Using online media platforms for learning English: Students' Perceptions in implementation of online learning

Etri Widyastuti [1] , Ratri Nur Hidayati [2, *]

[a, b] Universitas Ahmad Dahlan, Jl. Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Bantul, Daerah Istimewa Yogyakarta 55191, Indonesia.

[b] English Education Department, Ahmad Dahlan University, Yogyakarta, Indonesia
[1] etri1800004183@webmail.uad.ac.id ; [2] ratri.nh@pbi.uad.ac.id
* corresponding author

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ABSTRACT

Coronavirus disease 19 (Covid-19) impact on the education system in Indonesia that changed from offline to online. Learning media is crucial for learning activities. In online learning, the learning media also change the technological tools to facilitate the students. This research aims to understand student feelings in using an online platform for online learning. It is also used to understand the students' perceptions of using online media platforms in learning activities and their problems or experience with it. The method in this research uses a literature review. The researcher collects data from the previous study, news, or articles. This research used a literature review from previous studies. This will be implemented to collect the opinions from several sources to find conclusions and generate similarities and differences. This research is focused on the implementation of online media for learning English for EFL students. The finding of this research may help other researchers to find out the suitable media platform for learning English for students. The online media platform that uses in learning activities will be adjusted to the results of the research about their perception of online media.

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1. Introduction

Coronavirus disease is a virus that has been spread in almost all countries in the world. The impact of this virus is unpredictable in a short time. The velocity at which Covid-19 is spreading has had an immediate influence on every aspect of human life (Sintema, 2020). Covid-19's spread in Indonesia has an impact on practically every sector, including politics, economics, public health, society, culture, and tourism. The education industry has been damaged by Coronavirus Disease 19 (Covid-19). In Zambia, for example, the government was obliged to close all schools due to the covid-19 outbreak (Sintema, 2020). In Indonesia, students also discover that getting to school is a challenge. This is a response to the spread of Covid-19, which is not restricted to a certain age group. Testing, tracking, isolation, and treatment are all important measures in limiting the virus's transmission (Olivia et al., 2020). Indonesian government responds to the condition by setting various policies, such as a lockdown. It is a preventive solution to reduce the movement of people and minimize the spread of Covid-19. In education, one of the policies to change the learning system from offline to online is Circular Letter Number 3 of 2020 concerning the prevention of COVID - 19 in Education Units (Kemendikbud, 2020). This movement also impacts the environment of learning

activities. System changes are made to adapt to the conditions experienced by students and teachers. The most important one is online media which is used during online learning. This is crucial in learning because helps students and teachers to do learning activities without having to meet each other. Students can use apps such as Google classroom, video conference, live chat, zoom, or WhatsApp (Dewi, 2020; Henaku, 2020).

Learning activities need the use of online learning media. The teaching and learning process is more effective and efficient if it is supported by the appropriate media. The use of online learning platforms such as Edmodo and Quipper has been implemented by some teachers as an attempt in integrating technology into the teaching and learning process in the classroom (Cakrawati, 2017). In the current situation, online learning is a viable option for implementation during the Covid-19 pandemic. Previous research on online learning activities during the Covid-19 Pandemic has been published. Students may find it difficult to integrate internet media platforms into their studying activities. The research questions of the research are 1. What are the advantages and disadvantages of online media platforms for learning English in online learning activities? ;2. What are the students' perceptions of using online media platforms for learning English? The researcher aims to investigate the advantages and disadvantages of online media platforms affecting students learning English in online learning activities. It is also to describe the students' perception of using online media platforms for learning English.

2. Method

The review of the literature was conducted according to the Systematic Literature Review framework (Okoli & Schabram, 2010). The review was done systematically over several articles and references. To obtain the appropriate publication, the research employed keywords such as online learning, online learning media, and students' perception. The main ideas of the reviewed articles were identified and then accumulated in accord with the keywords. A literature review is important to research in most of terms. It can serve as a basis for knowledge development, create guidelines for policy and practice, provide evidence of an effect, and, if well conducted, can engender new ideas and directions for a particular field (Snyder, 2019). The researcher focused on the published journal or article from previous studies. The data that has been collected will be analyzed to conclude. The results of the data analysis were described descriptively by the researchers.

