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1 Students' Perception towards Online-Digital Media in English Learning during Covid-19 Pandemic

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ABSTRACT

Covid-19 pandemic has forced the learning process to be conducted online. Hence, the rapidly changing environment encourages the governments, universities, lecturers, and students to adapt the new learning system. Since the learning process is done online, the learning media should be based on online-digital media. Research has consistently shown that one of the most important factors contributing to a student's success is the quality of teaching he or she receives. Therefore, the purpose of this research is to identify the perception of students towards the use of online-digital media in learning English during Covid-19. The research used descriptive-qualitative method that involved 114 students from IAIN Metro and 104 from State Polytechnic of Sriwijaya. A set of questionnaire used to determine the perception of students towards digital media, focussing on the application or any online platforms commonly used and the most effective online media in the English learning. The result of the research shows that there were several online digital media or application/platform which frequently used in delivering the learning materials or assignments. In addition, the most effective online digital media in English learning is game-based digital media. The research also shows that although English learning was conducted online, it did not reduce the effectiveness of the learning process.

CCS CONCEPTS

• General and reference → Survey and overviews.

KEYWORDS

Digital media, game-based platform, online learning

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1 INTRODUCTION

The challenge of providing effective online-learning system in pandemic era is crucial. Covid 19 allows campuses to innovate, be innovative and be more transformed in teaching. Online learning is one alternative learning and solution for running the education activities. [1][2][3]. the pandemic situation has posed unprecedented challenges requiring teachers to adapt to teaching online. Evidence suggests that digital technologies may enable new opportunities for teaching and learning [4]. However, Teaching and learning during pandemic by utilizing technology devices, internet connection and applications both of crucial and opens up various challenges [5]. Hence, achieving effective learning via digital media continues to be a major concern in contemporary education [6].

Some experts claim the contribution of digital media in English learning activities. It is a flexible learning system. Learning resources can come from direct teachers or various sources available on various media such as the web.[7] In addition, some forms of social media technologies like Twitter and blogs can jointly be an impetus to enable both students and instructors actively and instantly participate and communicate with each other on educational activities[8], [9]. Moreover, the engagement with educational digital game is bringing new atmosphere, and improving students' critical thinking as it helps them make evaluative decisions to solve problems.[10] Then, through its captivating features, Kahoot!, was responsible for lowering the learners' affective filter during grammar lessons and subsequently increasing their learning motivation. [11]. Meanwhile, Quizizz is accepted positively among teachers due to its effectiveness, feasibility, ease of use, and motivating nature for learners [12]. Last but not least, games help learners in the process of retention and provide a situation for language use and teamwork. Meanwhile, WhatsApp English-medium groups provide students with opportunities for practicing a natural language, especially in written communication, outside the learners [12]. Last but not least, games help learners in the process of retention and provide a situation for language use and teamwork. Meanwhile, WhatsApp English-medium groups provide students with opportunities for practicing a natural language, especially in written communication, outside the classroom and motivate them to learn mutually. However, the use and application of technology systems needs to be well designed and pay attention to various aspects.

Aspects that need to be considered are related to the technology itself and its users, in this case teachers, learners, administrators and other users such as parents. Users must have the ability to access, use, and manage any technology systems used in distance learning [13]. Therefore, not only does the question arise as to whether the lockdown may be compensated for through teachers' and students' use of digital tools in online teaching, but the question of how

teachers' competence and teacher education opportunities to learn digital competence contribute to teachers' mastery of the challenges of the specific situation also comes to the fore [4]. Teachers are challenged to provide extraordinary performance in coping with various obstacles faced by students during the pandemic era. Then, students' perception in the learning process can be taken as golden information.

Digging in the students' perception related with the online-digital media has been the supporting input in improving learning process. India has to make sure the preparedness of its e learning due to technical constraints like suitability of devices and bandwidth [14]. Perception of students is needed to strengthen further policy to take, especially in the curriculum. Moreover, Mahyoob [15], states that most EFL learners are not satisfied with continuing online learning, as they could not fulfill the expected progress in language learning performance. In this paper, we would like to describe students' perception towards online-digital media in English learning during Covid-19 Pandemic. Students' preference of the digital media will be discussed. We are also interested in identifying the most used and effective digital media in the English Learning. It is hoped that the findings of this research will give more information of the real situation in the use of online-digital media during the pandemic era, some efforts in improving and creating new materials to support the media will be a beneficial contribution to the English learning process.

