THE STUDENTS' PERCEPTION OF ENGLISH LANGUAGE TEACHING IN THE POST-PANDEMIC ERA

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Educational systems around the world are heavily affected by this outbreak. By Covid 19, online learning became mainstream because there was no traditional classroom instruction. The closest alternative to the offline class. Such a background, student awareness of online learning systems adopted at the university level during the Covid 19 pandemic is in progress. The study aims to identify the student perceptions'. Ease of use and usefulness of online learning based on the Technology Acceptance Model. Analyze factors that influence students' perception of learning English online, especially in the context of EFL. In this study, a descriptive approach based on the survey method and responses from 215 students in Islamic Higher Education of Tribakti were accepted. The data were collected through online surveys and structured interviews. Samples were used to obtain samples, and 215 students were interviewed for further search. Information about their experience during the learning process. Research results show students have a positive attitude toward online learning and therefore accept new things in a learning system. It also empirically demonstrates the importance of online learning during Covid19 at the time of the crisis. Several factors influenced student perceptions. These were perceivers, objects, and situations. Participants agreed to this online learning has emerged as a new way to improve the learning process and can continue to improve the learning performance.

Keywords: students' perception, English teaching, post-pandemic

INTRODUCTION

E-learning is an internet-based learning method. By integrating the Internet, learning activities expected to encourage interaction between educators and students, even though they are not facing to face. Learning systems that integrate internet connections with the teaching process can be identified as virtual or online learning systems (Bentley, Selassie, & Shegunshi, 2012:1-2). According to Unicef (2020), until August 2020, there were 15 billion children affected by school closures due to the Covid-19 pandemic and had to carry out the learning at home. Of these there are around 45 million students in Indonesia, accounting for 3% of the total number of students affected worldwide (Azzahra, 2020: 1). The online learning system strives for students to be able to study at home without having to come to school. Learning is carried out with an application-based system that can be carried out in remote places. Learning is not carried out face-to-face, but virtual so that it seems practical and easy to carry out during a pandemic like now. Online learning allows students to do learning from home or anywhere by the agreement between students and teachers, besides this learning only requires an internet connection so there is no need to do face-to-face directly (Adijaya & Santosa, 2018: 105).

Implementation of online learning is not as easy as expected. There are various obstacles faced by students during online learning, such as new changes that can indirectly affect students' learning absorption in both theory and practice, then there are concentration disturbances during the learning process, and internet connections that do not support which sometimes experience disturbances that hinder in storing student material, students need time to adapt. In addition, the technological and economic abilities of each student are different so not all students support online learning activities

The Covid-19 pandemic began to enter Indonesia in early 2020, bringing changes to Indonesian society. Various new habits such as washing hands with soap or hand sanitizer as often as possible, wearing masks, and physical and social distancing have become part of daily activities. The government has also issued policies to prevent the spread of the Covid-19 virus, such as isolation, and National-Scale Social Restrictions to a new life order (new normal). This makes the community, including students and teachers, stay at home, worship, study, and work from home (Jamaluddin, et al, 2020: 2). All these efforts were carried out to suppress and break the chain of transmission of Covid-19, considering the number of Covid-19 sufferers in Indonesia continues to grow from day to day.

To follow government policies, the world of education immediately makes adjustments by implementing an online learning system. Then a SE (Circular) was issued by the Ministry of Education and Culture as a precautionary measure for

Covid-19 so that it does not continue to spread. The first step is the prevention of the spread of Covid-19 in the Ministry of Education and Culture regulated by Circular No. 2 of 2020. The second step is the prevention of Covid in the educational environment regulated by Circular No. 3 of 2020. The third step is the implementation of educational policies during the emergency period of the spread of Covid -19 regarding home study arrangements in Circular number 4 of 2020 (Arifa, 2020: 14). The manifestation of the implementation of the circular is the implementation of online learning known as Distance Learning. The Distance Learning System is a learning method that is not done face-to-face in the classroom but is carried out through the use of internet information technology services. One of them is by using the e-learning method. E-learning is an internet-based learning method. By integrating the Internet, learning activities are expected to encourage interaction between educators and students, even though they are not facing to face. Learning systems that integrate internet connections with the teaching process can be identified as virtual or online learning systems (Bentley, Selassie, & Shegunshi, 2012:1-2).

