



## Students' Perception Toward the Use of Geschool in Learning English

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### Abstract

*The focus of learning had changed from face-to-face learning to online learning because of the covid-19 pandemic that happened in the beginning of March 2020 in Indonesia. Geschool was one of the alternative ways which was used for online learning. This study aimed to find out students' perception toward the use of Geschool in English learning which was relevant with the lesson delivery, accessibility, media, features and materials used, and personal factors. The design of the research was conducted by using the descriptive research with a quantitative and qualitative approach. The population of this research was eighth grade students of SMPN 1 Gunung Talang academic year 2021/2022 consisted of 176 students. The sampling was 136 students consented to participate in this study and 2 participants were interviewed per each class. The result was the students had relatively negative perceptions toward the use of Geschool in learning English. The students mostly got confused and did not understand the materials because teachers barely gave further explanations. They also cannot enjoy the learning. The students were easy to access the material and assignment given in Geschool. However, they cannot get more access to the references or reading materials. Unfamiliar with the Geschool was also one of the problems students face and it took time to master the application. The students were also less-motivated and felt lazy learning English toward Geschool.*

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## INTRODUCTION

English had been a crucial language to learn around the globe in Indonesia. It was one of the main subjects included in the 2013 curriculum (K.13/Kurtilas) which was used at the secondary level. In junior high school, for instance, learning English aimed to develop students' ability to understand important information. As mentioned in Spolsky & Sung (2015), the English language in the 2013 curriculum used two types of objectives: (1) core competence (Kompetensi inti), which focused on moral and character development as well as psychomotor and cognitive aspects; and (2) basic competence (Kompetensi Dasar), which focused on the contents of

each subject's knowledge. Another goal of the 2013 curriculum was to give a response to the discovery of a PISA (Programme for International Student Assessment) study that Indonesian students had the lowest reading ability among their neighbors (Ilma & Pratama, 2015; Prasetianto, 2014).

Based on the Regulation of the Ministry of Education and Culture (Permendikbud) no. 81A concerning the implementation of K.13/Kurtilas, it stated that the learning process according to the curriculum of 2013 provided opportunities for the students to be able to develop any pattern of learning that occurred inside the two-way interaction between the teachers and students. Through this interaction, the learning process became student-centered, guided group collaboration, developed critical and creative thinking, and enabled independent learning (Rosita, 2020). Those were normal English teaching and learning processes for junior high schools in Indonesia.

These processes had been switched since March 2020 into what people call "covid-19 pandemic". It was a situation when teachers and students were no more engaged in the teaching and learning process in the same room called class. However, they were separated by the screen layer. It was caused by the Covid-19 pandemic that has happened in Indonesia for about years and still goes on. Since then, The Ministry of Education and Culture had decided that classroom activities were not allowed for health issues to prevent the virus from spreading. It did not mean the academic process had to stop permanently. The learning activities were switched to online learning which students are supposed to school from home.

Therefore, the schools had to find an alternative way how to teach and learn English activities kept going such as applying distance learning or online learning in this new normal era. As A study conducted by Chun, et al. (2016) defined distance learning as an education system in which learners are separated from teachers and the learning process used various resources through Information and Communicative Technology (ICT). This was an effective and efficient way to learn whenever and wherever which helped the teaching-learning process still going on in the Covid-19 pandemic.

Further, due to the covid-19 pandemic that had been going on since 2020, the massive potential of using online learning techniques had increased. It could not be overstated how important it was to keep up with the rapid advancement of technology to facilitate the teaching and learning process. However, not all students and teachers in Indonesia were familiar with the e-learning system. Because of the unpreparedness of the system, the majority of teachers, students, and staff were not prepared to deal, which presented its own set of challenges. It became unusual and hard, necessitating adaptability. According to the Kenyan study, as mentioned by Tarus et al. (2015), there were three major challenges to e-learning. Inadequate ICT infrastructure, a lack of technical skills, and financial constraints were all factors. According to Kanwal and Rehman (2017), it was discovered that system features, internet experience, and computer self-efficacy were the major barriers to effective e-learning system adoption in Pakistan. In conclusion, the issues were a result of insecure technology.

