Karakteristik Organoleptik dan Kimia Pukis Tepung Talas (Xanthosoma Sagitifolium) yang Difortifikasi Dengan Tepung Kulit Udang Vaname (Ditopenaeus Vannamei)

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Article Info

**Abstract (Bahasa Inggris)**

This research aimed to find out the student's perception of learning English during the pandemic covid 19. This research used a qualitative descriptive method. In order to answer the research question, the researcher collected the data from 13 open-ended statements interviewed by students at SMP Negeri 2 Satap Dungaliyo. The researcher used data reduction, data display, and conclusion to analyze the data. And the result of this research is that English in the pandemic covid 19 has various student answers. There are advantages and also disadvantages to the implementation of online classes in the pandemic era. It depends on the students themselves; each of them has their own perception regarding learning English during the pandemic covid 19, and also their own experienced they faced in their environment. These statements were gained by the result of the research conducted in SMP Negeri 2 Satap Dungaliyo. The coronavirus outbreak that has hit this country poses a challenge for the community and educational institutions, so to anticipate the spread of the virus, the Ministry of Education has set the learning system to be carried out with an online system.

**Keywords:** Students’ Perception, Online, Pandemic

**Abstract (Bahasa Indonesia)**

1. INTRODUCTION

Learning English is very important for students because students can easily access and obtain information and English is one of the most studied and used international languages in communicating between nations. English acts as a global or world language because English is studied and used as a means of communication in various countries, both as a first language, a second language, or a foreign language. In Indonesia, English as the first foreign language is learned as a compulsory subject from junior high school to university. Crystal (2003: 3).

At the end of 2019, a virus emerged that caused the whole world to experience a Pandemic, the virus was called Covid-19. In 2020 the Covid-19 pandemic entered Indonesia and brought big changes to the people of Indonesia. Many activities that are usually carried out by Indonesian people have changed because of this virus, for example, people are accustomed to washing their hands, Social distance, wearing masks, and getting used to always using hand sanitizer. The Indonesian government added several regulations to prevent the spread of the Covid-19 virus, such as self-isolation, large-scale social restrictions, and a new life order or new normal. These regulations make the community, including students and teachers, stay at home, worship, study, and work from home.

All regions in Indonesia follow the policies issued by the Government of Indonesia, including the province of Gorontalo. Based on the regulation of the Gorontalo Governor Part Two Article 6, during the implementation of the Large Scales Social Restriction (PSBB), activities at schools or other educational institutions are temporarily suspended. In the temporary suspension of activities at school as intended, all learning activities are carried out at home or their respective residences through distance learning methods. As well as educational administration service activities are also carried out through their respective residences. This is done so that learning can still be carried out and the spread of the virus can be suppressed as late as possible. The school also tries its best to comply with government regulations, both at the national and provincial, and district/city levels. The learning system, which was originally implemented face-to-face in class, must be replaced with a virtual learning system that requires an
internet network. Regarding the impact of the spread of Covid-19 which also has an impact on the world of education, it requires teachers and students to be able to quickly adapt to changes that occur. Teachers who cannot use technology will have difficulty providing explanations and materials properly. So they only give assignments or homework to students. This causes students to have difficulty understanding the material and makes them stressed with many assignments. Before the pandemic entered Indonesia, the online learning system was rarely used by teachers in carrying out teaching and learning activities.

The use of the internet and the development of technology such as smartphones have become commonplace in society. The development of this technology also affects the education sector in Indonesia. An example is the use of network-based learning media as a medium for carrying out teaching and learning activities during the Covid-19 pandemic. The use of online learning media is an opportunity for us to optimize the use of technology in education. The online learning system has a function so that students can continue to study at home without having to come to school. Learning is not carried out face-to-face, but virtually using an application so that it is possible to do it in a distant place.

2. METODE PENELITIAN

This research used a qualitative descriptive method. Research using the descriptive qualitative method is a series of activities to provide and obtain an overview of information carried out at the time of research. Qualitative research is the process of understanding what problems that arise in the human mind, forming a general picture through words, and producing detailed reports from the informants (Creswell, 1994). Descriptive is used to describe or give a picture of the object under study through the sample data or population as it, without doing analysis and making a conclusion that applies to the public (sugiyono,2008:29). They argue that group interviews, have extrinsic advantages such as speed and cost while individual interviews have intrinsic” advantages in terms of quality of outcome ( Stockes and Bergin, 2006).

