development but also need practical recommendations in the online material development process. (Ahmet, 2013) some practical recommendations for teachers when developing online materials:

- *Using text-based material*
- *Linking in material*
- *Using web pages on the internet*
- *Using videos*
- *Using authoring tools*
- *Using presentation tools*
- *Using communication tools*
- *Using videos from virtual classrooms.*

In fact, online learning faces some problems in the learning process, teachers in Indonesia are already accustomed to face-to-face learning activities, due to the transition to online learning; some teachers have difficulty finding the right way to deliver and develop learning materials that can support an effective learning process. Some senior teachers are not familiar with the material development of online learning or technology-based learning materials. This is supported by Ahmet (2013) there have been few books and articles providing practical information to English language

teachers about the material development process with a technology-oriented approach. If teachers do not have a lot of knowledge about how to develop learning material during online learning, teachers tend to give assignments to students, without providing appropriate learning material to increase student understanding of the material being studied. (Jacobs, 2013) states students' interaction, learning environment, technology support, and learning material are common obstacle occur in online learning. This situation inspires researcher to conduct a research to find out the students' perception towards English Learning Material during Full Online Learning at SMAN 5 Padang.

METHOD

Quantitative descriptive research is chosen because the type of this research is to find out the students' perception toward English learning material during full online learning. The sample was taken randomly, the researcher does not limit the number of respondents so that the number of respondents was selected based on the incoming responses. The sample in this study was 135 students consisting of class XII MIPA 1-7 and XII IPS 1-5, 45% of the population within 24 hours. The questionnaire contains 25 close-ended questions which are divided into two parts questions 1-17 about students' perceptions of learning material and questions 18-25 about students' perceptions of the delivery of learning material. The questionnaire given to students used a Likert scale 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly disagree). The researcher contacted the English teacher who taught in class XII MIPA/IPS through WhatsApp because of the pandemic situation to ask permission first. After receiving permission, the researcher shared a link of the questionnaire created in Google form through WhatsApp group chat, After 24 hours researcher gets responses from participants and then processes the data according to participants' answers.

RESULT AND DISCUSSION

Research Finding

The questions on the questionnaire will answer two research questions about students' perceptions toward learning materials during full online learning and online learning materials delivery. Questions number 1-17 are about students' perceptions toward learning materials during full online learning, and questions 18-25 about online learning materials delivery. Students were given a checklist box to provide their responses based on a Likert Scale with a scale ranging from 1 (Strongly Disagree), 2 (disagree), 3 (Agree), to 4 (Strongly agree).

What are students' perceptions towards English Learning Material during Full Online Learning?

The data is shown in the table below.

No	Questions	Mean	Perception
1	The learning materials used in online classes are very helpful and interesting	2,64	Undecided

2	Learning materials contain the latest materials / resources, equipped with illustrations and exercises	2,94	Undecided
3	Learning materials are supported by many learning resources from learning sites on the internet	3,13	Undecided
4	Learning materials are presented attractively. (color, transition, and content)	2,86	Undecided
5	Learning materials provide new knowledge according to the learning topic	3,08	Undecided
6	The material provided in online classes is easier to understand than face-to-face classes	1,89	Disagree
7	The learning materials make it easy for students to understand the text/illustrations so that it is easy to relate them to personal experiences/previous lessons	2,72	Undecided
8	The learning material helps students to understand the lesson not to test students' abilities	2,74	Undecided
9	Online examination questions are easier to answer than face-to-face classes	2,78	Undecided
10	Activities/assignments given are not only from the teacher but also from online sites/sources	2,98	Undecided
11	The exercises / assignments given can encourage students to develop skills, imagination, and analytics	3,04	Undecided
12	Learning materials used in online classes make students more confident in doing exercises / assignments using English language skills	2,76	Undecided
13	Learning materials facilitate student activities to be able to learn independently	3,12	Undecided
14	Learning material can be understood as a whole even though students have different learning styles	2,73	Undecided
15	The learning material provides different variations of the text so that students are motivated and have positive feelings towards the target language (English)	2,87	Undecided
16	Learning materials provide many activities including activities that involve students in	2,95	Undecided

	discussing attitudes and feelings about the lesson		
17	In online classes, the teacher provides discussion material, questions and answers, guidance, and explanations to students about the topics discussed.	2,96	Undecided
18	The learning material presented using <i>word/pdf</i> documents is easier for students to understand during online classes	2,59	Undecided
19	The learning materials presented with visualization are easier for students to understand during online learning	2,93	Undecided
20	Learning materials that are supported by more sources from online learning sites in online classes make it easier for students to understand the lesson.	2,81	Undecided
21	Students are more motivated in doing exercises and quizzes in online classes because they are more varied and use interactive sites	2,79	Undecided
22	Students are more motivated in learning in online classes because the subject matter is supported by interesting videos	2,85	Undecided
23	The learning material presented with "authoring" media (combining text, images, video, and audio) makes it easier for students to understand the lesson	3,07	Undecided
24	The learning material presented with a PowerPoint presentation and equipped with pictures or visualizations makes it easier for students to understand the lesson.	2,87	Undecided
25	Learning materials delivered using communication tools such as forums, chat, etc., as a means of discussion in learning activities make it easier for students to understand the lesson.	2,66	Undecided