Moreover, to accommodate the pattern of online learning, the use of educational-based apps needed to be considered. One of the apps that can be used for

teaching and learning English was *Geschool*. According to Dewi ((2013), *Geschool* was an education-based application in which there were various features related to educational services and education. *Geschool* was specifically designed to create feature services friendship by collaborating from various existing features, so that could be operated as a proper and well-proportioned social media for students, teachers, and parents. Through *Geschool*, learners were able to interact, discuss, share information, and communicate. There were some features of *Geschool* to use such as *my room, my class, archive, explore, library, and try out*. The application did not provide only the materials but also try-out test. The learners were able to study and take tests that were uploaded by the teachers and their scores or ranking were shown if the teachers set them. In addition, students' attendance was automatically checked by the application itself. Nevertheless, the users of *Geschool* were not as many as the other online learning applications such as Google classroom, since it needed further development of its features as an education-based application. It was classified as a non-open-access application that schools must have registered first in order to use the app.

The studies about learning toward the use of *Geschool* showed that there were some issue about using *Geschool* as media learning. Anggraini (2021) conducted about the use of *Geschool* in learning on subject of art and culture fine arts mentioned that there was no further explanation from teachers because *Geschool* not provide feature that allowing teacher and students doing the face-to-face via online. Rasikh (2021) mentioned the problem encounter the effectiveness of Application *Geschool* media evaluation of learning. It found that *Geschool* was not effective enough to be used as a medium for evaluating students learning outcomes which was measured based on the results of significance, there was no significant difference from the use of *Geschool* media and paper. In addition, Vela (2021) in her thesis about the use of *Geschool* in Learning Indonesian language, mentioned that the problems was lack of motivation to learn Indonesian language and also the students who cannot master *Geschool* yet made them confused.

*Geschool*, being an education-based application, was expected to help the teaching-learning process for English learning at SMPN 1 Gunung Talang by improving students' performance in the English learning language. However, during teacher training at SMPN 1 Gunung Talang, it was discovered that teachers and students, particularly in the English course, had certain issues when utilizing the *Geschool*. One of the features, such as the material panel, still required additional improvement that the discussion section that was always in face-to-face learning was not presented in *Geschool*. In sum, because of the limited features of this application, the teachers found it difficult to rate the students' engagement in the teaching and learning process. The another problem was accessibility, such as accessing the application, the material, and the connection to the *Geschool*. Personal factors were not an exception. Some students cannot afford to acquire a smartphone or meet their internet limit, as well as those who lived in remote areas with no or slow internet access. Despite the fact that there was an alternative, the English teachers at SMPN 1 Gunung Talang preferred to design their materials because the majority of resources offered were not based on a syllabus and were not structured. Those were the limitation of using *Geschool* in terms of personal factors so far in the school.

In consequently, students' perception of using *Geschool* was needed to be analyzed to evaluate the use of *Geschool* in learning English. Perception could be defined as someone's point of view to notice and understand things that might be different from other people. In addition, Kumar (2020) stated that perception was the process to get information through the eyes, ears, nose, and skin called sensory receptors. The students' perception was very important, especially for the teachers to improve the teaching-learning process and to prepare the preferable online class for further meetings. Thus, the result of the student's perception held an important role in this research.

According to the informal observation and experience of the researcher, some problems of using English appeared in terms of material understanding, the application accessibility, the time requirement, the usage of available features, and also the lack of learning equipment while learning English using *Geschool*. The researcher conducted the research title: "***Students' Perception toward the Use of Geschool in Learning English***" related to lesson delivery, accessibility, media, features and material used, and personal factors. There were few studies about the use of *Geschool*, and specifically there was no study about students' perception in English learning.

## **METHOD**

The design of the research was conducted by using descriptive research with a quantitative and qualitative approach. This research was conducted in SMPN 1 Gunung Talang, located in Aro Talang, Gunung Talang, Kabupaten Solok. SMPN 1 Gunung Talang was one of two middle schools in Kabupaten Solok which using *Geschool* in the learning process during COVID-19. The population was second-grade students consist of 176 students grouped into 6 classes. For sampling, the technique used was simple random total sampling. The total sample was taken from 136 of grade eight SMPN 1 Gunung Talang students. However, only 2 students from each class were selected randomly to do the interview. In this study, the researcher chose to find out about students' perceptions toward the use of *Geschool*.

