

The High School Students Readiness' to Learn English Via Online During Covid-19 Pandemic

*Nurteteng¹

¹Universitas Pendidikan Muhammadiyah Sorong, Indonesia

(*teteng.syaid72@gmail.com)

First Received: 20-06-2022

Final Proof Received: 20-07-2022

Abstract

This research aimed to identify the students' readiness and opinion to learn English via online during the COVID-19 Pandemic. The researcher applied descriptive qualitative research method. The participants of this research are some students from SMK Muhammadiyah Aimas, MA Muhammadiyah Aimas and SMP Muhammadiyah Aimas. The researcher used random sampling as the technique for selecting the participant. The participants were taken from 10 students of each school as representatives. So, the total of the participant was 30 students who were doing the online learning. The researcher used two instruments. They were questionnaire and interview. The result of this research show that the students are not ready yet in doing online learning during this pandemic at Aimas District. It can be seen from the result of the students' readiness questionnaire, which is 30,2 with standard deviation is 5, 640. The mean score is classified into low level of readiness. Most of them were not ready for online learning due to lack of motivation in learning, online communication, and computer/internet self-efficacy. Related with the students' opinion, they think that online learning is not effective to apply because of the internet connection and the teaching method used.

Keywords: covid-19; opinion; online learning; readiness

Readiness refers to a person's overall conditions that enable them to respond in a specific manner to a scenario (Saputri, 2016). In millennial era, online learning is becoming a popular media for educators to use in teaching. It is not only popular the course place but also in the university level. Online learning is a new concept of education in which Internet technology delivering digital content provides a learner-centric environment for both teachers and students. To achieve this, all distance learning institutions support

learners. All of these activities go beyond the creation and distribution of course materials to support student progress in terms of learning, interaction, and effective communication. As mentioned above, distance learning institution-provided student support services are based on factors in the learning process, such as attention, motivation, emotional aspects, and student motivation for various online learning strategies.

Almost the university in Indonesia develop online learning website to increase

the implementation of online learning in learning process. In 2016, seventy six percent of university students in Indonesia have accessed various online courses (Kayalar & Ari, 2017). It can be an evidence that online teaching is becoming more attracted and interested the students in learning. Online learning allows the teachers or lecturers to organize an online classroom and communicate by using chat, email, online whiteboard, massive video conference. Baran & Correia (2009) said that the teacher's function in online teaching shifts from that of a center of engagement or a source of information to that of a side guide. Therefore, the teacher talking time in online classroom is less as well as Van de Vord & Pogue (2012) said that instructors spend more time in and out of the classroom when teaching online courses. Hence, the teacher should prepare the teaching material and students' task very well before starting the classroom. Morrison (2003) argued that online learners may achieve self-actualization if online courses were considered as more than just elementary and impersonal modes of learning. Self-actualization and independence can be created from online course. The students who never accessed and operated an online learning platform can be experiencing directly that platform or application. They are also more responsible in learning and doing their task on time. Basically, online learning divided into two types based on the portion of online teaching time. They are entirely online learning and blended learning, which is a combination of physical and online learning (Montelongo, 2019). Fully online teaching or learning refers to courses that are entirely given online, with no physical or on-campus meetings. Blended learning, on the other hand, is a combination of online learning and traditional on-campus learning (in a classroom).

During the COVID-19 pandemic which has suffered in almost countries in the world especially in Indonesia, the face-to-face teaching process has been stop by the government for several months. The learning

process that usually conduct in the school, university and courses have been stop for a moment in order to cut the spreading of this virus which has killed thousand people in the world. Therefore, all the educators in Indonesia has been command to conduct fully online learning to avoid the physical contact directly. All the lecturers in university level should use online platform to support their online teaching. The applications that have been used by them are Moodle, Google Classroom, Zoom meeting, Google Meet, Google Suit for Education, E-mail and social media.

The implementation of those learning platform make some pros and contra among the citizen especially the students. Most of them think that online learning is not really effective in learning. The face-to-face teaching method that always happened in the classroom made them argued this opinion. Besides, online learning cannot be used in every area in Indonesia. Some places in Indonesia could not reach by internet connection. It make the students unable join the online classroom effectively. In addition, the online learning is considered consuming much money rather than face to face classroom. Considering, online teaching consumes a lot of Internet data.

