

# LEARNING EVALUATION: STUDENTS' PERCEPTION OF ONLINE ENGLISH COURSES WITH A FOCUS ON WRITING AND READING MATERIAL

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## Abstract

The government issued a policy to conduct the teaching and learning process through online due to the covid-19. The class has experienced a shift in methods which previously made a direct observations to distance observation. Evaluation is one of the important components and stages that must be taken by teachers to determine the effectiveness of learning. The purpose of this study was to find out how students' perceptions (1) problems, (2) Satisfaction and (3) Effectiveness of students in Shipbuilding Engineering semester 3 at Politeknik Negeri Madura for online class with a focus on writing and reading materials. This study used a descriptive research with a quantitative approach due to its relation to the type of data and its analysis. (1) the data obtained shows that 93.3% of students have the main obstacle in taking online English classes is signal problems and 6.7% of students have sound and visibility problems when the class takes place. (2) the data showed that 50% of students choose the sufficient option, 43.3% choose satisfied and the remaining 6.7% choose less satisfied. (3) the data showed that 60% of students choose the quite effective option, 33.3% choose effective and the remaining 6.7% choose less effective. In order to make the online lecture process runs smoothly, signal problems can be solved by adding meeting hours outside class hours, as well as improving materials that are adapted to online class conditions.

**Keywords:** Online learning, Assessment, Students' perception, Reading and writing ability

## Abstrak

Pemerintah mengeluarkan kebijakan untuk melakukan proses belajar mengajar melalui daring (online) akibat pandemi Covid-19. Kelas mengalami pergeseran metode yang sebelumnya melakukan observasi langsung menjadi observasi jarak jauh. Evaluasi merupakan salah satu komponen dan tahapan penting yang harus ditempuh oleh pengajar untuk mengetahui efektivitas pembelajaran. Tujuan penelitian ini adalah untuk mengetahui bagaimana persepsi mahasiswa (1) Masalah, (2) Kepuasan dan (3) Efektivitas dari mahasiswa di Teknik Bangunan Kapal semester 3 Politeknik Negeri Madura untuk kelas online dengan fokus writing dan reading. Penelitian ini menggunakan penelitian deskriptif dengan pendekatan kuantitatif karena kaitannya dengan jenis data dan analisisnya. (1) data yang diperoleh menunjukkan bahwa 93,3% siswa memiliki kendala utama dalam mengikuti kelas bahasa Inggris online adalah masalah sinyal dan 6,7% siswa memiliki masalah suara dan jarak pandang saat kelas berlangsung. (2) data menunjukkan bahwa 50% siswa memilih pilihan cukup, 43,3% memilih puas dan sisanya 6,7% memilih kurang puas. (3) data menunjukkan bahwa 60% siswa memilih pilihan cukup efektif, 33,3% memilih efektif dan sisanya 6,7% memilih kurang efektif. Agar proses kuliah daring berjalan lancar, permasalahan sinyal dapat diselesaikan dengan menambah jam pertemuan di luar jam kelas, serta perbaikan materi yang disesuaikan dengan kondisi kelas daring.

**Kata kunci:** evaluasi, belajar daring, observasi jarak jauh

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## INTRODUCTION

Education world is one of the many sectors that affected by Covid-19 pandemic. The government has to make a policy for the teaching and learning process to be carried out online. This policy has to be done to reduce the rate of transmission of the virus, which spreads very rapidly due to human interaction through crowds. According to Albert Efendi (2020) Online

learning is learning that takes place in a network where the teacher and student who being taught do not meet face-to-face. In principle, online learning does not focus on independent tasks given by teachers to students, but focuses on the process of interaction between teachers and students. From this definition, the use of technology with various types of electronic devices plays an important role in this learning process. PoliteknikNegeri Madura is one of the Polytechnic in Indonesia that also implements this online learning system, so that teachers must change the approach that previously taught by seeing or observing students through direct gestures to become limited in space because it must be done online. As an English lecturer, this research is important to do considering the language learning process is changing in its approach.