The researcher used questionnaires adapted from Albashtawi & Al Bataineh (2020), Hariyati (2020), Nambiar (2020), Nasution & Ahmad (2020), Ridho, et al. (2019), Coman et al. (2020), and Widodo (2020). Statements 1-11 were related to lesson delivery, 12-16 were related to media, the material used, and features, statements 17-20 were related to accessibility, and statements 21-25 were related to personal factors. The questionnaire was written in Indonesian which avoiding unbiased opinions from the students. The questionnaire was designed with a likert scale which was indicating 4 points; 1 (strongly disagrees), 2 (disagree), 3 (agree), and 4 (strongly agree) to measure the participants' agreement with each item in the questionnaire. The items consisted of 25 statements. In this study, the data gathered from the questionnaire were presented in the form of descriptive.

The interview was conducted to give detailed information about students' perceptions of using *Geschool* in English learning. The interview guideline questions were adapted from Mardiah (2020) with 10 questions. A semi-structured interview was conducted to clarify some information from the questionnaire and to ask more

open-ended questions about the students' unexpected responses. Some of the questions were pre-arranged, while the remainders were unplanned.

To interpret the mean score to find out students' perceptions, the mean range table quoted in Al-Nouh, Abdul-Kareem, & Taqi (2015) was used.

**Table 1. Avarage Score Interpetation**

| Mean Score  | Category          | Perception |
|-------------|-------------------|------------|
| 1.00 – 2.33 | Low mean value    | Negative   |
| 2.34 – 3.66 | Medium mean value | Average    |
| 3.67 – 5.00 | High mean value   | Positive   |

## RESULT AND DISCUSSION

### *Research Finding*

In the questionnaire, there were 25 questions about students' perceptions toward the use of *Geschool* in learning English and 10 questions for interview that were filled out by the grade eight of SMPN 1 Gunung Talang students. Statement 1-11 were related to lesson delivery, 12-16 were related to media, material used or features, statements 17-20 were related to accessibility, and statement 21-25 were related to personal factors. As much as 136 students gave responses to the questionnaire.

### *Students' perception of Lesson Delivery toward the use of Geschool in Learning English*

There were eleven statements or items in this indicator answering the research questions about students' perception of lesson delivery. The result from the questionnaire was presented in table below.

**Table 2. Students' perception of Lesson Delivery**

| No. | Statements   | N (%)         |               |               |               | Mean | Category |
|-----|--|---------------|---------------|---------------|---------------|------|----------|
|     |  | SD<br>(1)     | DA<br>(2)     | A<br>(3)      | SA<br>(4)     |      |          |
| 1   | <i>Geschool</i> helps the smooth process of learning English.                            | (24)<br>17.6% | (66)<br>48.5% | (38)<br>27.9% | (8)<br>5.9%   | 2.22 | Negative |
| 2   | <i>Geschool</i> saves time and effort by doing and submitting assignment electronically. | (5)<br>3,7%   | (18)<br>3,7%  | (82)<br>60.3% | (31)<br>22.8% | 3.02 | Average  |
| 3   | <i>Geschool</i> offers me more opportunities to interact with my teachers and friends.   | (43)<br>31.6% | (61)<br>44.9% | (25)<br>18.4% | (7)<br>5.1%   | 1.97 | Negative |
| 4   | <i>Geschool</i> allows me to get immediate   | (14)<br>10.3% | (81)<br>59.6% | (36)<br>26.5% | (5)<br>3.7%   | 2.24 | Negative |

|                   |   |               |               |               |               |              |                |
|-------------------|---|---------------|---------------|---------------|---------------|--------------|----------------|
|                   | feedback from my teacher.   |               |               |               |               |              |                |
| 5                 | I find it difficult to use <i>Geschool</i> as English learning application. | (22)<br>16.2% | (34)<br>25%   | (63)<br>46.3% | (17)<br>12.5% | 2.55         | Average        |
| 6                 | Quality of discussion is low in using <i>Geschool</i> .                     | (11)<br>8.1%  | (35)<br>25.7% | (66)<br>48.5% | (24)<br>17.6% | 2.76         | Average        |
| 7                 | <i>Geschool</i> gives me opportunity to improve my English listening skill. | (25)<br>18.4% | (56)<br>41.1% | (43)<br>31.6% | (12)<br>8.8%  | 2.31         | Negative       |
| 8                 | <i>Geschool</i> gives me opportunity to improve my English speaking skill.  | (28)<br>20.6% | (64)<br>47.1% | (29)<br>21.3% | (15)<br>11.0% | 2.23         | Negative       |
| 9                 | <i>Geschool</i> gives me opportunity to improve my English reading skill    | (12)<br>8.8%  | (45)<br>33.1% | (63)<br>46.3% | (16)<br>11.8% | 2.61         | Average        |
| 10                | <i>Geschool</i> gives me opportunity to improve my English writing skill.   | (13)<br>9.6%  | (51)<br>37.5% | (56)<br>41.2% | (16)<br>11.8% | 2,55         | Average        |
| 11                | <i>Geschool</i> gives me opportunity to enhance my vocabulary.              | (19)<br>13.2% | (51)<br>35.3% | (48)<br>37.5% | (18)<br>14.0% | 2.48         | Average        |
| <b>Total mean</b> |   |               |               |               |               | <b>2.449</b> | <b>Average</b> |