3. Findings and Discussion

3.1. Online Media for Learning

Covid-19 has a significant educational influence. As a result of the pandemic, learning activities have shifted from face-to-face to online. It also alters the medium used in educational activities. Teachers and students benefit from improvements in the media used in teaching. It may be tough because practically every country is undergoing an "urgent" educational transition. According to (Dewi, 2020), some of the effects perceived by students include the lack of a distant learning culture, the inability to engage with classmates or teachers, and the necessity to adapt to a new situation. Students confront several challenges, such as the requirement for time to adjust to face-to-face learning activities. The changes in learning activities also change the media that is used in the class. Learning media as an intermediary for delivering material from teachers to students needs to adapt to existing conditions. In Covid-19 condition, some previous study shows the student's condition in their learning activities.

Diana et al. (2021) discussed the students' perceptions and problems in learning English using Google classroom for online teaching activities. The subject of this research is senior high school students. Google Classroom is one of the familiar media used during online learning. The finding of this research shows the advantages of Google classroom. There are some benefits to using Google Classroom. To begin with, it is simple to use. It has a straightforward design that both teachers and students can grasp. The learning interface and options are also quite straightforward. Students can quickly submit their assignments and modify their assignments and check their teacher's grades, as well as do their work without the use of paper. Second, it helps you save time because it is designed to save time. Google apps have been incorporated. It contains features that save time for both teachers and pupils. It is, third, cloud-based. It allows teachers and students to save a large number

of teaching and learning file materials for learning. It is also adaptable. It is easily accessible and usable by both teachers and students in both face-to-face and completely online learning situations. It is also free, anyone with a Google Account can have access to this. Finally, it is mobile-friendly. It may be used to interact between teachers and students, give feedback to students, and personalize learning from anywhere there is an internet connection and from any device.

According to the findings of the data analysis, students' impressions and challenges with learning English using Google Classroom were good. The majority of students selected to agree with the questionnaires' statements. The problems are based on the Google Classroom application and developing English skills. Some kids had difficulty learning English skills because they lacked vocabulary. They were unable to comprehend the topic of the teacher's film. Furthermore, problems opening and uploading a file or video were a challenge with learning English using the Google program. The factors of difficulties learning English were separated into two categories: English skills and Google Classroom. Some pupils said that the issue stemmed from the teacher's failure to effectively convey the content. Even when they were having difficulty understanding English materials, students could not interact freely or orally with their English teacher. Those were triggered by the teacher's failure to respond immediately to the query in the forum application.

Another research from Khalil (2018) shows the EFL Students' Perceptions of Using Google Docs and Google Classroom. This study is focused on English learners who use online media channels. It might not agree with online learning, but it does agree with the online media platform that students utilize to study grammar. In this research, the subject used Six Palestinian EFL learners, 4 females and 2 males between the ages of 16-40, who served as the participants for this study. They are enrolled in the first semester of the English Diploma for Professional Purposes Program at Palestine Ahliya University in Bethlehem.

Students have several possibilities to turn their passive knowledge of grammatical rules into active participation in class discussions. Students were able to study collaboratively and take the teacher's written feedback into account for the improvement of their grammar abilities by using Google applications as an alternative to traditional methods of teaching and learning grammar. Furthermore, because of their manageability and simplicity, the majority of students preferred to use such applications. As a result, teachers can now feel more at rest about the implications of employing technology in the classroom, as the current study demonstrates the good effects that online learning tools have while teaching grammar to Palestinian EFL university students collaboratively. The researcher discovered that 67 percent of students would prefer to use Google Docs in future classes because they are no longer dependent on flash memories and can immediately access their work.

Syakur et al. (2020) talk about The Effectiveness of English Learning Media through Google Classroom in Higher Education. Because of its numerous benefits, Google Classroom is employed in educational activities. Google Classroom is easy to use and navigate. Lecturers can grade, provide feedback on, and administer assessments using the Google Classroom program. As a result, both students and teachers will profit from huge time savings. The participants in this study are 60 students from Brawijaya University's English education departments who regularly use Google Classroom. Online facilitators can communicate with their students directly about the material and online resources. They can use the Google Classroom application to distribute links to interesting web resources and other e-Learning materials instead of managing e-Learning courses or sending individual e-mails to each student. Students will receive frequent updates on current lessons, allowing them to better understand the material and access multimedia equipment that will enhance their e-Learning experience.

The study of Napratilora et al. (2020), shows the uses of WhatsApp as a learning media in teaching reading. WhatsApp is a smartphone app that allows users to communicate online. The smartphone is quite simple to operate. Many people now use their smartphones to connect regularly. People can communicate with one another by sharing messages, videos, audio, photos, topic discussions, and creating a purposeful group discussion/group chat. The maximum number of members in a WhatsApp group conversation is 256.