The first research question is students' perceptions of online learning material during online learning. There were 17 statements in the questionnaire, the following data results are shown in the graphic below:

Figure 4. Students' perception toward online learning material

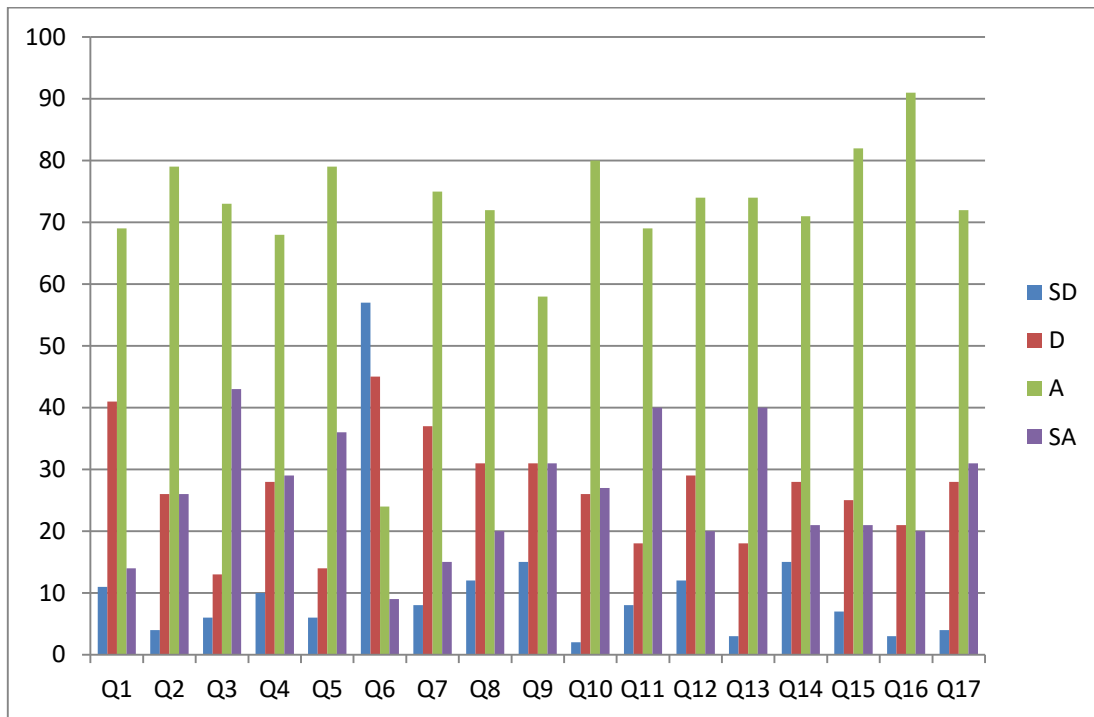


Figure 4 shows students' perceptions of learning materials during online learning. The results of the data obtained from the respondents indicate that statement number 3 with the highest mean score is 3.13, this means that the learning materials used in online learning are not only sourced from what the teacher provides but also added with learning materials from Internet learning sites or resources. Statement number 13 also has a high mean score of 3.12. The statement is "Learning materials facilitate student activities to be able to learn independently". Students agree that the learning materials provided by the teacher can help students understand learning topics independently, or can provide independent learning for students.

Statement number 6 gets the lowest mean score of 1, 89. As many as 42% of students strongly disagreed that learning materials in online classes were easier than face-to-face classes.

It can be concluded that the material in online classes does not only come from books, or those provided by the teacher. However, it is also added from several internet learning resources, this is new knowledge for students so that it is quite difficult for students to understand the material.