From the table above as whole statements of lesson delivery indicator, it was found that 17.6% of participants strongly disagreed and 48.5% disagreed, 27,9% agreed and only 5.9% strongly agreed that *Geschool*, the media for learning English, helped the smooth process of learning English. Then, 60.3% agreed and 22.8% strongly disagreed that *Geschool* saved time and effort by doing and submitting assignments electronically. Moreover, by using *Geschool*, 44.9% of participants disagreed and 31.6% strongly disagreed they can interact with their friends and teachers. Next, 59.6% of participants disagreed and 10.3% strongly disagreed that they allowed getting feedback from teachers.

Meanwhile, 26.5% agreed and only 3.7% of students strongly agreed with the statements. For difficulties in using *Geschool* as a learning application, 46.3% of participants agreed. It was indicated that participants are not familiar yet with *Geschool*. Besides, 12.5% strongly disagreed and 25% of students disagreed. They also agreed (46.3%) that the quality of the discussion was low in using *Geschool*.

Among 41.2% of participants disagreed, 18.4% strongly disagreed that learning through *Geschool* improved their English listening skills, while 31.6% of participants agreed and 8.8% strongly agreed about the statements. Then, 18.8% of participants strongly disagreed, 47.1% disagreed, 21.3% agreed and 11.0% strongly agreed that learning English through *Geschool* improved their speaking skills. Meanwhile, for reading and writing skills, the table showed the big percentage is in the agreement option (46.3% for reading and 41.2% for writing). However, the result of the disagreement was also quite high for both skills that did not give many different results: 33.1% for reading and 37.5% for writing. For enhancing students' vocabulary, it showed that 37.5% of participants disagreed and 14.0% strongly disagreed about the statements. Besides that, just only 3 participants differentiate with the disagreement option, 35.3% of participants agreed that learning English by using *Geschool* enhanced their vocabulary and 13.2% strongly agreed. In short, students' perception of lesson delivery was negative.

### *Students' perception of accessibility toward the use of Geschool*

There were five statements or items in this indicator answered the research questions. The result from the questionnaire is presented in table below.

**Table 3. Students' perception of accessibility**

| No.               | Statements  | N (%)             |               |               |                   | Mean        | Category       |
|-------------------|---|-------------------|---------------|---------------|-------------------|-------------|----------------|
|                   |   | SD<br>(1)         | DA<br>(2)     | A<br>(3)      | SA<br>(4)         |             |                |
| 17                | When teachers absent, I can easily access class material through <i>Geschool</i> .    | (10)<br>7.4<br>%  | (23)<br>16.9% | (81)<br>59.6% | (22)<br>16.2<br>% | 2.85        | Average        |
| 18                | <i>Geschool</i> provides quick and easy access to Assignment.                         | (12)<br>8.8<br>%  | (40)<br>29.4% | (64)<br>47.1% | (20)<br>14.7<br>% | 2.68        | Average        |
| 19                | By <i>Geschool</i> , I can access course information in any time and at any place.    | (25)<br>18.4<br>% | (63)<br>46.3% | (35)<br>25.7% | (13)<br>9.6%      | 2.26        | Negative       |
| 20                | I have difficulty finding references or reading materials for online English classes. | (16)<br>11.8<br>% | (43)<br>31.6% | (61)<br>44.9% | (16)<br>11.8<br>% | 2.57        | Average        |
| 16                | I have difficulties while connecting to the <i>Geschool</i> .                         | (10)<br>7.4<br>%  | (23)<br>16.9% | (81)<br>59.6% | (22)<br>16.2<br>% | 2.85        | Average        |
| <b>Total mean</b> |   |                   |               |               |                   | <b>2.79</b> | <b>Average</b> |