The English course at the Politeknik Negeri Madura is one of the compulsory institutionally required courses. With English course, students are expected to be able to master the ability to communicate in English passively, even more so to master English actively. English is studied by all majors at the PoliteknikNegeri Madura with a different scheme in each department. The influence of English is so significant that discussions of learning English are increasingly needed, especially with learning evaluation, which is very important for lecturers to do, in order to realize the learning targets that have been set by the institution. Learning English has changed greatly in its application, this is because learning language which initially took a direct observation approach by paying attention to the gestures and facial expressions of students became limited because it has to be done in online way.

To achieve the learning objectives that have been targeted by the institution, The English lecturers at PoliteknikNegeri Madura have and will always doing plan, implement and evaluate English learning. Evaluation is one of the important components and stages that must be taken by teachers to determine the effectiveness of learning. The results obtained can be used as feedback for teachers in improving and perfecting learning programs and activities (Arifin, 2009:5). From this evaluation, the English lecturers at PoliteknikNegeri Madura can determine the next steps for improvement and also the development of teaching materials and also a review of the revision of the existing English curriculum for later improvement.

The purpose of this study was to find out how students' perception which is about problems, satisfaction and effectiveness towards the application of online learning model as the students majoring in Shipbuilding Engineering od 3<sup>rd</sup> semester at the PoliteknikNegeri Madura with a focus on reading and writing. To find out, the researcher will look at the results of the data analysis that will be given to students in the form of questionnaires and interviews with several students. In the end, the results of this study is useful as an evaluation material

among English teachers at the Madura State Polytechnic, both from the Department of Shipbuilding Engineering or across majors. Hence, there are three important aspects that support the study; (1) evaluation (assessment), (2) The understanding of online learning, (2) The understanding of perception.

### **Online Learning**

Online learning or commonly known by our society as online learning is a term of learning that is carried out without physical contact and distance, (Henderson, 2003) by using good internet access. According to Isman (2016) online learning is the utilization of the internet network used in the learning process. Meanwhile, according to Meidawati (2019) online learning can be understood as formal education carried out by schools in which students and teachers are held separately so that it requires facilities to be able to connect the two. In online learning, apart from online learning materials, there is also an online teaching and learning process. So, the main difference between online learning and just online learning material is the interaction that occurs during the learning process (Belawati, 2019:7).

Along with this online learning, surely being part of the use of existing technological advances, they are very useful in the world of education when we are in a pandemic position like this. According to Ghirardini (2011) online learning also provides effective methods, such as practicing with feedback and also combining a combination of independent learning activities.

### **Evaluation**

Assessment is a systematic and continuous process or activity to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations (Arifin, 2013:4). When viewed in a broader context, these decisions can involve decisions about students (such as grades to be awarded), decisions about curriculum and programs or also decisions about education policy. Assessment, can be used to provide a diagnosis of a person's problem. In a sense it is synonymous with evaluation. But what needs to be emphasized here is that what can be assessed or evaluated is the character of a person, including academic ability, honesty, ability to pursue and so on.

The appearance of problems in learning is an interesting discussion in the evaluation of learning. According to Jamal F (2019), there are two factors that become problems in learning, they are internal and external factors. Internal factors are factors that come from within students, such as health, talent, interests, motivation, intelligence and so on. While external factors are factors that come from outside the student, for example from the school environment, family environment and community environment.

Next is the evaluation of the level of student satisfaction. As a teacher, the lecturer always puts his position as a facilitator with the hope that it will not make students awkward and facilitate the course of teaching and learning activities. In the end, the intended target is to create a sense of pleasure in students so that it creates a feeling of satisfaction in learning. According to Kotler (2000:52), satisfaction is the level of one's feelings after comparing the performance (or results) that are felt compared to their expectations.

Evaluating the effectiveness of the class is the task of the teacher for the realization of learning targets. Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of the target achieved, the higher the effectiveness (Watkins 2007).

