TheGIST

Distanced Online Learning in Language Teaching: From Students' Perception

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Abstrak
Studi kuantitatif ini bertujuan untuk menganalisis dampak konten audiovisual yang disampaikan melalui Canva, forum diskusi melalui Zoom dan evaluasi online yang disampaikan melalui Mentimeter dan Google Form pada model Pembelajaran Jarak Jauh yang disampaikan secara online. Penelitian ini bertujuan untuk mengukur persepsi siswa terhadap lingkungan belajar yang berubah drastis menjadi online. Metode yang akan dilakukan dalam penelitian ini menggunakan metode Perceptions Blended Learning Environments Questionnaire (PBLEQ). Langkah penelitian meliputi penyebaran angket online kepada 68 mahasiswa program studi Kesehatan Masyarakat, Gizi dan Hukum, yang berisi pertanyaan tentang persepsi mahasiswa tentang perubahan pembelajaran tatap muka menjadi pembelajaran online, kontribusi pembelajaran online, dan tugas yang dilakukan secara online. Kemudian, pertanyaan yang lebih rinci diberikan pada sesi wawancara untuk memvalidasi jawaban atas kuesioner. Hasil pembelajaran online menunjukkan bahwa konten audiovisual, forum diskusi dan evaluasi online dalam pembelajaran jarak jauh berpengaruh positif terhadap proses belajar mengajar. Studi ini merekomendasikan penggabungan modalitas pembelajaran campuran selama perencanaan dan pelaksanaan program pendidikan dalam konteks pengembangan kompetensi siswa. Dapat disimpulkan bahwa pembelajaran jarak jauh merupakan salah satu alternatif untuk meningkatkan kondisi belajar mengajar di abad 21.

Kata Kunci : Pembelajaran Jarak Jauh; Pengajaran Bahasa

Abstract
This quantitative study aims to analyze the impact of audiovisual content delivered through Canva, discussion forums via Zoom and online evaluations delivered via Mentimeter and Google Form in the Distanced Learning model delivered online. This study aims to measure students' perceptions of the learning environment that has drastically changed to online. The method that will be carried out in this study uses the Perceptions Blended Learning Environments Questionnaire (PBLEQ) method. The research steps included distributing online questionnaires to 68 students of the Public Health, Nutrition and Law study program, which contained questions about students' perceptions of changing face-to-face learning to online learning, on the contribution of online learning, and on online assignments. Then, more detailed questions were given in the interview session to validate the answers to the questionnaire. The results of online learning show that audiovisual content, discussion forums and online evaluations in distanced learning have a positive effect on the teaching and learning process. This study recommends the incorporation of mixed learning modalities during the planning and implementation of educational programs in the context of developing student competencies. It can be concluded that distanced learning is an alternative to improve teaching and learning conditions in the 21st Century.

Keywords : Distanced Learning; Language Teaching

1. INTRODUCTION

Despite being driven by the pandemic, online education has gone up a notch with the shift from face-to-face in-class requirements to online lectures. This learning is also known as blended synchronous learning which is a mixture of online lectures and classes with a traditional approach, although in reality almost all meetings are held online. This learning model has received a lot of attention. Although the effects of this learning model on students and teachers are not fully understood. With the growth of the international education market, universities and colleges are also starting to pay attention to this market because distanced learning or blended learning has a high level of practicality.

So far, it is believed that the drawback of online learning is in terms of its interactivity when compared to face-to-face classes. Some things that are felt to be missing are the lack of presence needed by humans as social beings, lack of social interaction, and dissatisfaction with learning. On the other hand, distanced learning is considered cheaper in terms of cost and provides opportunities for more people to experience higher education. However, it is still necessary to investigate student perceptions and student satisfaction with distance learning and face-to-face learning.

This study seeks to investigate students' perceptions of online and face-to-face learning. Perception is the process used by individuals in managing and interpreting their sensory impressions in order to give meaning to their environment (Robbins, 2003). Furthermore, Sugihartono (2007) suggests that perception is the brain's ability to translate a stimulus or process to translate incoming stimuli into the human senses.

There are different points of view in the translation of human perception. There are those who perceive something as good or positive or negative, and this will affect visible or real human actions. Based on the various definitions of perception above, in general perception can be defined as the process of giving meaning, interpretation of stimuli and sensations received by individuals, and is strongly influenced by internal and external factors of each individual.

In blended learning, students should switch environments from face-to-face learning to online learning, and so on like that. However, due to the current state of the COVID-19 pandemic, blended learning in this study is entirely done online which makes it more proper to be mentioned as distanced learning.