The table above showed the result of students' perception of accessibility in learning English toward the use of *Geschool*. 49.3% of participants agreed and

19.1% strongly agreed about easily accessing the class material through *Geschool*. 4.4% of participants strongly disagreed and 27.2% disagreed about the statements. Then, by using *Geschool*, 60.3% of participants agreed and 20.6% strongly agreed that they can be quick and easy access the assignments. Then, 15.4% disagreed and only 3.7% strongly disagreed about this statement because the teachers asked them to the school to get what assignments they should do or they need to hand in the assignments to the school. Furthermore, 56.6% agreed and 27.9% strongly agreed about statement number 9 that by using *Geschool*, they can access course information at any time and any place.

Meanwhile, only 8.8% and 6.6% disagreed and strongly disagreed about the statement. For statement number 10, it shows that 47.1% of participants agreed, but it is quite equal to 36.0% of participants who disagreed about getting difficulty finding references or reading materials for online English classes. Last, for statement number 11 about the difficulties, while connecting to the *Geschool*, 41.9% of participants disagreed, 8.8% strongly disagreed, 39.0% agreed, and 10.3% strongly agreed with this statement. The internet connection at their home was the problem. In short, the conclusion of this criterion is average.

***Students’ perception of media, features and material used toward the use of Geschool in Learning English***

There were 4 statements that aimed to determine students’ perception of media, features and material used. The result was showed in the table below.

**Table 3. Students’ perception of media, features and material used**

| No. | Statements  | N (%)             |               |               |                   | Mean | Category |
|-----|---|-------------------|---------------|---------------|-------------------|------|----------|
|     |   | SD<br>(1)         | DA<br>(2)     | A<br>(3)      | SA<br>(4)         |      |          |
| 17. | The suitability of <i>Geschool</i> material with the English syllabus   | (10)<br>7.4<br>%  | (23)<br>16.9% | (81)<br>59.6% | (22)<br>16.2<br>% | 2.85 | Average  |
| 18. | The appearance of <i>Geschool</i> was very clear and easy to understand the English learning material.                | (12)<br>8.8<br>%  | (40)<br>29.4% | (64)<br>47.1% | (20)<br>14.7<br>% | 2.68 | Average  |
| 19. | I dislike using <i>Geschool</i> while learning English because the small-sized screen causes me difficulty in typing. | (25)<br>18.4<br>% | (63)<br>46.3% | (35)<br>25.7% | (13)<br>9.6%      | 2.26 | Negative |
| 20. | <i>Geschool</i> requires a long time to master its use.   | (16)<br>11.8<br>% | (43)<br>31.6% | (61)<br>44.9% | (16)<br>11.8<br>% | 2.57 | Average  |



|                   |             |                |
|-------------------|-------------|----------------|
| <b>Total mean</b> | <b>2.59</b> | <b>Average</b> |
|-------------------|-------------|----------------|

For the suitability of *Geschool* material with the syllabus, 59.6% of participants agreed, 16.2% strongly agreed, 16.9% disagreed, and only 7.4% strongly disagreed. Then, 47.1% of participants agreed, 14.7% strongly agreed, 29.4% disagreed, and 8.8% strongly disagreed about the appearance of *Geschool* is very clear and easy to understand. Then, 46.3% disagreed that they dislike using *Geschool* because the small-sized screen causes them difficulty in typing meanwhile 25.7% agreed that they disliked it. Besides that, 18.4% strongly disagreed and only 9.6% strongly agreed about the statement. Next, participants agreed and strongly agreed (44.9% and 11.8%) that *Geschool* required a long time to master its use. On another hand, not that many different percentages, participants also disagreed (31.6%) about it. It can be concluded that students' perception of media, features, and materials used in online English learning was average. Even though students mostly agreed about the statements, students who disagreed also have quite big percentages.

#### *Students' perception of personal factor toward the use of Geschool*

This aimed to find the students' perception of personal factors toward the use of the school in learning English as shown in the table below.