According to Unicef (2020), until August 2020, there were 15 billion children affected by school closures due to the Covid-19 pandemic and had to carry out learning at home. Of these there are around 45 million students in Indonesia, accounting for 3% of the total number of students affected worldwide (Azzahra, 2020: 1). This condition is quite alarming considering that students cannot enter school for an unknown time until when this pandemic can be resolved or ended. Online learning is still considered a breakthrough or a new paradigm in teaching and learning activities. In the English subject, online learning in addition to providing many conveniences, there are also obstacles, one of which is ineffective learning activities so that students do not understand the material that educators provide. These obstacles create perceptions for students of online learning in language subjects. According to Leavitt and Zarkasi in Irawati and Santaria (2020), the process of translating various events using the senses in him can be called perception. Perception depends on how a person interprets things that happen based on his point of view. Research conducted on a person's perception is needed to find out the point of view that a person has on an event so that it can be used as evaluation material in the future. A person's perception can change along with his cultural background, grasping the power of a problem, and his learning experience, besides the quality of one's thinking will also affect his perception of the incident so that it will broaden his horizons (Isman & Aksal, 2004: 111).

The Tribakti Islamic Institute of Religion is one of the Islamic Higher Education in Kediri that carries out online learning to prevent the spread of Covid-19. Based on the results of initial observations using the interview method via the

WhatsApp application to level 1 student on January 15, 2022, it is known that there are several problems in the implementation of online learning in English subjects, namely the internet network is already available but the internet access speed capacity is less than optimal, spending a lot of time. internet quota, students do not understand the material provided and online learning tends to be boring. The obstacles presented by these students show that the world of education is not yet fully ready to carry out online learning. Therefore, it is necessary to conduct a study to create a wise regulation, so that online learning can be carried out properly, and not even become a burden. The Ministry of Education and Culture should start considering issuing a special operational guideline that discusses indicators for implementation, as well as taking into account the various obstacles faced by students. The arrangement of learning methods that are different from the normal situation is also needed to take into account the emotional side of students and the limitations of educators. Judging from the description, the researcher wants to study further in the form of research with the topic of Student Perceptions of Online Learning in English courses at Islamic universities after the pandemic period.

Higher education institutions face tremendous challenges in designing effective and sustainable online learning because online learning systems have never been tried on this scale before. The learning system which was originally based face-to-face directly in the classroom must be replaced with an integrated learning system through the virtual internet network (online learning). Regarding the impact of the spread of Covid-19 on the world of education, it requires educators and students to be able to quickly adapt to existing changes. Students' views on this learning system will also be different. Therefore, it is very important to know the progress of online learning that has been carried out so far to find out whether the learning helps students achieve what they expect. Armstrong (2011:223) states that the implementation of learning and technology is best seen from the perceptions of students because they have direct experience.

Perception is the experience of objects, events, and relationships obtained by transmitting information and interpreting messages. This gives meaning to the stimulus in continuing information and predicting messages that involve attention, hope, motivation, and memory (Rachmat, 2000:5). Furthermore, Michotte (2017:9) develops perception as a phase of the auction process that allows us to adapt our activities to the world in which we live. According to Slameto (2013:102), as one of the responses that humans have, perception determines the process of receiving information. Rakhmat (2011: 51) argues that the experience experienced by every human being that gives birth to the interpretation of the message can also be classified as perception. So, perception is a direct response obtained from someone's absorption to know some things through sensing. Perception is subjective because it

depends on the circumstances and abilities of each individual so individual interpretations will differ from one individual to another.

Increasing the role and activity of students in the use of various media and technology for the success of online learning is influenced by perception. Students will find it easier to learn the material if they understand their perceptions. By understanding their perceptions, they will know what is needed and what learning media are useful for them. If students have a good perception of the learning process, it can direct lecturers and students to achieve good results from the teaching and learning process. If students have negative perceptions, the lecturer can change or modify teaching methods to attract students' interest and attention. Modification of learning methods is needed so that the material is easier to understand

Having an idea of how students learn English will help teachers to facilitate students appropriately and will help them find their way of learning. This study, it is hoped that can answer the problems that occur during online lectures and can provide solutions to the implementation of online learning in the future if it is extended again. In general, the factors that influence perception according to Miswanto (2015:55), include:

1) Internal factors refer to various things that come from within such as psychological, biological, or physical related to attention, attitudes, and education.
2) External factors are external factors, namely events that shape the perception of the mind
3) Perception is also formed from information obtained from various media.