2.1 Site

The site of this study took place in SMPN 2 Dungaliyo . This place was chosen by the researcher based on observation. The researcher took a sample of twenty one students at SMPN 2 SatapDungaliyo.

2.2 Participant

The total numbers of the students SMPN 2 satap Dungaliyo was 81 students. The participants of this study was students of SMPN 2 Satap Dungaliyo grade 9, this researcher only took class 9 which consisted of 21 students as participants to limit the scope and to obtain specific data and 9th grade only
consists of 1 class. The reason for choosing the 9th graders was because they already understood enough to be able to answer what the researcher asked. The population is the whole research subject (Suharsimi Arikunto, 2010: 173).

2.3 Data Collection

Interview

An interview is a meeting conducted by two people to exchange information and ideas by way of question and answer so that it can be reduced to a conclusion or meaning in a particular topic (Sugiyono, 2015: 72). For collecting the data, the researcher went to the SMPN 2 Satap Dungaliyo school to ask permission from the school principal and teacher to be able to interview students. Researchers chose to interview students by going to several student homes and still paying attention to health protocols. The language used for interviews is language to facilitate communication so that during interviews students can easily answer the questions given. The number of questions used is 13 numbers and used an open model (essay).

3. RESULTS AND DISCUSSION

3.1 Results

This research is focused on finding students' perception about learning English as a foreign language which is done when online learning takes place. Data were collected from student responses to interview questions that emerged from research questions and analyzed these responses into several themes. To get the student's data, the researcher used the interview to collect the data and already distributed it to the students. The questions in the interview represented the students' perspectives and experiences toward against the impact of pandemic Covid-19 in learning English. The question consisted of thirteen open-ended statements obtained from twenty-one respondents. The questions are conducted based on the main theory used, the theory is about perception by Bimo Walgito (2010) who said that there are three indicators of perception, they are absorption, understanding, and evaluation.

3.2 Discussion

In this section, the findings of the study will be discussed based on the data that has been presented. The research question seeks to find out the perceptions of students of SMP Negeri 2 Satap Dungaliyo about learning English during the pandemic Covid 19. During the pandemic, where all activities are limited, including learning activities, it is very influential in teaching the material to be taught, in this case, learning English as a foreign language. By knowing students perception will have a positive impact on teachers for development in learning English, as Klienke (1978) (cited from Sari, 2016) said that knowing
student perceptions is important for teachers and students because it can affect the teaching and learning process, students will find it easier to learn the material if they understand their perceptions.

The number of questions are divided into three indicators, the theory is about perception who conducted by Bimo Walgito (2010) they are absorption, understanding, and evaluation. The first findings started from the first and second question of interview, there are “What is your response to this method of applying online learning?” and “Do students now feel happy when learning using the online system?”. Both questions have the same response from students. Participants number one, two, sixteen said that they felt unhappy, causing them to feel bored with online learning, this could happen because they did not face the teacher directly compared to offline classes. Similarity with participants 21, online learning was not effective to make students understand what teachers taught. The rest of participants said that they felt good, happy and enjoyed online learning. Challenges are common in every activity, for example in learning. These challenges will certainly be felt by students and teachers. By knowing these challenges, it will be a good suggestion for teachers in developing learning such as the material being taught and the media that will be used. Students will be more comfortable in learning if the challenges can be solved by the teacher itself. To find out these challenges, it can be seen from the opinions of students in this case learning English through Online Learning.

Keeping students’ motivation was important for teacher because the students who are motivated and engaged in their own learning adapted better to a classroom environment and performed higher (Kazakoff, 2017). As participants eight, ten, eleven, twelve, fourteen, and twenty said about the method that applying in online learning was good and fun. Further participants number seventeen said that the method was good and fun. So by the explanation above, it can be concluded that method that applying in online learning was positive impact for student.

The implementation time of online learning can be flexible, it means that it can be changed according to the agreement between teachers and students. It’s different with offline classes, the learning schedule has been determined every day because the learning hours have been arranged. Online learning platforms can reduce the workload of lecturers, improve teaching and learning process inside and outside the classroom (AS, 2011). It can be connected with the respond from the participants about the question “Do you often come late to study using the e-learning system, with the reason that the network is not possible?” Most of the participants said that they are always late to join online learning for various reasons. Two of the main reasons the students are late for online learning are internet problems and not being able to get up in the
morning. This become a problem because when they are late, it caused them miss the learning material so the delivered of the material is not effective. Learning process is not going as it should be.

