

# The attitudes of 8<sup>th</sup> grade junior high school students towards English online learning at SMP N 2 Imogiri

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## ABSTRACT

In this pandemic period, online learning is still the best solution in the education field, including learning English. Various challenges experienced by students can affect students' attitudes in participating in online learning English. The attitudes given by students in participating in English learning also vary. This has inspired researchers to do a research about student attitudes towards English online learning. The purpose of this study is to describe students' attitudes towards English online learning, identify what factors influence students' attitudes towards English online learning, and describe what effects are caused by students' attitudes towards English online learning. This research was conducted using a qualitative method. Qualitative research is a type of research that examines and comprehends the meaning of numerous individuals or groups of individuals as a result of societal issues. The researcher wants to explore students' attitudes on English online learning using semi-structured interview. The results of this research are students are active, responsive, confused, and bored when the joining English online learning at SMP N 2 Imogiri.

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## 1. Introduction

The learning process is still being done out online in this pandemic. This type of online learning necessitates the use of technology by students, teachers, and parents. Parents must be able to coach children to learn at home and substitute teachers at school so that parents can assist in the achievement of online learning goals and guide children while studying at home (Wardani & Ayriza, 2020). Many programs, such as Google Classroom, Google Meet, and WhatsApp Group, are frequently used by teachers and students during online learning but sometimes, students at SMP N 2 Imogiri only reply a bit to what the teacher says in online class.

Students can become stressed when they are learning online since they are thinking about their tasks. They also make an effort to comprehend the content presented by the teacher, but this does not imply that the student comprehends what is being taught. This is also increasing boredom among students (Robandi & Mudjiran, 2020). The researcher chooses the 8 graders in that school because the researcher had an opportunity to conduct English online learning in the 7 grade when she was participated in the 2<sup>nd</sup> batch of 2021 Kampus Mengajar Program. In that online learning, students show various attitudes and it attracts researcher to do this research in the upper class. The

researcher's respondents are students in grade 8 with an average age of 13–14 years which has various fascinating characteristics to study because it is also a period of transition from childhood to adolescence (Dwi Okta AP, 2017).

According to Maxwell (2007), attitude is an internal sensation that is represented through conduct. That is why an attitude can be detected without saying anything. As cited in Azwar (2012), Allen, Guy, and Edgley define attitude as a pattern of behavior, anticipatory inclinations or readiness, predisposition to prepare oneself in social circumstances, or simply. According to Secord and Beckman, cited in Azwar (2012), attitude is a flow-oriented traditional scheme that supports suggesting that attitude is certain regularity in terms of affection, cognition, and conation. According to Yusuf (2010), attitude is a relatively persistent mental condition to respond to a specific item or stimulus that has positive, neutral, or negative meanings affecting components of cognition, affection, and the propensity to act. The attitude refers to a person's reaction or pattern of behavior in response to social stimuli or something in his environment that has meaning (positive, neutral, or negative, in terms of cognition, affection, and acting tendencies). In this regard, Sarwono (2013) claims that the following elements influence the creation of attitudes, they are internal variables and external variables. According to Yusuf (2010), there are four elements that influence the formation of attitudes, as stated by Sarwono (2011) are unique factors of experience, the ability to communicate with others, the modeling factors, and social institutional factors. According to the views of Sarwono and Yusuf, attitudes can be caused by two types of causes: internal and external elements.

Brown, as stated in Rahimi & Hassani (2012), claims that having positive feelings about oneself, one's native language, and one's target language group aids in the development of second language skills. According to Wan Yunus and Mat Ali (2018), the changing environment may have an effect on student attitudes. Today's youth are engrossed with computer gadgets and online social networking, which may dampen their interest in science. In this era, future societies will have to deal with an environmental challenge and students' experiences can influence their attitudes, and effective language teaching strategies can encourage students to adopt more positive attitudes toward the language they are learning (Noursi, 2013).

Adolescence, according to WHO and Sarwono (2011), is a phase during which from the moment he first exhibits secondary sexual signals until he reaches sexual maturity, an individual develops, from childhood through adulthood, people go through psychological growth and identification patterns, and there is a shift from complete socioeconomic dependence to a condition of relative independence. Adolescence is a transitional of time, a period of change, a problematic age, a period in which individuals seeks self-identity, a fearful age, a period of unrealism, and a threshold towards adulthood (Krori & Dutta, 2011). Fatmawaty (2017) revealed the following, physical growth and development, development of the mind, social and emotional development, social advancement, and the change in the environment.