### **Perception and Student's perception**

Perception comes from the Latin perceptio, from percipere which means to accept or take (Sobur, 2003: 445). According to the term, experts express different opinions about perception. Leavitt in Sobur (2003: 445) defines perception in a narrow sense is vision, how a person sees something, while in a broad sense is a view or understanding, which is how someone views or interprets something. Pareek in Sobur (2003: 446) provides a broader definition of perception, which is the process of receiving, selecting, organizing, interpreting, testing, and reacting to sensory stimuli or data. According to Sobur, there are two factors that influence perception, they are internal factors and external factors (Sobur, 2003: 452). Internal factors consist of individual psychological needs, background, past experience, personality, general attitudes and beliefs, and self-acceptance, while external factors that affect perception are stimulus intensity, size, and contrast of stimuli, movement, repetition, familiarity, and something that new.

Every student has diversity in terms of skills and personality. In the teaching and learning process, the characteristics of the students really need to be taken as an important point because they can affect the course of the process and the learning outcomes of the students concerned. Student's perception is the process of treating students with information about an object that applies in the school environment, especially in the classroom through observations with their senses, so that students can give meaning and interpret the objects observed.

### **METHOD**

The type of this research is descriptive research with a quantitative approach because it relates to the type of data and its analysis. The type of the research above will be used to identify problems that have been formulated by the researcher. According to Sekaran (2006) that the questionnaire method is a data collection technique carried out by giving a set of questions or

statements to other people who are respondents to answer. Meanwhile Moloeng (2014) states that the interview is a conversation with a specific purpose carried out by two parties, they are the interviewer who asks the question and the interviewee who provides the answer to the question. The interview technique is data strengthen after getting data from the questionnaire method. Furthermore, the results of the questionnaires and interviews will be processed into diagrams, numbers, and statistical analysis of the results that will become descriptions or findings and also research conclusions. The technique of giving questionnaires and interviews is used by the researcher because these two techniques can be used in large numbers. The purpose of giving questionnaires and interviews is so that researchers can describe the results of data analysis on how students perceive English learning materials that focus on reading and writing in the Madura State Polytechnic. While the interview technique aims to obtain reinforcement from the questionnaire data that will be given and with the aim of obtaining information that is not included in the questionnaire about information related to students' perceptions of English material in the Shipbuilding Engineering department.

Direct communication technique will be done by asking questions directly to the object of research or interviews. Meanwhile, indirect communication will be given in the form of a questionnaire or questionnaire to the object of research. The two data collection techniques are not carried out simultaneously or at different times.

Primary data was obtained directly from questionnaires. It was given to students of Shipbuilding Engineering students, and aimed to get an idea of their perceptions towards English courses at the Politeknik Negeri Madura during the pandemic covid19 in accordance with existing reality.

Literature study is the initial activity carried out by both the first author and research members. This study was conducted in along with a survey of English classes majoring in Shipbuilding Engineering 3<sup>rd</sup> semester with total 30 students to become a sample study. The data obtained from the field survey activities, then became reference data and the main source of the discussion and conclusion of the research was arranged in the agenda of coordination meetings and joint interviews with the head of the department and lecturers who teach English courses at the Politeknik Negeri Madura (POLTERA). In the end of this activity, a draft of recommendation for changes in the pattern or model of English teaching (curriculum, teaching materials, and methods) was determined from the results of analysis and panel discussions with research member of the lecturers. The recommendation then could be implemented in future English classes at POLTERA.

## FINDINGS AND DISCUSSION

This research is a descriptive type of research that is supported by a quantitative approach as a reference for analyzing primary data that has been obtained by the researcher. From the data that has been collected and analyzed according to the problems that have been formulated by the researchers, some findings have been divided into 3 categories. Those categories are; (1) Problems, (2) satisfactions and (3) effectiveness of the class.

### Problems

In the first category, the researcher's finding in this study are about problems. The data obtained shows that 93.3% of students have the main obstacle in taking online English classes is signal problems and 6.7% of students have sound and visibility problems when the class takes place. 30 responses

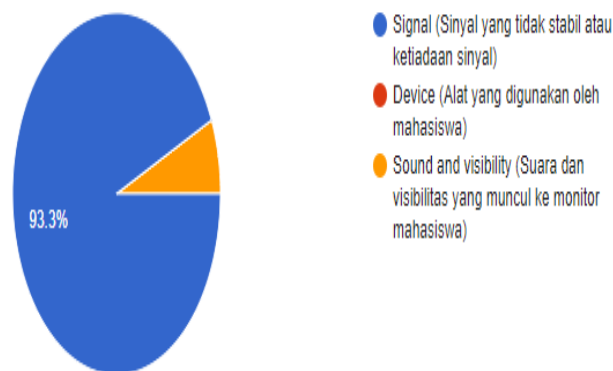


Fig 1. Students' problems on English classes.