2 METHOD

This research was a descriptive qualitative research which consisted of quantitative data and analysed qualitatively. The quantitative data were gathered from questionnaires which aimed to collect students' perceptions regarding the online digital media in English teaching during Covid-19 pandemic. The questionnaires of this research consisted of two parts. The first part of the questionnaire included students' perception about online digital media in English teaching during Covid-19 pandemic. The second part consisted of questions about kinds of online digital media that the students like most for some learning activities. The questionnaire was closed-ended questions and presented in 5 points Likert scale, ranging from strongly disagree to strongly agree. Closed-ended questionnaire are used to determine the percentage from each item measured that will later be interpreted descriptively. The questionnaire was made in the form of a google form, this was done to facilitate the filling process by students. Students are asked to provide answers by choosing one of the options given. The data obtained is then presented in the form of a graph by displaying the percentage level of each question.

The participants of this research were 218 English Department students of IAIN Metro and State Polytechnic Sriwijaya Palembang. This research was conducted on 2 campuses where the two researchers work. Respondents of the research were the students who attending lectures taught by researchers in the even semesters of the 2020-2021 academic year. This research was conducted for 3 months, starting from the distribution of the questionnaire, then data analysis, and the writing of research articles.

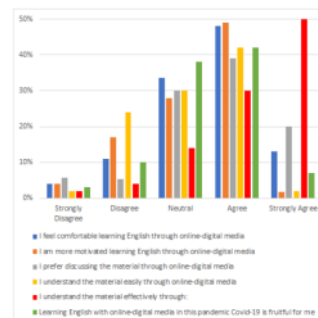


Figure 1: Students' Perception of Online Digital Media in English Teaching

3 FINDING AND DISCUSSION

3.1 Students' Perception toward Online Digital Media during Covid-19 Pandemic

The results of the study consist of two parts. The first part was related to students' perceptions of online digital media during the COVID-19 pandemic. The second data was related to the use of online applications that are preferred by students. The data obtained are presented in diagram form. The results of the questionnaire in the first part showed students' perceptions of English learning using various applications online used by lecturers. The questionnaire consisted of several statements that asked about how online digital media affected students' English learning. Students were asked to give their perceptions about: are they comfortable learning English online, are they more motivated to learn English online, do they like to discuss through online learning, are they able to understand the material more easily through online learning, do students understand material effectively through online learning, whether online learning using online digital media is fruitful.

Figure.1 showed how students' respond to online English learning using digital media. There were 6 statements that must be chosen by students based on the level of strongly disagree, disagree, neutral, agree, or strongly agree. The description of the diagram 1 was below:

The first statement; I feel comfortable learning English through online-digital media. It can be stated that students have no problem when the learned using digital media. This is evidenced by 48% agreed and 13% strongly agreed that they were comfortable in learning English online using digital media.

Based on the second statement, it can be also said that online digital media could improve students' motivation on online English learning. Some research finding also proved that online digital media could improve the students' motivation in learning.[12], [16] There were 49% students agree to use online digital media and 2% of them were strongly agree. Thus, more than 50% of students felt more motivated by the use of online digital media. Although many students agreed with the using online digital media, there were 4% of students who strongly disagree with the use of online digital media. In addition, 17% also stated that they did not agree and the rest choose neutral.

The result of the third statement also indicated that the online digital media was effective alternative learning instruction in this Covid-19 pandemic era. Most of the students agreed (39%) and strongly agreed (20%) to have discussion through online-digital media. Only 6% of them strongly disagreed and 5% disagreed. Meanwhile, 30% were neutral.

Based on the data for the fourth and the five statements, it was revealed that online-digital media improved the students to understand the material easily and effectively. These assertions were proven by the results of the percentage of the questionnaires. More than 80% of students stated agreed and strongly agreed for those two statements. Abu Hassna [17] stated that using online learning platforms improved students' academic achievement and satisfaction.

Students mostly agree that learning English with online-digital media was fruitful for them. 42% of students agree and 7% was strongly agree that online-digital media was important in online learning. 38% of students were on neutral agreement.

Finding from the questionnaires indicated that generally students positively perceived the online digital media in English learning during Covid-19 pandemic [18]. The various online-digital media that the lecturers applied in online learning gave more motivation for students to learn.

3.2 Students' Perceptions on Online –Digital Media Platform

During the Covid-19 pandemic, lecturers used several online digital media in English instruction. The media used are zoom meeting, google meet, whatsapp, LMS/Edmodo, Google classroom, and other applications/platforms such as; quizziz, wordwall, learningapps, kahoot, padlet).

These online-digital media were very helpful for lecturers in carrying out the online learning. The online digital media used tailored to the needs of the skills and knowledge being taught. In discussion activities, lecturers often used video conference applications such as zoom, or google meet. While for evaluation activities, lecturers used a variety of applications that attract students' interest such as quizziz, kahoot, wordwall, learningapps. The following was student's perception of several applications or online digital media platforms used by lecturers. The purpose of this questionnaires was to find out what types of applications or platforms that students preferred regarding to the online learning. There were seven statements submitted to students. The results of the questionnaire are presented in the form of a diagram below.