The current pandemic necessitates a greater understanding of technology among teachers and pupils. The result of physically closing educational institutions and substituting them with learning at or from home, according to government policy, is a change in the teaching and learning system (Arora & Srinivasan, 2020). According to Singh and Thurman (2019), online refers to everything that is connected to, served by, or accessible through a system, particularly a computer or telecommunications system (such as the internet). One of definition of learning, according to Rohmatillah (2014), is the acquisition of knowledge about a subject or skill through study, experience, or teaching. Online learning is not limited by distance, space, or time. What is known about learning materials is more varied, not only in terms of verbal form, but also in terms of visual, audio, and motion (Riyana, 2015) According to Nursalam (2019), e-learning has the following characteristics, i.e. making use of technological advancements and the most of digital media and computer networks.

E-learning, according to Tjokro (2013), has a number of advantages, including, multimedia resources in online learning, such as graphics, text, animation, music, and video, make it easier to absorb information, and online learning is far more cost-effective because no instructor is required. Nursalam (2019) identified the following downsides of e-learning, there is a disconnection between teachers and students, or even between students themselves. In agreement with Nursalam, Andrianto Pangondian et al. (2019) stated that online learning has numerous benefits and drawbacks.

According to Wahyono et al. (2020), in some nations, the average actual benefit for people who use online learning is substantially lower than projected. Those who did not adopt online learning cited a lack of understanding as the most important reason, followed by a lack of interest and doubts about its utility. Because of connectivity challenges, online learning suffers from a lack of presence, a lack of personal touch, and a lack of contact (Arora & Srinivasan, 2020). These roadblocks should draw the attention of interested parties in order to ensure the long-term viability of online learning (Surahman et al., 2020).

In Wijaya et al. (2020), the majority of students believe it is ineffective and dull. They are hoping that the pandemic will be over soon so that they can return to school as usual and the pupils appreciated online learning since it allowed them to learn from any location. Its interactive aspect also provided students with new learning opportunities. Online learning can make the students and teachers improve the use of technology in classrooms (Annamalai, 2021). But on the other hand, Padli and Rusdi (2020) state that pupils prefer to learn through an online method. However, some students continue to have issues with the internet and other commonplace amenities that must be addressed. Furthermore, teachers are increasingly using WhatsApp groups to carry out the learning process, making it more difficult for teachers to document the process.

### 1.1 Research question

How are students' attitudes towards English online learning?

The research benefits students by providing information to students through their teachers about their current attitudes toward online learning and how to improve their attitude toward online learning. For teachers include informing them about students' attitudes toward English online learning so that they may decide what strategy to employ in teaching English online in the future. For other researchers, the research aids other researchers by allowing them to conduct similar studies on the attitudes of different grade Junior High School students about online learning, the reasons and effects, better attitudes during online learning, and the strategies used by teachers.

## 2. Method

This research conducted at SMP N 2 Imogiri and in the even semester in 2022. This research used qualitative research. Qualitative research is a sort of study that looks into and understands the meaning of a large number of people or groups of people as a result of societal challenges. According to Raco (2018), the qualitative method takes many forms. When a researcher wants to describe student attitudes in online learning during the Covid-19 pandemic, the researcher will employ a descriptive qualitative research. By performing this study, the researcher establishes a close relationship with the participants. The researcher will utilize homogeneous respondents in this study because it will take multiple persons with the traits required for the investigation (Cresswell, 2012). The attitude of students who respect, reply, and vice versa when participating in English online learning is a vital feature. Grade 8 was chosen by the researcher because it encompasses a number of physical, emotional, and developmental changes that have an impact on students' perspectives. The researcher conducted semi-structured interview since it is a long interview that allows researchers to obtain a large amount of data for a certain goal (Iryana. Kawasati, 2011). In this research, researcher conducted the interview in Indonesian language to get more information from the respondents. According to Mohamed, Rasli & Abu Mansor (2015), the researcher will perform the following steps in the data collecting process, they are researcher requests permission to visit the school and choose respondents, researcher introduced the interviews and thanked them for their time, the researcher explains the goal of the interview and how the data will be used afterwards, the researcher ask questions that they have prepared ahead of time, the researcher provided constructive criticism on the interviewee's message, and the interviewee received a gift as a thank you from the researcher.