The same case also happened in West Papua especially at Sorong Regency, Aimas District. In Aimas District, there are some Junior High School, Senior High School and Vocational High School. During Covid-19, the condition of teaching and learning process is not effective. It is because the students only can assess the learning from their teacher by phone. The teacher generally used Whatsapp group to give information about the material in every meeting. Because of some of the students did not have any hand phone, so the teachers used their parent's WhatsApp in giving information. Another choice is the parents must come to school to take module or ask about the material or assignment for their child. Additionally, not all the students get internet data subsidy from the government so they have to buy it by

themselves. Mostly the teacher only gives the material and assignments without explained it first. So, related with the English lesson, the teaching method that the teacher used is same as above. While as we know, English is a lesson which need practice and more explanation. The teacher should be more creative in teaching to get the target knowledge of the lesson in every meeting.

All the problems explained above have strong relation with the students' readiness. Readiness in online learning is the students' ability and confidence in using online teaching platform to reach the learning target during pandemic. In learning, readiness is important aspect that the students need in order to reach the target of the learning process delivered. In measuring the students' readiness toward online learning there are five aspects which supposed to be measured, they are self-directed learning, computer/internet self-efficacy, learner control, motivation for learning, and online communication self-efficacy (Hung et al., 2010).

Regarding the problems above, several related studies have been undertaken to investigate the students' readiness towards online learning. Matanaghi (2015) looked into the level of online learning readiness and perceived social presence of teacher applicants based on gender and branch. Cabi & Kaleliouglu (2019) conducted research on how students perceive a totally online course (readiness, attitudes, and thoughts). Linjawi & Alfadda (2018) investigated Saudi Arabian students' perceptions, attitudes, and readiness for online dental education. As many researchers revealed the students' readiness towards online learning, this research intends to find out the students' readiness to learn English in online learning during the COVID-19 Pandemic and the students' opinion towards online learning during the COVID-19 Pandemic.

Method

This research employed descriptive

qualitative design to identify the students' students, readiness to learn English towards online learning during the COVID-19 pandemic and the students' opinion towards online learning during the COVID-19 pandemic. The participants of this research are some students from SMP Muhammadiyah Aimas, MA Muhammadiyah Aimas, and SMK Muhammadiyah Aimas. The researcher used random sampling as the technique for selecting the participant. The participants were taken from 10 students of each school as representatives. So, the total of the participant was 30 students who were doing the online learning during 2020.

To get the data of the students' readiness towards online learning during the COVID-19 pandemic, questionnaire has been distributed to the 30 students who had selected from the three schools. After getting the data through questionnaire, the researcher interviewed 2 students of each schools about their opinion towards online learning. It consisted of seven questions. This research used two instruments, they are readiness questionnaire and interview. The questionnaire was originally developed by Hung et al. (2010). The scale was formulated as a five-point, Likert-type instrument, consisting of 18 items in five different factors. They were computer/internet self-efficiency, self-directed learning, learner controls, motivation for learning, and online communication self-efficacy. The interview consisted of seven questions. The interview discussed about the students' opinion about online learning, the strength and the weakness of online learning, the online tools that the teachers' used in online teaching, the problems faced during online learning, the students understanding about the material taught via online, and the students' recommendation for the better online learning.

Results and Discussion

The Students Readiness Towards Online Learning

In this section, the readiness level of the

students is examined. **Table 1** below shows the classification of the students' readiness level based on the result of their questionnaire calculation.

Table 1. The Percentage of Students Readiness Classification

Range	Classification	Frequency	Percentage
0-17	Very Low	0	0
18-35	Low	24	80
36-54	Moderate	6	20
55-72	High	0	0
73-90	Very High	0	0
Total		30	100

The readiness questionnaire has been administered to the 30 students of three schools to know the students readiness level towards online learning. Based on Table 1, there are 24 students or 80% of them are classified into low level of readiness, 6 students or 20% of them are classified into moderate level of readiness and none of them is classified into high and very high level of readiness. From the data, it can be said that most of the students are not ready in doing online learning.