Kamarga as cited in Setiawardhani (2013) the internet is a global network of thousands and millions of computers, including the local network, which is connected through channels (satellite, telephone, cable) and influence the entire of world. In this day and age, it is undeniable that the internet is one of our needs. In this case, students in online learning. As the question from the interview “is there a student whose house is difficult to get internet network?” Most of the participants said that they had an internet connection in their home. So, making them able to join in online learning. At this time, most people are familiar with the use of smartphones or cellphones that utilize networks. Education is one of the fields that also utilizes networks to support learning activities. Especially during the COVID-19 pandemic, learning activities are carried out online so that teachers and students can carry out distance learning.

Cellphone is a communication tool that we can use now. With the cellphone makes communication easier. In online learning, cellphone is one of the important media so that online learning can be carried out it is related with the next question is “Does anyone not have a cellphone?” and “If you don’t have a cellphone, how can students follow the lesson?”. Cheng (2006) claims that an online learning platform is something supplied, allowed, or mediated by electronic technology for the explicit learning purpose. Technology has become a medium to connect and facilitate the learning activities of students and teachers in this case one of these technologies is cellphones. Although there are many who sell cellphones, there are people who do not have these things. For example participants 3, said that she has not a cellphone so she often borrows her friend’s cellphone to join in online learning. While the rest of the participants has their own cellphone to join online learning.

The development of technology is currently one of the triggers for learning media to develop. The use of online learning media is an opportunity for teachers to optimize the use of technology in education. Based on the question form the interview “By using several applications during learning, which applications do students prefer to learn by using?”. The respond from the participants they prefer to use WhatsApp for the media to join an online learning. Many of the online learning media can be used as an alternative to support the continuity of the learning process. The number of learning media often makes teachers hesitate in choosing the right learning media to use during the Covid 19 pandemic. One of the online learning media that can be used is WhatsApp. Since internet facility is required for using WhatsApp, lots of information can also
be accessed in real time, and sharing that information through technology is both instantaneous and convenient (Sonia and Alka, 2017).

But there are several participants that respond they are sometimes use google classroom to do online learning. According to Ernawati (2018) Google Classroom is an application available on Google for education that is useful for providing online classrooms. This application is very useful for educators and students to be able to carry out learning activities even from a distance, the same as WhatsApp. Educators and students can carry out online learning through these two media even though they are in the different place. Related with the next question is “Why do you prefer to use this application compared to other applications?”. The easiest of using WhatsApp was the reason the participants chose the application. They said that Whatsapp was widely used by participants and teachers. The material to be taught is sent via Whatsapp so that it is easier to use.

The next question is “Do you often meet face-to-face while learning or do you often have discussions with teachers using the Whatsapp application?”. As we know online learning is one way so that learning can still be done when students and teachers are not in the same place. The way of teaching is one of the rights of the teacher to determine how to deliver material to students. Most of the participants only received material without having a discussion with the teacher, for example participants number six, seventh, eight, thirteen, and eighteen. They said they only received material through the whatsapp application and sent back the assignments given by the teacher in the same application. The rest of participants responded that they always had a discussion with the teacher about the material given and the tasks to be done. This proves that students’ perceptions of the discussion between teachers and students. Most of the participants chose to have discussions with the teacher for better understand about the material and assignments that given by the teacher. Related with the next question is “Do students find it difficult to learn without listening to the teacher’s explanation of the material first?”. Receiving material without any questions is something that can make the material not conveyed properly. Discussion between students and teachers is very necessary because then the teacher can find out if students understand the material or not. If the student is silent, the teacher can only assume that the student understands without being able to confirm it.

Boredom has often been defined as an “affective state composed of unpleasant feelings, lack of stimulation, and low physiological arousal” (Pekrun 2010). Boredom can appear anytime, anywhere and to anyone, including students. The learning media and learning methodologies used by the teacher are very influential for the students themselves. Related with the question from the interview is “Do students feel
bored with the current learning model?”. Participants number seventh said that he felt bored because the method is not effective. It could be that the methodology used is not interesting according to students so that they feel bored. Interest can be a predictor of increasing student academic motivation (Krapp, 2000, 2002). Interesting learning is very influential on students’ interest in learning. If students enjoy the material that being taught, it is a sign that they do not feel bored and have difficulty with the material taught by the teacher. Goetz, Frenzel and Pekrun (2007) point out that students are bored during almost half of each lesson on average. Therefore no surprising that among children and adolescents boredom is often associated with school.