In this study, the researcher adapts the questions from Rijali (2018)'s thesis and makes a few alterations to adjust the scope of the investigation.

- 1 Ketika mengikuti pembelajaran daring, apakah Anda aktif mengikutinya? [*When you take the online learning, are you actively following it?*]

- 2 Ketika guru Anda menerangkan sebuah materi dan Anda belum memahaminya, apa yang akan Anda lakukan? [*When your teacher explains a material and you don't understand it, what do you do?*]
- 3 Apakah Anda takut untuk bertanya kepada guru ketika Anda tidak memahami suatu materi? Mengapa demikian? [*Are you afraid to ask the teacher when you don't understand the material? Why?*]
- 4 Dalam mengikuti pembelajaran daring, apakah Anda pernah merasa bosan? Jika demikian, apa yang Anda lakukan? [*Have you ever felt bored while participating in online learning? If so, what do you do?*]

The data analysis methodology is a method of converting data into information so that the data's features are easy to grasp and useful in solving problems, most of which are research-related challenges in this study. Data analysis techniques, according to Muhadjir, as cited in Rijali (2018), are a method used to systematically search and organize notes from observations, interviews, and other sources to increase the researcher's understanding of the case being studied and present it as a find for others. The data analysis method is a method for processing the data required for a study. The data must be processed, sorted, summarized, and analyzed ahead of time so that conclusions may be formed from the study's findings. The researcher would gather the information, sorting the information, data interpretation, explanation of the data, and concluding the data.

### 3. Findings and Discussion

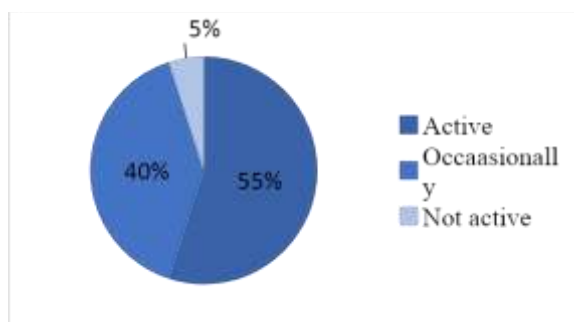


Fig. 1. Students' Activeness

In this diagram, it can be seen that 55% students are active, another 40% students are sometimes active, and one student admits that he is not active in participating in English online learning. Of all the answers, respondent 5 said that the teacher recommended that every student be active in online learning that was carried out during this pandemic (*"Aktif. Biasanya kalau daring itu wajib kata Bu Guru. Jadi harus semua"*) [*We're active. The teacher said that it is a mandatory for all of students to follow the online learning*]. In general, it can be said that most students are interested in participating in online learning that is done by teachers and students. Also, it can be understood that the students have different level of activeness in English online learning. As said by Padli and Rusdi (2020), pupils prefer to learn through an online method. However, some students who are not active have their own reasons. As stated by respondent 20, *"...sering mati listrik, jadi sering tidak ada sinyal"* [*The electricity often goes out, so there's no signal*]. Signal is one of the crucial things needed by students and teachers in online learning. This is similar to what was expressed by Fikri et al. (2021), who stated that signals are also one of the causes of difficulties in conducting online learning.