Meanwhile, according to Prasetijo in Arifin, et al. (2017), perception can be influenced by various factors. These factors are personal and external. External factors can be seen by the eye and can be identified. Meanwhile, personal factors are internal in a person and cannot be identified directly so the further translation is needed. External factors include various things that are obtained from outside, while internal factors are various things from within a person. Based on this, it can be concluded that perception can be influenced by various internal and external factors. Internal comes from within a person, while external refers to various things from outside a person that affects the formation of perceptions of a phenomenon or symptom that occurs.

A perceptual process will be initiated by a stimulus that hits our senses. Stimuli that cause perception can take various forms, as long as they are something that directly hits our senses, like anything that can be smelled, seen, heard, and touched. This stimulus will hit an organ called a sensory receptor (an organ that receives

input from stimuli or senses). The presence of a stimulus that hits the sensory receptor causes the individual to respond. The immediate or immediate response of the sensory receptor organ is called sensation. The level of sensitivity in sensation varies from one individual to another. The difference in sensitivity is due to the unequal ability of receptors between individuals. Some individuals are very sensitive to their sense of smell but some are not, some have sight, but other individuals are not, and vice versa. Besides the sensitivity factor, another influencing factor is the intensity of the stimuli. Stimuli that have a strong intensity will make it easier for the receptor to receive it. When we perceive something, we choose a certain view of what is perceived.

According to Khan (2006:46), there are two types or methods of delivering online learning, namely synchronous and asynchronous. Synchronous learning is a type where online learning is carried out or carried out at the same time. This allows direct interaction between teachers and students via the internet. In short, this type of online learning is almost the same as direct learning in the classroom, but the class is virtual and uses internet-connected media or technology. Learning tools are used in real-time, such as instant messaging applications or video conferencing applications (Zoom, Google Meet, Skype, etc.) that allow students and lecturers to ask and answer questions immediately and synchronously (at the same time). Thorme in Kuntarto (2017:101), states that online learning uses various modern learning support equipment such as laptops, LCDs, video streaming, and so on. Assignments and materials are also carried out relying on electronic messages and internet connections. This refers to the opinion of Rosenberg in Alimuddin, et al. (2015: 388) who argues that the use of the internet will improve students' skills according to the times.

According to Gherardini in Adhe (2018:27), online learning provides an effective alternative to learning complemented by feedback regarding the material presented. Online learning also allows collaboration with simulations and games that stimulate creativity in learning. Meanwhile, according to the Minister of Education and Culture of the Republic of Indonesia Number 109 of 2013, distance education can be carried out with various internet-based media to maximize facilities and infrastructure in communication media. English as a subject has a scope that becomes the focus of learning. According to the Regulation of the Minister of National Education (PERMENDIKNAS) Number 23 of 2006 concerning Graduate Competency Standards, the scope of language is as follows:

1) Listening
This includes understanding the various forms of discourse that are heard so that it requires the listener's senses to capture various discourses such as news, fairy tales, folk tales, or poetry.

2) Talk

Includes aspects of spoken discourse to convey main thoughts, ideas, or conversations that involve two or more people. Speaking also involves the sense of taste to pronounce various pronunciations that involve reporting the results of activities, reading poetry, or expressing opinions.

3) Reading

Involving students' understanding in understanding discourse in understanding the text presented such as news, fairy tales, short stories, poetry, or legends.

4) Writing

Involves various activities related to the expression of thoughts, feelings, and ideas in written discourse. This activity can be allocated as a learning tool for students including composing stories, writing speeches, writing fairy tales, making short story summaries, and so on.

METHOD

This study observes the phenomena that occur so that they can be classified as qualitative research. The Tribakti Islamic Institute of Religion is the object to be researched descriptively so it requires researchers to go directly and conduct research on developing phenomena and issues while taking data with a descriptive approach.

The population in this study were students of the class of 2021/2022 who were following the practice of learning English online during the Covid-19 pandemic. Sampling was used using a purposive sampling technique to get feedback about online learning that had been followed for two semesters. The criteria for students involved in this research are students who are active in the even semester of 2021/2022 and are taking online lectures, totaling 215 students.

According to Hasan (2012:83), data obtained needs to be collected to facilitate researchers in conducting research. The collection can be in the form of collecting forms, recording phenomena, analyzing characteristics, or recapping the results of interviews. This study uses interviews through the google form application.

1) Interview

An interview is needed to complete the required data from a person. Interviews were conducted by asking questions to the interviewees with answers that would be used as data for review. The interviewer asks various questions which will be answered by the resource person according to the conditions that occur in the field (Moloeng, 2012: 6). In this study, the interview subjects were regular level 1 students, totaling 215 students and

English lecturers. This technique is a way to get data in the form of answers to questions on Google forms.