In this first problem, the researcher also conducted an interview with students to obtain additional data. From the interview, it was found that the biggest obstacle in the problem of signals was felt by students to be very significant. Unstable signals and sometimes signal loss are expressed by the students, it is not uncommon that the students waited for a signal to return so that they can back to the class can be take a very long time. From these data, the researcher concluded that the students are very disturbed by the existence of signal problems so that they repeatedly report these problems to ask permission from the lecturer to wait until the problem is resolved. This raises obstacles that are also faced by lecturers, so lecturers must think of additional ways to be used as a solution to this signal problem.

When the focus of English class is on reading and writing, this signal barrier creates obstacles for students. For example, when an online class is showing a slide where the students are asked to read a reading text or a the lecturer is reading a reading text, the students who experienced signal problems must be forced to miss, so that when the lecturer explained the

content of the material that has been read, the students could not understand. Whereas, when the text was being read, sometimes the lecturer gave some questions about difficult words that the students found in the text. In writing material, signal problems also caused problems, although they were not significant. The obstacle encountered was when the lecturer explained about the types of writing used for academic writing, students who encountered signal problems asked for detailed explanations because they had been missed.

Signal constraints also appear with a high level of intensity. This is obtained from interview data with students. They stated that the signal of where they lived was a major problem. This is understandable because the signal presence on the island of Madura is not yet fully distributed. If anything, this is not a guarantee that the signal will be stable when the online class demands which could last for approximately 100 minutes.

### Satisfaction

In this second category, the researcher asked the students about their level of satisfaction with the writing and reading materials provided by the lecturer when the online class was in progress. As additional information, the lecturer has determined reading and writing materials that are in accordance with the study plan when they are offline. This showed that the lecturer would also make an observations about whether there will be obstacles if the material that is usually delivered is the material that is presented when the class is offline.

From the data that has been collected, it shows that 50% of students choose the sufficient option, 43.3% choose satisfied and the remaining 6.7% choose less satisfied.

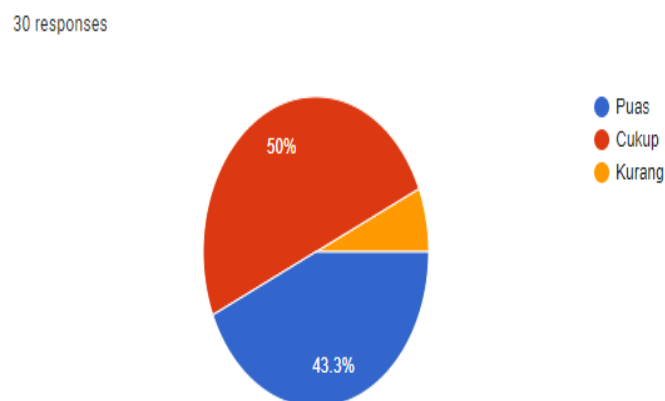


Fig 2. Satisfaction Chart

The data above shows that the students have a perception about the satisfaction of the material that has been presented by the lecturer regarding the writing and reading material. As a note that the material presented is the same material when the class is still done when it was

offline. Additional data that has been obtained through the interview method is the students said that they felt less involved in material discussions, especially when reading material was delivered. The discussion that meant by the students is to interact directly with fellow students or with the lecturer. At that time, online classes were held with reading material, considering that the biggest obstacle was the signal, so when the lecturer called the student's name to carry out a discussion, it was hindered. This means that students felt that offline classes would lead to more direct interaction about the discussion of the material.