The second research question is students' perceptions of the delivery of learning material during online learning. In the questionnaire there were 8 statements, the following data results are shown in the graphic below:

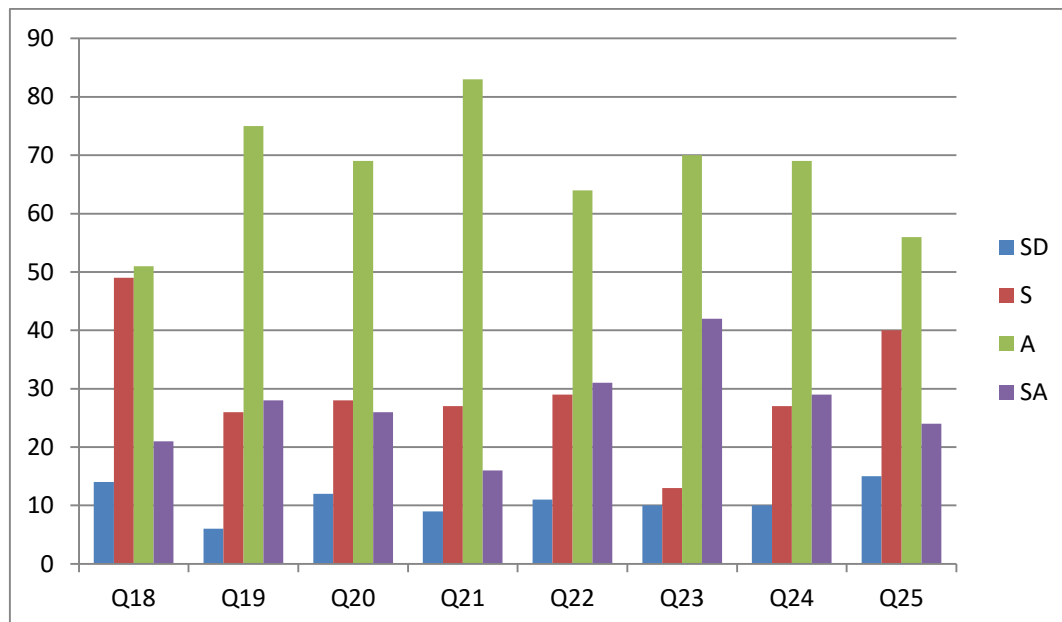
Figure 2. Students' perception toward online learning material delivery

Figure 4.2 above shows the results of the data on students' perceptions of the delivery of learning material during online learning. There are 8 statements starting from numbers 18 to 25. Data showed statement number 23 with the highest mean score is 3.07, it can be interpreted that learning materials are delivered through authoring tools where the teacher provides learning material by combining content, images, audio, and video for convey the topic of the lesson, so that students can understand the subject matter easily.

Data with the lowest mean score is 2.59; statement number 18 is "The learning material presented using word/pdf is easier for students to understand during online classes". 36% of students answer that they do not agree that text-based learning materials using word/pdf in providing learning materials could help students understand the lesson easily.

Summary of the total response Students' Perception toward Online English Learning Material during Full Online Learning

Students' perception toward online English learning material during full online learning is categorized as cannot decide or neutral based on the Mean score of each part of the questionnaire statements. In brief, the result of the questionnaire students' perception toward online English learning material during full online learning can be seen as follow:

Table 1. The Summary Score (Mean) of Students' Perception

	Statement	Min	Max	Mean	Std. Deviation	Level
Online Learning Material	1-17	1,89	3,13	2,83	0,779	Undecided
Material Delivery	18-25	2,59	3,07	2,82	0,833	Undecided
All Questionnaire Statements	25	1,89	3,13	2,83	0,806	Undecided

The mean score 2.6 to 3.4 indicates that students cannot decide or are neutral towards learning material during online learning. This can be seen in the mean average score of each statement which indicates that students are neutral towards online material and the delivery of learning material during online learning.

Discussion

Learning material is an important role in the teaching and learning process. As already explained, the learning material contains content, student activities, samples, topic materials, assessment, and learning achievement, helping students to achieve learning goals and learning experiences. Learning material sources do not only come from books, learning material developers can adopt, adapt, add, and reduce learning materials from various available learning sources, to meet students' needs and achieve learning objectives (Tomlinson, 2011).

However, due to the COVID-19 outbreak in Indonesia, this is affecting the education sector; Indonesia is prioritizing face-to-face learning, now transitioning to distance education or full online learning. Therefore, there have been many changes in the learning process, one of which is the learning materials and delivery of learning materials during online learning. In face-to-face learning, the teacher provides learning materials and interacts with students directly; on the other hand, in online learning, teachers and students do not interact directly, but use several technological media in delivering learning material and have many learning resources that can be used in online classes.

Based on the finding above, to answer the first research question is students' perception of learning material during online learning, the researcher distributed questionnaires. There are 135 students voluntarily participated in filling out the questionnaire. To answer the first research question, students' perceptions of learning material during online learning.

Students admit that the learning materials used in online classes are different from the material in face-to-face classes. Due to the use of the internet, teachers provide additional material from several learning sites on the internet as an introduction or additions to the topic material for deepen students' understanding. Students agree that the learning material in online classes is more varied; activities and assignments given by the teacher are very diverse. Kasper (2002) has suggested that the internet enables the students to interact with language in new and varied ways and helps them develop and hone the range of literacy skills.