In classifying the students' readiness level of the students generally, the researcher analyzed the mean score and standard deviation on the students' readiness level towards online learning. The description can be seen in the **Table 2** below.

Table 2. The Readiness Level of Students Towards online Learning

	N	Mean Score	Standard Deviation
Readiness Level of Students	30	30,2	5,640

As can be seen from the **Table 2**, the mean score of the students' readiness level is 30, 2 with standard deviation is 5, 640. The mean score is classified into low level of readiness. In other words, generally the students are not ready in doing online learning.

Table 3 shows the lowest mean score (22.33) from the five aspects is motivation in learning. It is big evidence that in this place, the students did not have any motivation in

learning if it is conducted via online. The students also did not have any confident to communicate via online during online learning. It can be known from the mean score (29.14) which is categorized in low level. This case can be caused from they did not have any skill in computer/internet self-efficacy. It is proved by the mean score (28.19) of this aspect with categorized in low level also. The mean score of their self-directed learning with 33.87 is also categorized in low level. The last aspect which has the highest mean score is learner control. It is categorized in moderate level with 42.85. Finally, it can be concluded that the students are not ready in doing online learning at Aimas District.

Table 3. The Level of readiness of five aspects

Readiness Aspects	Mean Score	Classification
Computer/Internet Self-Efficacy	28.19	Low
Self-Directed Learning	33.87	Low
Learner Control	42.85	Moderate
Motivation in Learning	22.33	Low
Online Communication	29.14	Low

The Students' Opinion about Online Learning During Pandemic

The students' responses about their opinion about online learning during pandemic are almost same. All of them have a problem with connection because this area the network is bad. Because of this obstacle, the students could not do their assignment, follow the online learning well, and impact the students' interest in learning. Here is one of the statements of the students' opinion about online learning during pandemic.

S2 : "Jadi, pendapat saya tentang online learning yaitu seperti yang kita ketahui bahwa online learning terjadi karena pandemik yaitu sebuah kebijakan yang bagus dari pemerintah tapi dari sisi siswa itu sangat susah karena kita tahu bahwa jaringan di tempat kami sangat buruk."

[So, my opinion about online learning is we know that online learning happened this pandemic is a good policy from the government but from the students' sides it's really hard because we know that the connection in our place its

really bad]. (The data from student 2 at SMK Muhammadiyah Aimas, question no.1)

From the data above, it can be said that the distribution of internet in Indonesia is not evenly distributed, where in urban areas it is more dominant than in rural areas. Therefore, many remote or rural areas have difficulty with online learning. Due to the difficult internet network to reach, online learning such as video calls cannot be carried out optimally. Online learning cannot be separated from the internet network.

The Strengths of Online Learning during Pandemic

Based on the interview with students, there are some responses about the strength of online learning during pandemic. First, they can help their parents at home and film because they do not have to go to school and they just need to follow the lesson via online that mostly just home task or assignment. So, they can do two jobs which are doing their assignment and helping their parents. Second, out of the hectic day and time at school as usual that can make them stress and busy, through online learning they can think effectively and clearly in doing their assignment because they have a lot of time to do it. Besides, they can also develop their skill and think how about their next strategy or plan for the next lesson. Different with the first and second responds, some of them also responded that online learning did not have any strength because of limited network and it cannot be running well. Here is one of the statements of the strength of online learning during pandemic.

S3: “Menurut saya kelebihan pembelajaran online saat pandemic yaitu siswa mampu berpikir secara efektif bagaimana cara belajar dengan mandiri.” [In my opinion, the strength of online learning during this pandemic is the students are able to think effectively about how to learn independently]. (The data from student 3 at MA Muhammadiyah Aimas, question no.2)

Online learning allows students to study independently. Students can organize themselves in carrying out learning tasks.

Students not only depend on the teacher, but also can learn on their own so that their skills can be improved.