Robbins (2003) states that perception is influenced by three factors, namely:
1) Perceiver; An individual looks at a target and tries to interpret what he sees, then that interpretation is influenced by the personal characteristics of the perceiving actor himself, including attitudes, needs, interests, experience, and expectations (expectation).
2) Object (Object) Characteristics in the object to be observed can affect what a person perceives. Novelty, sound, size, background, proximity, and similarity of an object can shape the way we perceive things.
3) Situation Changes or differences in time (time), place (work settings), and social conditions (social settings) can cause different perceptions of something

In Factor 1, changes were made from the initial factor made by Han, F., & Ellis, R. A. (2020), namely the integration between face-to-face learning and online learning. This is done because during the current pandemic, face-to-face learning will not be carried out until the pandemic can be handled. So, the perception that will be measured in this study on Factor 1 is the student's perception of online learning only. In Factor 2, the questionnaire questions will revolve around the contribution of classmates in helping and motivating in blended learning. And in Factor 3 the questionnaire questions will be

emphasized regarding the time and workload given by the teacher.

The study formulates the questions which are developed to guide the investigation process: How technology helps in distanced learning in students' perception?

Based on the research problem above, the researcher formulates the objectives of the study is: To describe students' perception on the use of technology in distanced learning.

Previously, research has been carried out regarding this matter. Fortune et. al (2011) conducted a study of 156 students who enrolled in online and face-to-face learning in a Tourism course showing that there was no significant difference between online and face-to-face learning models at cultural universities in northern California, United States. Kemp and Grieve (2014) conducted a study on 67 psychology students at an Australian university indicating their preference for face-to-face meetings over online meetings. Although, this study also argues that online meetings and face-to-face activities can lead to the same academic performance but students are more likely to choose online meetings for written activities and choose face-to-face in the discussion model.

In a study of 107 open university students in Taiwan, Bali and Liu (2018), it was stated that there are indications that perceptions of face-to-face meetings tend to be higher than online meetings in terms of social presence, social interaction, and satisfaction, although there is no significant difference in the choice of method. study.

In the field of second language acquisition, Tratnik (2017) shows that there is a significant difference in the level of student satisfaction between students who do online learning and face-to-face learning. Students who do face-to-face in general feel more satisfied from several aspects. Although online learning is said to be developing rapidly, it should be remembered that this development was driven by a pandemic which meant it was

forced to develop and is currently still in the early stages of its development. Thus, researchers, developers, and users of online learning need to investigate how students accept and react to the elements used in the blended learning method because students' perceptions and attitudes are strongly influenced by motivation, including how this learning method is applied to improve learning. to be effective.

Cakrawati (2017) in her research on online learning uses the Quipper and Edmodo applications to give assignments or tests to 40 middle and high school students. Furthermore, Cakrawati (2017) stated that the majority of participants acknowledged that the use of Quipper and Edmodo made the teaching and learning process more effective and efficient and further improved students' understanding of the lesson.

Gurleyik and Akdemir (2018) in their research on the perception of 875 undergraduate students towards online learning found that in general, students' perceptions of teaching English using technology were low so that in the curriculum, selective instructions had to be drawn up in terms of the activities to be used. , and methods.

Harefa and Sihombing (2021) in their research on 30 junior high, high school, and university students showed that online learning was considered less effective, especially for students in remote areas. This is due to communication problems and inadequate infrastructure. Muthuprasad et. al (2020) said that 70% of 307 agricultural students stated that they were ready for online learning but they preferred recorded lectures. Furthermore, it is said that hybrid learning is more desirable for practical purposes.

Nur Agung et. al (2020) in his research on 66 high school students majoring in Language stated that in general, students need a more accessible platform to increase student participation. It was further said that from the level of frequency, teachers used Google

Classroom, WhatsApp, Zoom and Edmodo, whereas 75.8% of students preferred WhatsApp, and the rest recommended Google Classroom (18.2%) while only 6.1% wanted Zoom.

The studies above show that the main problem of online learning is a technical problem that occurs due to infrastructure and technical problems that occur because there is no clear standard in conducting online learning so that teachers tend to do trial and error. This study tries to narrow the choices that teachers have so that from this research students' perceptions of online learning can be measured specifically using Canva, Zoom, and Mentimeter as well as Google Form.

To facilitate students' desire to meet face-to-face, watch recorded material, and overcome communication problems, the Canva app was chosen. Canva has a feature that can present interesting presentation material and can be combined with a video teacher when giving an explanation. This video can be uploaded on YouTube by the teacher and can be opened by students when their internet is connected. Zoom meetings are used to get a face-to-face atmosphere and Mentimeter are used to carry out written interactions and become an indicator for teachers about whether the material has been conveyed and whether students have understood. The Google Form link regarding the assignment is shared after the meeting and the submission deadline is 6 days after the link is shared.

2. METHOD

This research is a descriptive research through a survey that uses a questionnaire as a means of measuring student perceptions of the learning received. The survey was conducted online via Google Form. The population in this study were students of the Faculty of Health and Faculty of Law, Universitas Mitra Indonesia, semester 1 who were taking English courses and were taking online lectures, totaling 67 people.