WhatsApp's benefits in facilitating human communication have yet to be fully utilized and applied in the realm of education, particularly in the teaching of reading comprehension. WhatsApp should be used to educate reading comprehension in the digital age as a teaching and learning

medium. WhatsApp Application Messenger is a highly powerful teaching tool. It indicates that English teachers can use WhatsApp as one of the teaching tools for reading comprehension. Apart from being a communication tool, WhatsApp Messenger may be utilized as a learning tool. It allows the teacher and students to converse and discuss reading material before entering the classroom, which helps pupils improve their reading comprehension. Because the kids are familiar with WhatsApp, using it to teach reading comprehension is simple and inexpensive. Setting the rules, generating a unique name for the WhatsApp group, commencing the reading comprehension activity, and providing feedback are the processes in utilizing WhatsApp to teach reading comprehension.

3.2. The advantages and disadvantages of online media

Based on the previous study, there are some advantages and disadvantages of online learning. According to Yuhanna et al. (2020), the capacity to move freely within and across documents is the major benefit of the internet. Students can search for documents in numerous locations without leaving their computer by pressing a button or clicking a mouse. (2) Ideas are exchanged. (3) Friendly communication. Some media helps students in different areas to share ideas. They can communicate with one other at any time and react when it is convenient for them. The discussion of ideas is kept private. (4) Low cost. Hardware, software, and internet service are all inexpensive and continue to fall in price.

A study by Mahyoob (2020), one of the advantages of online learning is teachers' recording. Teachers are thoroughly evaluating and preparing for recording, which has a positive impact on teaching tactics and procedures. Students can access the lectures at any time and learn more effectively. Writing, speaking, and reading obstacles were among the difficulties encountered in English language skills and other English courses. For phonetics and phonological difficulties where the teacher must teach phonemes, allophones, morphemes, and other linguistic concepts face to face. Not all students have reliable internet access. Some students had network issues and lacked high-quality learning gadgets.

From Hermanto and Srimulyani (2021), some of the disadvantages of online learning in Indonesia today include a lack of student discipline, motivation, weariness, and boredom because most were only in the form of online assignments, internet limits, and technological equipment. Furthermore, subjects and courses involving calculations and practices were ineffective if simply delivered through online learning, and educational institutions and stakeholders faced obstacles such as limited internet connection and a lack of social engagement.

3.3. Students' Perception

According to the finding, there are some different perceptions from the students about online learning. A study by Laili and Nashir (2021), Some students believe that online learning is boring since they simply listen to lecturers in front of a zoom screen and practice their conversation skills digitally via zoom, Whatsapp video calls, making videos, or emailing voice notes. An online class is less intriguing and makes people less enthusiastic. Some student participation occurred because it is sometimes difficult for them to focus on the zoom meeting screen when the lecturer is explaining something, especially when they are not in a conducive environment with many distractions such as noise from a motorcycle, his or her younger sibling crying, and people in the house screaming.

Famularsih (2020) in her research, concluded that students in this quarantine circumstance respond positively to online learning in terms of material relevance, convenience, and stimulus in driving them to learn more about English lessons. On the other hand, students have mixed feelings about online learning. Although they acknowledged that online learning is an appropriate answer in this pandemic circumstance, according to the results of the interview in this study, students find it difficult to engage in this activity since their professors assign so many tasks, forcing them to study remotely. Some students also stated that they are bored by online learning activities due to a lack of obstacles, as opposed to face-to-face meetings. Not all materials can be explained through online instruction. Students believed that online learning enhanced their reading and writing skills, as evidenced by the data. Because their assignments required them to read articles and discuss them in writing. They sometimes only listen to audio and movies provided by their lecturer for listening. They only practice speaking skills at presentation time, using audio or video. Furthermore, numerous students stated in the interview that online learning should be pushed. They believe online learning is straightforward and practical. They stated that online learning is more convenient.

4. Conclusion

The conclusion of this study shows that online learning has a positive and negative impact on students. The changes in the education system affect the media that is used by the teacher in learning activities. One of the appropriate media for online learning is technology-based online media. Some examples of media that are often used are Google Classroom, WhatsApp, Zoom, etc. Each media has its problem related to the student's needs. It also has advantages and challenges in its application in the class. For students, the use of online media is helpful for them in the acquisition of material from the teacher especially in learning English. It helps them to learn to speak, listening, writing, and reading in different media. However, students also found the challenges to using online media during online learning, such as internet connection, learning facilities, and their focus. Students have different perceptions of using online media during online learning. Some of the students felt that online media is useful but another student found difficulties using online media.

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