**Table 4. Students' perception of personal factor**

| No  | Statements  | N (%)         |               |               |               | Mean | Category |
|-----|---|---------------|---------------|---------------|---------------|------|----------|
|     |   | SD            | DA            | A             | SA            |      |          |
| 21. | I feel more comfortable participating in English learning at <i>Geschool</i> .                            | (27)<br>19.9% | (44)<br>32.4% | (47)<br>34.6% | (18)<br>13.2% | 2.41 | Average  |
| 22. | I find it difficult to understand and follow the learning English in <i>Geschool</i> .                    | (16)<br>11.8% | (35)<br>25.7% | (55)<br>40.4% | (30)<br>22.1% | 2.73 | Average  |
| 23. | I get frustrated by using <i>Geschool</i> in learning English because of the slow-speed internet.         | (15)<br>11.0% | (37)<br>27.2% | (61)<br>44.9% | (23)<br>16.9% | 2.68 | Average  |
| 24. | Lack of computer skills makes it difficult for me to use <i>Geschool</i> in learning English effectively. | (13)<br>9.6%  | (44)<br>32.4% | (62)<br>45.6% | (17)<br>12.5% | 2.61 | Average  |
| 25  | I feel lazy and   | (26)          | (26)          | (47)          | (27)          | 2.7  | Average  |

|   |       |       |              |                |
|---|-------|-------|--------------|----------------|
| disinterested while learning English toward <i>Geschool</i> . | 19.1% | 19.1% | 34.6%        | 27.2%          |
| <b>Total mean</b>   |       |       | <b>2.626</b> | <b>Avarage</b> |

The table above showed that 34.6% that consist of 47 participants agreed and 13.2% of participants strongly agreed they feel more comfortable participating in English learning at *Geschool*. However, 32.4% of participants also disagreed with the statement only 3 gaps of the participants. Then, for felt difficult to understand and follow learning English in *Geschool*, got the result that 40.4% and 22.1% of participants agreed and strongly agreed. It can be assumed that the students struggled to learn English by using *Geschool*. Then, 44.9% of participants agreed they got frustrated by using *Geschool* because of the slow-speed internet and 27.2% disagreed and only 11% strongly disagreed. Meanwhile, 45.6% agreed that they lack computer skills and 12.5% strongly disagreed, so it is difficult for them to use *Geschool* effectively. Besides that, 32.4% disagreed and 9.6% strongly disagreed about the statement. The last, 34.6% agreed and 27.2% strongly disagreed that they feel lazy and disinterested while learning English at *Geschool*. In conclusion, students' perception of personal factors turned out that it was average.

### Discussion

This study was intended to provide some of the perceptions toward the use of *Geschool* in learning English. The challenge of Covid-19 and the need to maintain social distancing brought the opportunities of online education to all. Therefore, there have been many changes in the learning process such as media and learning activities. After the researcher analyzed the data from students of grade eight of SMPN 1 Gunung Talang, the result showed that the students have relatively negative perceptions of learning English toward the use of *Geschool* at their school.

Based on the data analyzed from the questionnaire and interviews, students claimed they are not delivered the lesson that primarily did not provide the future explanation using *Geschool* and The lesson cannot be effective due to a lack of interaction and discussion between teachers-students and students-students. As a participant stated in the interview:

*Not interesting because it is difficult to understand, and most of the material is written. There is also rarely a teacher who gives videos that explain the material. – R3*

*It was difficult to study alone and there was no interaction between each student. – R2*

Additionally, it had a negative impact on how smoothly students complete their assignments. It found that the students were not collecting the assignments through *Geschool*, but they mostly had to go to school on Saturday to hand in the assignments directly. There were some quotes from the participants:

*For assignments, lack of communication with the teacher and cannot ask for more explanation,. The assignment also needs to be handed in to the school.–R11*

In addition, *Geschool* needed to upgrade the features lacking in order to accomplish the indicators in eight grade English syllabus. There was a quote from participants:

*In online learning using Geschool, there was no time that let us to do the role play, so I never talk English with the teacher or friends every day.–R5*

The finding of lesson delivery was significant to a study by Rasikh (2020) about the effectiveness of application *Geschool* media evaluation of learning. The findings showed that learning through *Geschool* was not effective enough to be used as a medium for evaluating students learning outcomes. As it was stated by Syarifudin (2020), the learning material was derived from the competency achievement indicators, so the composition of the material delivered by the teacher will carry out the learning objectives. However, both students and teachers relatives were confused about using *Geschool* to deliver it since they were not familiar yet with the system. A study conducted by Arvi (2022), also gave the similar result that *Geschool* application has been effective and has met the needs of the students. However, it had not yet reached the maximum value.