As figure 2 showed, most of students preferred to use zoom meeting, google meet and other digital platform for some learning activities. From the questionnaire result it can be viewed that students feel comfortable in learning English through zoom meeting (32%), google meet (25%), and other digital platforms (23%).

When students are asked about their motivation in learning English, most of the students answered that they were more motivated when lecturers used other digital platforms (quizziz, wordwall, learningapps, kahoot, padlet) in learning (32%), then zoom meetings (31%) and used google meet (20%).

For discussion activities, students preferred to use zoom meeting as the media that they feel as the most effective to use (33%). In addition to zoom meetings, students also preferred that lecturers used

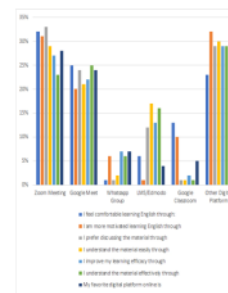


Figure 2: Students' Perceptions on Online –Digital Media Platform

the digital platform (29%) and google meet (24%) rather than using LMS/Edmodo (12%), whatsapp (1%) or google classroom (1%). According to Suardi (2020) Zoom Cloud Meetings can be as an optional solution to achieve effectiveness and efficiency during the learning process. It also proved that by using "Zoom", the learning process is more interactive, which creates positive student satisfaction and better experiences in their learning journey [19].

Students perceived that English online learning using online-digital media improved their understanding the material easily (29%), improved their efficacy (29%), and also made their learning more effective (29%). Beside other online platforms, students stated that zoom meeting (23%), google meet (25%) were more effective in improving their understanding of learning materials than LMS/Edmodo (16%), whatsapp (6%) and google classroom (1%). This results in line with the research of Cameron and Bizo (2019), kahoot, quizziz, or other device-enabled games for tertiary students in their classes, the benefits of fostering engagement, enjoyment and immersion within adult learning are all essential for encouraging and reinforcing independent scholarship and are generally well received by students.

The researchers asked for more information about the favourite online digital media that the students like most. The results of the questionnaire showed that most students chose to use other digital platforms, which in this case are various applications that often used by lecturers in online classroom learning such as; quizziz, kahoot, wordwall, learningapps, padlet. All of these applications are game-based learning.

Figure 3 shows that online digital media that often used by lecturers which highly favored by students was other digital platforms such as; quizziz, kahoot, wordwall, learningapps, padlet (32%). In second place was zoom meeting (28%), followed by google meet (24%), after that whatsapp (7%), then google classroom (5%), and the last one was LMS/Edmodo (4%). Thus, it can be said that game based learning was the best choice online digital platform. By using game-based learning, students are more motivated to participate in learning activities. Besides that, learning was also more effective and fun. So that learning outcomes also can be improved.

The results of this study indicate that students will be more motivated to learn online by using various game-based online platforms such as; quizziz, kahoot, wordwall, learningapps, padlet. Thus, lecturers are expected to be able to develop learning activities using

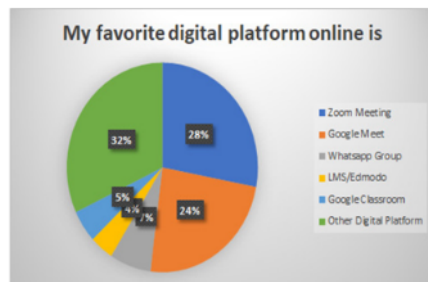


Figure 3: Students' Favourite Online Digital Media

these online platforms. Learning can be designed to be more interesting and interactive using these platforms.

4 CONCLUSION

The changing of learning system from face-to-face to online learning does not necessarily make learning ineffective. This study discovered students' perceptions of learning English through online digital media during the COVID-19 pandemic and students' perceptions of online digital media used in the learning process. The results of the study showed that online learning using online digital media during the COVID-19 pandemic was effective. In the learning process the lecturers used several online digital media such as zoom meeting, google meet, whatsapp, LMS/ Edmodo, Google classroom, other digital platforms (quizziz, kahoot, wordwall, learnings app, padlet). The most favourite online digital media chosen by the students is online digital platform (game-based digital media). Game-based digital media made students more motivated to participate in learning activities, created interesting and fun learning atmosphere. By using game based-digital media, the students were more easily to understand the learning material.

From the results of this study, it is hoped that lecturers will be more creative in developing themselves in the digital learning, especially in terms of developing learning using game-based platforms that have been proven to make online learning more interesting and enjoyable for students.

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