However, they also admit that the learning materials used in online lessons are found to be more difficult than the face-to-face learning materials. Due to the teacher also provides learning materials from several learning sites on the internet; it is a new source of learning and provides new knowledge to students. Therefore they often face difficulties to use learning material in online class; to understand learning instruction, to find solution if they do not understand certain materials, etc. After converting the data, researchers found that the average Mean Score (M) of the students' perception reaches 2.83. This can be interpreted that students cannot decide or neutral to the learning material they use during online learning.

The second research question is the students' perceptions of the delivery of learning material during online learning. There are 8 statements in the questionnaire. The process of distance learning by utilizing technology enables teachers to develop learning materials and deliver them in a varied and creative ways; such as using presentation tools, not only containing many paragraphs of text but also adding pictures or visualizations so that students feel interested in learning and reading the material they are learn. Beside presentations, video is also one of the ways that teachers used to deliver learning material, both as a core topic that explains the learning that students learn, or as additional material, and as an introduction before students learn the core topic or warm-up. The results of the data obtained by the researcher are that students cannot decide or neutral toward the way of delivery of learning material during online classes, with an average Mean Score (M) of 2.82.

It can be concluded that students cannot decide or neutral towards the use of learning materials in their online learning class. Based on the data, it was revealed that students neutral because they considered the learning materials used in online learning varied, supported by many new sources from learning sites on the internet and helped them to study independently, providing many different assignments and quiz activities. However, they also admit that the material in online classes has a higher level of difficulty than face-to-face classes; to understand instructions, to find solutions if they do not understand certain materials, etc.

CONCLUSION

From the results of the data from this study it can be concluded; first, students have positive perceptions of the material they use during online learning. The material provided by the teacher for the learning process is very diverse; the material is supported using learning sites on the internet to increase students' knowledge of the material they are learning. Students also argue that the learning material facilitates them to learn independently. The activities and assignments that are more varied than

in face-to-face classes. In addition, students also have positive perceptions of the delivery of learning materials used by teachers during online learning.

Beside of that, students also have negative perceptions. The learning material they use in the online learning process is considered more difficult than the material used in face-to-face learning. Therefore, to help students get better learning achievement, it needs to do some revisions for learning material used in online learning.

REFERENCES

- Ahmet, Başal. (2013). ELT Teachers as Online Material Developers. *Turkish Online Journal of Distance Education-TOJDE*, vol.1 no.2., 8
- Chaney, E, G. (2001). *Web-based instruction in a Rural High School: A Collaborative Inquiry into Its Effectiveness and Desirability*. NASSP Bulletin, Vol. 85, No.628.
- Donald P. Ely. (2003). Selecting Media for Distance Education. *ERIC Clearinghouse on Information and Technology*, P.4
- Ghirardini, B. (2011). *E-learning Methodologies: A Guide for Designing and Developing E-learning Courses*. Rome: FAO.
- Gilbert, B. (2015). *Online Learning Revealing the Benefits and Challenges*. *Education Masters*. Paper 303.
- Gotschall, M. (2000). *E-learning strategies for executive education and corporate training*. Fortune, 141 (10).
- Jacobs, Pearl. (2013). *The challenges of online courses for the instructor*. *Research in Higher Education Journal*, Vol.21.
- Kucirkova, L., Petr, K., & Hana, V.V. (2012). Study Result and Questionnaire Survey of Students in the Lesson of Business English ELearning Course in Comparison With Face-To-Face Teaching. *Journal on Efficiency and Responsibility in Education and Science*, Vol. 5
- Martin, L., & Tapp, D. (2019). Teaching with Teams: An introduction to teaching an undergraduate law module using Microsoft Teams. *Innovative Practice in Higher Education*, 3(3), 58–66
- Mutiara, D., Zuhairi, A., & Kurniati, S. (2007). Designing, Developing, Producing And Assuring The Quality Of Multi-Media Learning Materials For Distance Learners: Lessons Learnt From Indonesia's Universitas Terbuka. *Turkish Online Journal of Distance Education-TOJDE*, Vol.8, No.2.
- Tim L. Wentling, C. W. Et al. (2000). *Research report: E-Learning*. University Of Illinois at Urbana-Champaign.
- Tomlinson, B. (2003). *Developing Materials for Language Teaching*. London: Continuum Press.
- Tomlinson, B. (2011). *Materials Development in Language Teaching (2nd Ed)*. Cambridge: Cambridge University Press.
- Tomlinson, B. (2013). *Developing materials for language teaching (2nd Ed)*. Bloomsbury publisher.

U.S. Department of Education. (2010). Office of Planning, Evaluation, and Policy Development, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, Washington, D.C. <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.