Online learning is a method used during a pandemic to stop the spread of the virus. There are many opinions about the advantages and disadvantages of online learning, even if students have these opinions, with our culture studying at school, online learning is not an option if face-to-face learning can be implemented. The question from the interview is “Students prefer to study from home or study at school directly?” and “Do students miss the school atmosphere and friends?”. This study found that all the participants responded that they prefer to study at school rather than at home. The reason is that the material being taught is clearer, easier to understand, and interactions with teachers such as asking are easier if there is something that students do not understand about the material to be taught. Looking at what Goldstein (2020) finding proved that more students similar to loss a year learning resulting from pandemic disruptions. Logically if the closing school situation continues, then the inequality of learning outcomes due to Covid-19’s response continues to widen. So, face-to-face learning in schools has a huge impact on student achievement. This questions of research is conducted by using the main theory from Bimo Walgito (2010) about perception and divided into three indicators, they are absorption, understanding, and evaluation, and each question has been explained above with the supported theory used. From the thirteen questions number, there are six number of questions included in the indicator one. Four numbers of questions belong to the indicator number two, and three number of questions included into indicator number three.

Most of the main questions are included in the indicator number one, there are question number three, four, five, six, seven, and nine. It is caused by how the five sense occurred to the students when they are learning English to de pandemic Covid-19, the five sense are sight, hearing, touching, smell and tasting. In the finding research, the students was more comfortable learning English face to face with the teacher, because they can see the way how the teacher explained the material, they can heard the teacher voice while the teacher explained, the intonation also matters, and they can touch the media use if the teacher using media
while teaching them English. The main thing is that students was understood and enjoy the teaching and learning process if they see, hear, and touch directly the material taught by the teacher.

The media used in online learning is divided into two aspects, namely mobile application-based learning media, and website-based learning media. Several mobile applications can be used as learning media. Some of the media that have been described above, there is one application that is most widely used by both teachers and students in online learning at SMP Negeri 2 Satap Dungaliyo, especially in English subjects is WhatsApp application. The reason why WhatsApp is the most widely used application is because WhatsApp is very familiar with its use among the public, it is easy to use because it can be installed on all smartphones where the smartphone is one of the supporting systems in online learning.

This research also has a similarity and differences with the undergraduate thesis conducted by Annisa Fitri Miranti with her title *Persepsi Mahasiswa Terhadap Pembelajaran Daring Bahasa Inggris Pada Masa Pandemic Covid 19* in 2021. Compared to her research, the researcher found a similarities and differences between Annisa’s research and the study conducted by the researcher. The first one is similarities, both research have the same object of research, both are wanted to know the perception of the students regarding of the impact that caused by learning from home (daring) in the pandemic Covid-19, and both are used the interview to seek the information from the participants. And the differences is in Annisa’s research, she took the participants from the university students, while in this research the researcher took the participants from junior high school students. Moreover, both research use a differences method, Annisa’s research used quantitative approach and in this research the researcher used qualitative method. The last one, both research used a different main theory.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

This study found out the students' perception of learning English in pandemic covid 19 at SMP Negeri 2 Satap Dungaliyo. It was revealed that the students had various responses from the students as to what they have experienced learning English in the pandemic covid 19. The various answer occurred because some of them enjoyed the online class but on the other hand some students are unhappy with the online class because of some problems. Learning online could bring an amusing atmosphere but also a nauseating atmosphere to the students. Moreover, that atmosphere was triggered by an interesting and unattractive method implemented by the teacher. Which had many rhythm variations and words could impact them unconsciously because each type of rhythm has its psychological meaning. Moreover, by having many methods used the online class could bring an interesting atmosphere to students even though they are not learning face-to-face with the teacher, but if the teacher cannot made a good atmosphere while teaching in the online class, the students would feel bored, unhappy or maybe they cannot understand the material that the teacher teaches.

From the data that has been obtained in the previous chapter, it can be concluded that teaching English in the pandemic covid 19 has various answers from students. There are advantages and also disadvantages to the implementation of online classes in the pandemic era. It depends on the students themselves, each of them has their perspective regarding learning English in the pandemic covid 19, and also their own experienced
faced in their environment. These statements were gained from the result of the research conducted in SMP Negeri 2 Satap Dungaliyo.

4.2 Suggestions

In this part, the writer would like to contribute some suggestions for the English teachers and the other researchers based on the research findings and discussion. It is suggested that learning English during the pandemic is not much effective as face-to-face learning, because by the findings that the researcher found there are so many problems happening to the students while they wanted to join the online class. Examples such as the internet connection and the difficulty to understand the material taught through online classes. And this research is expected to be a reference for another researcher who wants to conduct the same topic and the same object.

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