2) Documentation

In addition to interviews, research can be sourced from various pre-existing documents as long as the data supports the main data (Azwar, 2010:21). In line with (Moloeng, 2012: 8), historical traces of an object can be traced through the accompanying documents. The documentation method was used to collect data and information from students who became research informants obtained from interviews via a google form.

RESULT AND DISCUSSION

Students' Perceptions of Online Learning in English Courses at the Tribakti Islamic Institute. The findings in the form of student answers to the questions contained in the google form can be seen as follows:

Learning Media

The answers to the interviews from 215 students showed that the learning media used in English subjects were 115 students' cellphones, 15 students' books, 70 students' laptops, 10 students' Ipad, and 5 students' WA applications. Through these data, it can be seen that the majority of students answered cellphones as learning media. This shows that gadgets are the primary learning media during the COVID-19 pandemic.

Online Learning Apps

Based on the results of student interviews about the online learning applications used, it is known that as many as 150 students answered using the google form application and google classroom, as many as 25 students answered using e-learning applications, and as many as 20 students answered using google and WhatsApp applications, as many as 10 students each. each answered using the Opera Mini application and Google Chrome, and 10 students each answered using the WhatsApp application and the Meetingzoom and WhatsApp applications. Thus, it can be concluded that the learning applications used for online learning of Indonesian language subjects are WA, Zoom, Classroom, Edmodo, Google meet, WPS Office, Google Form, E-Learning, and Google.

Student's Level of Understanding

The level of understanding of students in participating in online learning of English subjects can be measured through an assessment of the tasks given by the teacher. The results of students' answers regarding the level of understanding of the

material presented by the lecturer found that as many as 70 students answered they did not understand, 100 students answered understood, and 45 students answered moderately. The level of understanding possessed by students varies according to their abilities possessed by students. It can be concluded from the data obtained that the level of student understanding of the material taught by the lecturer is that the majority of students feel a little understanding of the material presented by the lecturer.

Submission of Material

The opinions of 215 students in delivering material during online learning in English courses can be seen that as many as 85 students answered less interesting, 95 students answered interesting and 35 students answered quite interesting. According to the results of student interviews, students' perceptions of learning in the delivery of teachers are less attractive to students. So, students seem to feel a little bored when online learning takes place.

Opinions About Online Learning

Students' perceptions of online learning materials for English courses can be seen from interviews via a google form, it can be seen that from 215 students, 75 students answered ineffectively, 65 students answered difficult to understand, and 55 students answered less effective and 20 students each answered boring and ineffective. From these findings, students' perceptions of understanding learning materials are ineffective learning that makes it difficult for students to understand the material taught by teachers during online learning. Students consider online learning to be less fun, ineffective and complicated. However, some students think that online learning is effective learning so it is the right solution during the pandemic.

As for the obstacles during online learning: signals, some students only fill attendance but do not follow the lesson, students do not do assignments optimally, students are less active when learning takes place, lack of enthusiasm from students when learning online, and some students are constrained in learning. data packages/quota, inadequate media from students, or device batteries suddenly run out during online learning. From these findings, students' perception of online learning is that learning is less effective, making it difficult for students to understand the material taught by lecturers during online learning. Students consider online learning to be less fun, ineffective and complicated. However, some students think that online learning is effective learning so it is the right solution during the pandemic.

CONCLUSION

This study concludes that the majority of students have negative and positive perceptions of online learning of English course materials. This is because the majority of students do not understand the online learning materials that are delivered, how to deliver English material which is considered less attractive, and students' opinions about online learning which are considered less effective. The obstacles faced during online learning are a signal that is not strong enough to access material during online learning, consumes a lot of internet quota, and students' understanding of the material presented by the teacher is not optimally accepted.

Regarding the perception of ease of use, students stated that they can adapt and use technology in online learning applications easily so that it helps improve their learning outcomes. Thus, based on the questionnaire and interview scores, it can be concluded that students have a positive perception of the ease of use of online learning.

Student perceptions of online learning English during the pandemic Covid-19 are influenced by several factors, namely: the perceiver factor, the object factor, and the situation factor. Perception actor factors consisting of attitudes, needs, interests, experiences, and expectations variables have a good influence on student perceptions. Furthermore, the object factor consisting of novelty, sound, size, background, proximity, and similarity variables also has a positive effect on student perceptions. In addition to these two factors, situational factors consisting of time, place, and social conditions also have a positive effect on student perceptions.

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