Based on the result of the questionnaire and interviews, the participants stated that accessing *Geschool* was easy, even though sometimes the access of *Geschool* was getting disconnected in between the classes and finding it hard to log in again, it was found that they can access the course or class everywhere and every time. Participant in the interview stated:

*It's easy because Geschool is through cell phones. For example, when we are eating, we can also access Geschool to do quizzes, so it is easy. –R9*

The finding about accessibility was similar with Aggraini (2021) that found the teachers were easy to give the materials to the students without extra time needed. The students also can check the attendance list automatically, so it saved time. By learning English toward *Geschool*, the students can access it everywhere and everytime. it facilitates easier access for students to learn.

In other hand, internet connection was a barrier to online learning (Madya, 2021). The issue was that students from economically low backgrounds that live in remote areas with unreliable internet access. From the interview, students stated that the internet connection was a little bit slow that make the accessibility to the *Geschool* made them having difficulty. There was a quote from participant:

*Sometimes it is good, sometimes it is bad, but most of the time it's bad. Lagging more often becomes an obstacle for the learning process.–R6*

*Geschool* as learning media encouraged students to study at their own pace. Students and teachers did not have experience learning *Geschool*; however, the students agreed that the appearance of *Geschool* was clear and easy to understand. Even though *Geschool* can be accessed through handphone which students had been

familiar with, the students still required a long time to master it used. As a participant stated:

*It is hard to understand and the features are confusing me sometimes. then, I cannot speak English and the teacher doesn't explain it. -R8*

The finding has the similar result to a study conducted by Anggraini (2020). Eventhought the learning had positive feedback because of the alternative features that made it was easier, but the features to explain in online way such as video conferences did not available that made the English learning process while using *Geschool* was one of the issue that need further developments. The materials just only shown in texts and a few images related to materials, without videos. That was being the weakness of *Geschool*.

For personal factor, it demonstrated that although the students regularly concurred that they felt more comfortable participating in class, they also frequently reported feeling unmotivated and lazy. This could be caused by many factors, such as the learning environment, or come from themselves. Internet and external motivation and engagement to the lesson and their computer skill were the factors of students' performance during the online English class toward *Geschool*. Participants illustarted it:

*Using Geschool makes me lazy to read. Already lazy to read, what is shown is only a white slide with text, not many interesting features. -R11*  
*I did not. If we studied online, it's not just studying, because it's often tempting to look around at others' applications, so I am not focused and unmotivated. -R7*

The finding was similar with study by Vela (2021). It mentioned that learning English toward the use of *Geschool* made the students less motivated to learn. It made them less serious and that they only went to *Geschool* to check their attendance, which made them feel bored and lazy. It was because of the sudden exchange from face-to-face learning to online English learning toward *Geschool*, it gave challenging for teachers, staff, and students. The familiar way to learn gives a confused vibe for the first time using it.

Therefore, this became the note for the teachers to make an innovative way for students interested in the materials given and they can enjoy the English online learning process, as stated in Vela (2021). Teachers were expected to modify learning in order to attract students to continue to follow the learning process (syarifudin, 2020). The teachers not only need to master *Geschool*, but they also need to be more creative in providing the materials that make it becomes understandable and exciting English learning process.

## **CONCLUSION AND SUGGESTION**

From the analysis and data described, it can be concluded that students had relatively negative perceptions toward the use of *Geschool* in learning English. The students felt unmotivated and rarely understand the materials delivered due to the

materials were given only in written form without future explanation from the teachers. To improve students' English skills, *Geschool* is not the best option.

For accessibility, the students were easy to access or enter *Geschool* and access the assignment given. However, they cannot get more access to references or reading materials. Then, for media, the students quite enjoy using *Geschool*. The materials given were also structural based on the syllabus. The slow-speed internet connection that happened because of demographic conditions was one of the reasons. Even though most of them have a negative perception of it, the students mostly agreed that learning in *Geschool* was comfortable and flexible in the covid-19 situation.

Dealing with the conclusion, the researcher would like to suggest as follow:

1. The English teacher needs to understand first the features and how to use *Geschool* in learning materials that can deliver the materials as students need. Teachers also have to give further explanations to make the students more understand the lesson delivered

2. The English students

The students are suggested to be more independent. It is suggested that the students become more independent. They must take an active role in expanding their knowledge base by actively seeking out additional sources in addition to the ones provided.

3. The other researchers

The next researchers may conduct additional research on this study's topic in order to improve the English learning toward *Geschool* experience for teachers and students in a comprehensive manner such as taking into consideration on teachers' perception of using the application.

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