From the perceptions of students that we have collected regarding the level of satisfaction with online reading and writing materials above, we can conclude that direct interaction between the students and the lecturer was still needed. It could also be concluded that direct interaction without space constraints could maximize the delivery of material, especially when the material requires an intense discussion without any space disturbance.

### Effectiveness

In this third category, researchers have asked about the effectiveness of English classes with online writing and reading materials. This is deemed necessary by the researcher to be used as a reference for discussion among English lecturers in PoliteknikNegeri Madura environment, because the data obtained would become a discussion which in the future would be used as a preparation for the implementation of online English classes.

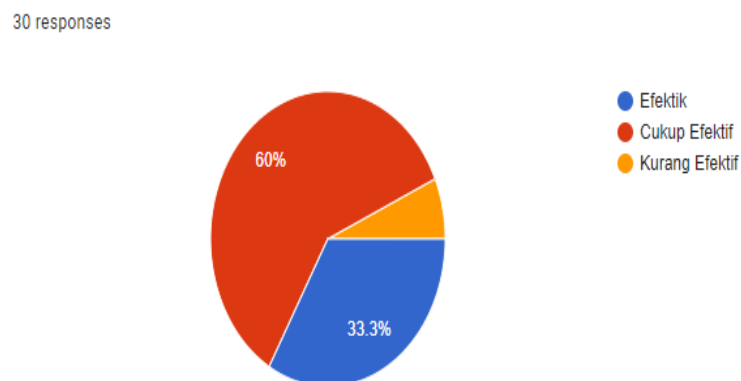


Fig 3. Chart of Effectiveness

From the data that has been collected, it shows that 60% of students choose the quite effective option, 33.3% choose effective and the remaining 6.7% choose less effective.

From the results of student perception data about the effectiveness of English classes with writing and reading materials, it can be concluded that most of the students still thought that the class has been run well. This is in line with the obstacles and presented of the material that has been discussed by the researchers above. It can also be concluded that the obstacles faced by both the students and the lecturer have been well overcome by both parties. The



effectiveness of the class is appeared due to the involvement of asynchronous assignments that has been given by the lecturer to the students.

English lecturers at Politeknik Negeri Madura always conduct evaluations at the end of the semester where the data on the effectiveness of the class above can be used as a reference for discussion material, which will then be used to design the preparation of material improvements for writing and reading in the next online English class. Effectiveness sorting is done by combing through the obstacles that occurred and also changes in the presentation of the material that is deemed less in accordance with the demands of students in the form of more interaction with lecturers.

### **Discussion**

In this section, the researcher will discuss the solutions that have been implemented in overcoming some of the obstacles that have been encountered during the online English class with writing and reading materials.

The biggest obstacle when the online classes as already mentioned was the signal problem. So that the students experienced problems in interacting with lecturers during class. The solution to this problem was that the lecturer provided time to hold additional meetings outside the classroom either individually or in groups. The discussion was only discusses about the gaps that occurred, which previously determined which part of the discussion of the materials that missed by the students. Lecturers was also record when the online classes take place, so that it could make easier for the students to review which parts they lack or did not understand about the presentation of the materials. In addition, that before the start of online classes, the students are expected to find a location that has good signal availability, in order to avoid unstable signal problems and will interfere with the online class for the students. The lecturer also gave some assignments related to writing and reading material so that the students could fully practice what has been presented in the online class. The lecturer have also given clear instructions for these tasks so that if it is found that the students do not understand about the instructions, the lecturer will give explanations either individually or in groups.

### **CONCLUSION**

This study concluded that the students have reacted to the existence of online English classes with writing and reading materials. This reaction is influenced by most of the external factors, because in this online class several problems are came not from the students but from the online class environment. There were three categories in the problems posed in this study; (1) Problems, (2) Satisfaction and (3) Effectiveness. It was also presented the solutions to the problems that occur when online classes are in progress. It mostly occurred as a result of signal

problems, followed by students have sound and visibility problems when the class takes place. Dealing with satisfaction, the evaluation during english was quite effective. Generally, this study perhaps improve the presentation of material using online classes by English lecturers, especially the English lectures at Politeknik Negeri Madura.

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