For the guidance, Prayitno's (2013) steps in teaching online class is used. In the application, students get a video in the form of a presentation given by the teacher facilitated by Canva software, then Zoom meetings are used to discuss the material that has been presented, if there are further questions. To see students' understanding, during the zoom meeting, language structure exercises were carried out using a mentimeter so that the teacher knew where the student's shortcomings were. The last stage is the exercise which is carried out independently and collected via google form. Questions from the google form can be discussed at the Zoom meeting the following week.

In this study, students' perceptions will be seen by using a media questionnaire or what is known as Perceptions of the Blended Learning Environment Questionnaires (PBLEQ). According to Han, F., & Ellis, R. A. (2020) evaluating blended learning is very complex to do because students have to be in different situations or environments, namely face to face and online. Learning activities with different environments create obstacles to provide an assessment or evaluation. Therefore, a questionnaire was made to measure aspects related to online activities. And the other hardest part is to know the students' perception of the online learning part. In this study, the object of research must face changes in the learning environment, namely from face-to-face meetings to online learning due to social restrictions due to the impact of the spread of COVID-19. Therefore, student perceptions will be measured into 3 factors following the study of Han, F., & Ellis, R. A. (2020).

In the questionnaire section to answer students' perception questions, the questions were adapted from the research of Han, F., & Ellis, R. A. (2020).

The questions used in the research were translated into Indonesian and some

of the questions were adapted to the objectives and conditions of the research. The following are questions from the research questionnaire that use a Likert scale of 1 to 5 in answering. The following are the questionnaire questions in this study with some adapted questions:

1) Online lecture activities help me understand English material (Code = PK1).
2) Integrated online lecture activities correspond well to assignments and exams (PK2).
3) The material in online learning helps me in doing assignments and exams (PK3).
4) I feel that learning resources (Canva recording materials) help me understand the lessons in my Zoom class (PK4).
5) When Zooming, I feel a feeling similar to the feeling when attending a face-to-face class (PK5).
6) I feel that the contribution of other students in the class (through the answer of the meter) helps me understand certain topics (KT1).
7) Friends' contributions in online discussions helped me understand new materials/things (KT2).
8) Contributions from my friends motivate me to think more about the material given (KT3).
9) Contributions from my friends make me feel involved in class (KT4).
10) Contributions from friends in the Zoom class made me get ideas and think critically (KT5).
11) I need more time to do online assignments (via google form) (TD1).
12) When I complete an online assignment, I lag behind my friends (TD2).
13) Online lessons are too time-consuming (TD3).
14) The workload of online activities is too heavy (TD4).
15) A good balance between online activities and face-to-face classes will make my workload easier (TD5).

3. RESULT AND DISCUSSION

To answer the research problem, the first thing to do is to determine the ideal score/criteria (Sugiyono, 2017). This score is determined with the assumption that each respondent gives the highest score for each answer. From the questionnaire, the percentage of the highest possible score is 1675 if each respondent chooses the answer strongly agrees (score 5 on the Likert Scale).

3.1 RESULT

Table 1. Percentage of Student Perception

Perception	Percentage
To the change from face-to-face learning to online learning.	64,12%
Terhadap kontribusi teman dalam pembelajaran secara daring.	68,53%
Terhadap tugas secara daring.	62,62%

The ideal score for the questionnaire to change face-to-face learning to online learning is 5 x 5 x 67 = 1675, where 5 is the highest score in the questionnaire and 5 is the number of questions on the questionnaire for changing face-to-face learning to online learning, and 67 is the number of respondents. The percentage of the total value of the questionnaire on changes from face-to-face learning to online learning changes from face-to-face learning to online learning is 64.12%, the questionnaire on the contribution of friends in online learning is 68.53%, and the questionnaire on online assignments is 62.62%. This description shows that the overall perception of students is 65.09% so that evaluation is still needed in responding to online lectures.

Table 2. Percentage of Answers to Questionnaire Items

Code	Not at all	Do not like	Normal	Like	Like it a lot
PK1	7,46%	11,90%	47,76%	20,89%	11,94%
PK2	7,46%	11,9%	31,34%	31,34%	16,41%
PK3	10,44%	5,97%	32,83%	28,35%	22,38%
PK4	7,46%	14,92%	23,88%	37,31%	16,41%
PK5	16,41%	26,86%	37,31%	13,43%	5,97%
KT1	5,97%	7,46%	40,29%	32,83%	13,43%
KT2	7,46%	17,91%	26,86%	34,33%	13,43%
KT3	5,97%	8,95%	29,85%	35,82%	19,40%
KT4	5,97%	7,46%	32,84%	38,80%	14,92%
KT5	5,97%	8,95%	38,81%	29,85%	16,42%
TD1	4,48%	2,98%	26,86%	29,85%	35,82%
TD2	20,89%	28,36%	37,31%	7,46%	5,97%
TD3	11,94%	23,88%	40,30%	16,41%	7,46%
TD4	8,96%	32,83%	35,82%	11,94%	10,45%
TD5	4,48%	4,48%	40,30%	26,87%	23,88%

3.2 DISCUSSION

The description test was conducted to answer the formulation of the problem in this study, namely: How technology helps in distanced learning in students' perception?