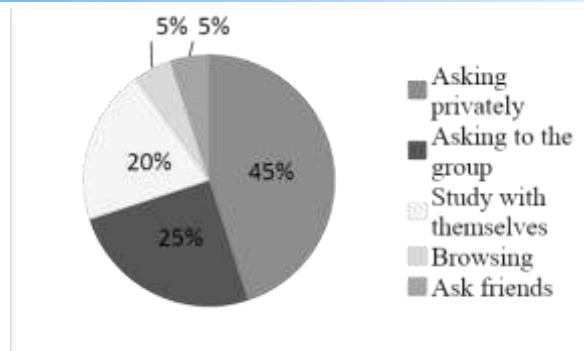


Fig. 2. The students' attitude when they do not understand the material

In the chart 9 students ask the teacher privately, 5 students ask in groups, 4 students learn to understand on their own, 1 student chooses to look for explanations on the internet, and 1 student says that asking a friend is a good option when he does not understand the material that the teacher has delivered in English online learning. Of all the answers, respondents said that they were embarrassed to ask the teacher in the WhatsApp group. They prefer to contact the teacher via personal chat. As stated by respondent 7 “... Japri. Karena malu kalau di grup” [... I was texted her privately, because it's embarrassing to be in a group]. The same thing was also expressed by several respondents, with various reasons that support their answers. Students feel embarrassed to directly ask questions in the group because they are afraid to ask questions directly. The same reason was also expressed by respondent 20, who said that “.....japri, karena tidak mau ketahuan teman-teman” [I was texted her privately in WhatsApp, because I don't want to be caught by my friends]. When students do not understand a material and do not ask questions directly to the group, they use this student statement to gain prestige from their classmates. According to Sarwono (2011), junior high school students are included in adolescence. In early adolescence, students experience emotional periods, and there are times when those feelings explode. To deal with this, students must remain in control and understand that they are going through a period of maturity.

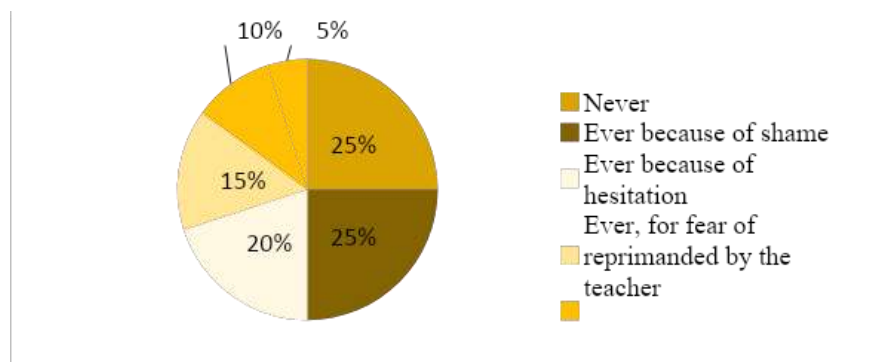


Fig. 3. Fear of students in asking and the reasons

The diagram above shows that 5 students expressed that they were not afraid, 5 other students said that they were embarrassed, 4 students said that they were doubtful, 3 students were afraid of being reprimanded by the teacher, 2 students were afraid if they're wrong, and 1 student felt afraid to interrupt the teacher's time when students were afraid to ask the teacher. Of the many answers from respondents, several respondents said that they were never afraid to ask questions and were embarrassed when they had the opportunity to ask. As stated by respondent 12, who admitted that he was embarrassed to ask because he saw that his other friends had understood and only he was left who did not understand ((*ya pernah. Ya karena malu. Soalnya teman-teman yang lain sudah paham tapi saya belum*) [Yes, I did. I was embarrassed, because other friends already understood, but I didn't]. In contrast to the answers expressed by respondent 3 and 6, They revealed that they never felt afraid because, according to them, if they asked about something that they did not understand, it would be better if they asked for their own understanding, (*Ya karena itu juga kan demi pemahaman kita juga*) [Yes, because that's also for the sake of our understanding too], (*Tidak pernah. Karena menurut saya, kalau tidak paham ya wajib tanya*) [Never, because in my opinion, if you don't understand, you have to ask the teacher]. This contrasting difference is caused by the students'



social environment (Purwanto, A., Pramono, R., Asbari, M., Budi Santoso, P., Mayesti Wijayanti, L., Chi Hyun, C., & Setyowati Putri, 2020). This different social environment causes students to have different attitudes towards asking the teacher when learning online. This behavior is the impact of online learning, namely the lack of social connection, which causes students to feel insecure and awkward about doing something, including asking questions (Bali & Liu, 2018).

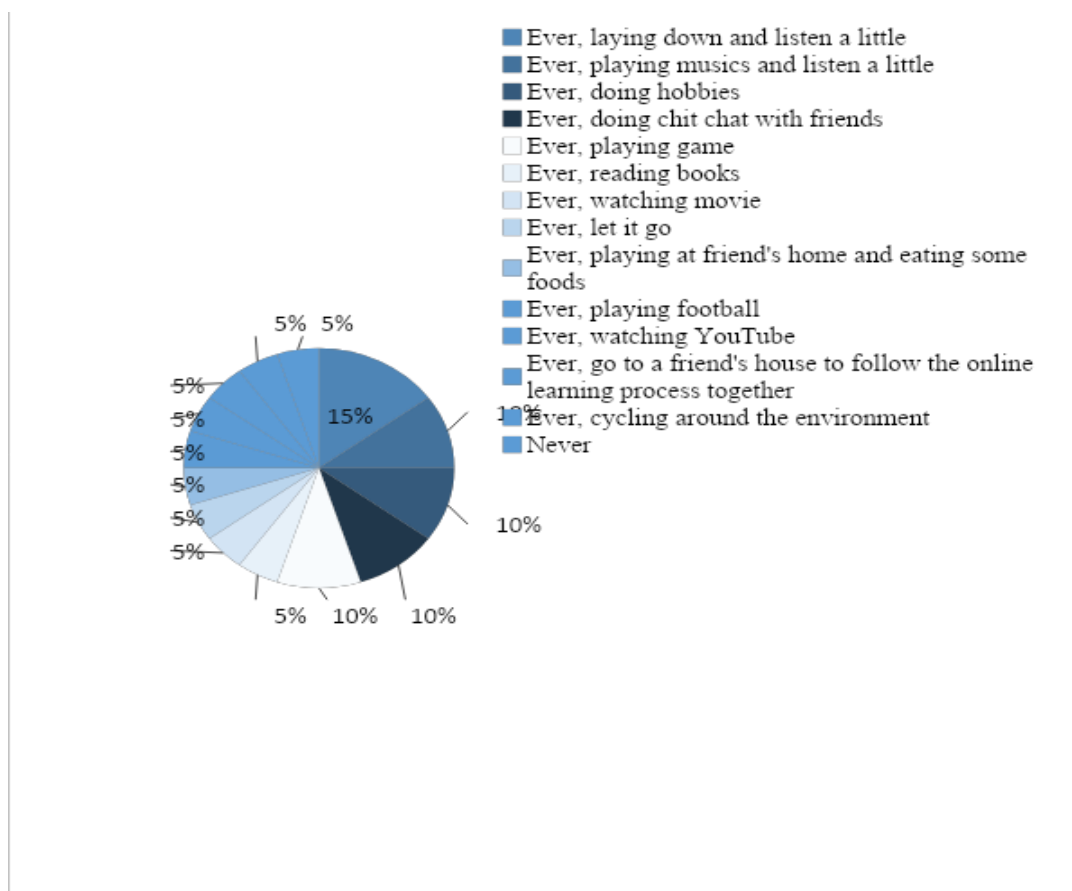


Fig. 4. Students' boredom and their attitude to overcome it

In a survey about student boredom in online learning English, 3 students just lie down and listen a little, 2 students say they only listen to music and pay little attention, 2 students reveal that they do hobbies, 2 students prefer to chat with other friends, 2 students choose to play online games, 1 student said they preferred reading books, 1 student said they chose to watch movies, 1 student preferred to just let it go, 1 student chose to go to a friend's house and eat together, and 1 student chose to watch videos on YouTube, 1 student revealed that he chose to go to a friend's house and take part in learning together, and 1 student preferred to cycling around the village to overcome his boredom in participating in online English learning. One student revealed that he did not feel bored. Of the many student answers, there were 3 respondents who answered that they had felt bored and just laid down and took part in the online learning carried out by the teacher. Some of the answers given by students are a form of a lack of presence, a lack of personal touch, and a lack of contact (Arora & Srinivasan, 2020). In this case, the media used by the teacher in learning also has an effect. As stated by respondent 3, "...*Pengennya saya ya pakai zoom atau aplikasi lain biar seru*" [*I wish I had used Zoom or another app to make the fun class*].

#### 4. Conclusion

The learning process at SMP N 2 Imogiri is still being done out online in this pandemic. Parents must be able to coach children to learn at home and substitute teachers at school so that parents can assist in the achievement of online learning goals and guide children while studying at home. Students can become stressed when they are learning online since they are thinking about their tasks.

They also make an effort to comprehend the content presented by the teacher, but this does not imply that the student comprehends what is being said.

Attitude is an internal sensation that is represented through conduct. The changing environment may have an effect on student attitudes. Adolescence is a phase during which from the moment he first exhibits secondary sexual signals until he reaches sexual maturity, an individual develops, from childhood through adulthood, people go through psychological growth and identification patterns, and there is a shift from complete socioeconomic dependence to a condition of relative independence. One of definition of learning is the acquisition of knowledge about a subject or skill through study, experience, or teaching. E-learning has many characteristic, they are makes use of technological advancements and make the most of digital media and computer networks. In some nations, the average actual benefit for people who use online learning is substantially lower than projected. The majority of students believe it is ineffective and dull. But on the other hand, pupils prefer to learn through an online method.

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