Questionnaires aimed at students show that the use of technology in classroom management cannot completely depend on the lecture method

that is widely delivered in online classes that use Zoom. Facilities are needed to create engagement and involvement in the classroom. In this study, it can be seen that the use of additional technology in the form of material recorded on Canva and administering a small test via mentimeter has an effect on students so that they do not just ignore the explanations given by the teacher.

The results of interviews with 5 respondents were divided into three categories, namely, 1) Students' Perceptions of changes in the learning environment, 2) Students' Perceptions of Friends' Contributions, and 3) Students' Perceptions of Tasks. Here are the results of the analysis:

1) Students prefer face-to-face lectures because they have difficulty communicating with teachers and classmates.
2) Students feel that online lectures cause their enthusiasm to learn to decrease because there is relatively no direct responsibility in understanding the material.
3) Changes in the environment cause students to feel that they are not really present in lectures, only attending online for attendance purposes and checking of attendance is relatively not carried out.
4) Students feel that their focus on learning is disturbed because of the environment at home.
5) Students feel that lectures with video conferencing applications are very helpful in understanding the material.
6) In understanding the material or in discussion activities, students can directly look for references online. This has never been done in the classroom because face-to-face learning does not

directly access information online and students feel that they get more references from teachers in online lectures.
7) Although they can easily and quickly search for other sources from the internet, students find it difficult to understand the materials themselves.
8) In discussions conducted through messaging application platforms, students have more time to think about sentences in the discussion or answers where they can organize the content of the message compared to face-to-face in class where they have to spontaneously answer questions or discussions.
9) Students discuss and answer answers in messaging application platforms tend to copy their friends' answers or from other sources.
10) The material in the handout or the material given in the online class is still incomplete and the material in the video which is fully in English is not considered helpful in understanding the material.
11) Lectures are boring and monotonous.
12) Students feel that they are required to be more independent in online learning and understand the material, while they feel they are not ready, so they feel that those who are smart become smarter and those who do not understand are more confused.
13) Discussions only occur during lecture hours, outside these hours there are no further discussion sessions.
14) Students can understand the material because of the contribution of friends' discussions in lectures or friends' answers to questions given by the teacher.

15) Discussions and contributions from friends are very much needed, both face-to-face and online classes.

16) The task is given a relatively longer time by the teacher and the number of assignments is relatively more compared to face-to-face lectures.

17) Taking quizzes on the messaging application platform is not comfortable, students prefer to collect assignments through the messaging application and take quizzes in the quiz application.

Referring to the results of previous research conducted by Han & Ellis (2020), the main key to students' perceptions of the online learning environment is the extent to which online resources are integrated into learning activities, into assessments, and into class assignments, the usefulness of online contributions from other students for their own learning, and the online lecture load is a barrier or not in relation to the total course load, so the findings in this study support and answer what Han & Ellis have said.

The interview results also show the unpreparedness of teachers and students in changing the environment from face-to-face to online, so the institution where the learning and teaching process is carried out must prepare and improve knowledge and implementation in blended learning. Lecture support infrastructure and applications must be better prepared so that changes in the lecture environment can assist students in providing logical and scientific analysis of learning materials.

The mindset of teachers and students must be changed in such a way that there is a lecture that can lead to independence in learning, by not focusing too much on time constraints because with online lectures discussions with teachers and discussions with friends can be done anytime. The contribution of friends in lectures is deemed necessary, but an activity must be made that can help the contribution be more accepted by students who really need help. Although students are still unable to adapt to the rapidly changing environment from face-to-face to online, students still feel that submitting assignments in a longer time helps them understand the material.

4. CONCLUSION

This survey shows that in general it is found that the percentage of the total value of the questionnaire on the change from face-to-face learning to online learning changes from face-to-face learning to online learning is 64.12%, the questionnaire on the contribution of friends in online learning is 68.53%, and the questionnaire on online assignments is 62.62%.

This description shows that the overall perception of students is 65.09% so that evaluation is still needed in responding to online lectures. In the questions that represent the use of Zoom, the score obtained is 178 out of 335 (53.13%). In the material that represents the use of Canva on points, it got a score of 228 out of 335 (68%). In the items that represent the use of the meter, the value is 228 out of 335 (68%).

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