The Weaknesses of Online Learning during Pandemic

Talking about the weakness online learning during pandemic has relation with the result of the students' readiness level above. As we can see that, the students are not ready yet in doing online learning. Here, in this interview we can see that causes of it. The biggest weakness is bad connection or limited internet connection. Most of the students stated about it in this interview. They are not satisfied about the online learning because the connection is very bad. Not only that, the limitation of internet connection also caused the online learning did not run well. For instance, the online tools application cannot be used or opened and their time only consumed in opening the learning tools. Moreover, some of the students also did not have any smartphone. So they have to share with their friends to access the learning. Here is one of the statements from the students about the weakness of online learning during pandemic.

S1: “Kelemahan pembelajaran online, menurut saya yaitu jaringannya dikarenakan saya berasal dari tempat yang dibatasi oleh koneksi jaringan jadi kurang memadai sekali dalam proses pembelajran selain itu masih banyak yang tidak punya hape jadi kami harus berbagi atau menggunakan handphone orang tua.”

[The weakness of online learning, for me is about the network because I am from the place that limit of internet connection. Moreover, there are some of my friend did not have any smartphone so we have to share or use our parents gadget]. (The data from student 1 at SMP Muhammadiyah Aimas, question no.3)

The lack of infrastructure such as internet networks and online tools is a major obstacle to the implementation of distance learning in schools. Students look for internet signals on the hill to study online. They set up huts on top of the hill to be more comfortable when hunting for signals and completing their

tasks. Some students are looking for ways to get internet signal to attend online schools.

Online Tools for Online Learning

The learning tools that the teacher used in online teaching are zoom, Whatsapp and Google classroom. The teacher used those tools in giving the teaching material and assignment. However, it can be accessed by all the students because of limited internet connection. Here is one of the statements of the online tools that the teacher used in online learning during this pandemic:

S3: *"Guru kami memberi tugas di aplikasi Whatsapp walaupun jaringan on off."*

[Our teacher give assignments in the Whatsapp application even though the network is on off].
(The data from student 3 at SMP Muhammadiyah Aimas , question no. 4)

Various examples of learning media used in learning during the Covid-19 pandemic such as the Whatsapp application. Most teachers use this application to explain material and give assignments to students. Even so, students still have difficulty understanding the material described by the teacher. However, this application can only be used in areas with internet access only.

Problem of Online Learning and the students understanding

Related with the weakness of online learning during pandemic above, the biggest problem of the students is internet or network problem. Another problem is they cannot discuss with the teacher and classmate. Its caused by the teacher only give them material via online and no explanation. So, they have to read and understand it by their self. This problem impacts on the students understanding. Most of them said that they cannot get the teacher explanation or understand the material. It's because there is no explanation from the teacher. Here is one of the statements about the problem that the students faced and the students understanding about the material delivered during online learning:

S2: *"Kadang-kadang saya tidak bisa. Saya pikir ketika mereka menjelaskan lewat Zoom, saya rasa sangat susah karena ada masalah koneksi, videonya kurang bagus. Kadang-kadang kami mendatangi mereka secara langsung untuk menanyakan tugas atau materi."*

[Sometimes I cannot. I think when they explain via zoom or like that, I find it really hard because there are connection problems, the video is not good. Sometimes we go to them directly to ask about assignments or materials]. (The data from student 2 at MA Muhammadiyah Aimas, question no. 6)

The biggest problem faced that the student got when online learning is an internet connection. Students find it very difficult to find a network. They consider studying from home more difficult because many distractions are not conducive. The mind is scattered and it's hard to focus. Students cannot discuss with their friends.

Recommendation for better online learning

There are some recommendations from the students for the better online learning in the future. First, the learning tools or method that the teacher used should more creative and innovative so the students can understand the material delivered well. It can be choose based on the students' condition there. Second, the government in this place should fix the internet connection. The internet connection is a very basic needs when we do the online learning. The better of internet connection is the better of online learning result. Third, the teacher should use better application and the government should give facilitation for the students who did not have any smartphone or computer. The last, the government should be wise in choosing the learning ways when all the students must learning via online again in the future. Here is one of the statements from the students about their recommendation for better online learning:

S3: *"Pembelajaran online agar lebih menggunakan aplikasi-aplikasi yang terbaik dan menggunakan fasilitas-fasilitas yang terbaik."*

[Online learning in order to use the best applications and use the best facilities].
(The data from student 3 at SMK Muhammadiyah

Aimas, question no. 7)

Online learning systems are not as effective as face-to-face systems. Especially in the midst of an emergency like today. There are many things that need to be prepared properly so that the learning process can run optimally. For example, infrastructure such as an adequate internet network. For this problem, government support is needed. The government is required to really ensure that network facilities are properly available. This is in accordance with the expectations of a student in the Aimas district who has difficulty accessing the internet network for online learning. The government is expected in the future to be able to ensure that the material content prepared is adequate and does not fall out of the predetermined standard.

Based on the findings above, it was found that the respondents in this study generally indicated that they were not ready for online learning during this pandemic. Most of them were not ready for online learning due to lack of motivation in learning, online communication and computer/internet self-efficacy. From those lacks, the lowest mean score was on the students' motivation in learning aspect. It is big evidence that in that place, the students did not have any motivation in learning if it is conducted via online.

Based on result of the interview it may cause of the internet connection which is very bad and limited. They have to wait for too long to access the assignment and the teaching material given. Another cause is the online teaching which they think is not effective and running well because they have study and understand the material independently without any video teaching or explanation from the teacher. So, it gives big impact on the students' mood in learning and lowers the students' motivation in learning. This finding is in line with Hung et al. (2010) which said that poor internet connectivity and limited broadband data remained the biggest challenge in doing online learning.

The second aspect which has the low

mean score is online communication. They did not feel confident in using online tools like email, zoom, and Whatsapp to communicate with other. The cause is still having relation with the limitation of internet connection above. Based on the statement of students in interview, they lack of facility (smartphone and laptop) and they do not have any skill in operating the online tools like email and zoom. They think that the application is still new for them. Therefore, it makes them not confident communicate via online. It is in line with Linjawi & Alfadda (2018) who stated that the success of e-learning adoption is also highly dependent on technological accessibility and having a good Internet connection.

The last aspect which has the low mean score is computer/internet self-efficacy. This aspect is about the students confident in performing the basic function in Microsoft office program, knowledge and skills to manage software for online learning, and the confidence in using internet. It must be low because of two causes. First, in their school they lack of facilitate in practicing the office program. All of the schools there are lacks of facilitate like computer and the students' time to practice the computer is only in computer lesson. Second, the internet connection is bad. So, the students did not have any chance to know the software for online and learning and the use of internet itself.

From the interview there are some new findings related with the students' opinion towards online learning. The online learning gives strengths to the students. For instance, they can help their parents at home and field because they do not have to go to school and they just need to follow the lesson via online that mostly just home task or assignment. Besides, through online learning they can think effectively and clearly in doing their assignment because they have a lot of time to do it. With online learning, students can flexibly manage their time, such as when to do assignments from school, help their parents, take breaks, worship, and so on. Students

can study anytime. Of course, this can be beneficial for students who do not allow and do not have much time to come physically to class. Not only that, with online learning, students can increase the closeness of their families. Online learning allows students to study independently. Students not only depend on the teacher, but also can learn on their own so that their skills can be improved.

In terms of weaknesses, the lack of infrastructure such as internet networks is a major obstacle to the implementation of distance learning in schools, especially in Aimas District. Students look for internet signals on the hill to study online. Some students are looking for ways to get internet signal to attend online schools. Students who think that online learning activities are less effective, such as offline teaching and learning activities. Because in the classroom with face-to-face teaching and learning, there are still many who are confused and ask repeatedly, especially if you have to use a cellphone. In reality the internet or signal is weak and students' smartphones are very inadequate. Students also lack interaction with their teachers and friends.

Online learning can be done using a variety of applications. Some schools, especially in Maiwa sub-district, use applications such as WhatsApp, google classroom, and zoom meetings to keep learning going. However, this media can only be used in some areas that can access the internet. Through the use of this technology, learning can be carried out well. There are many obstacles faced by students in accessing these online tools. Many students do not understand when the teacher explains because the internet network is so bad.

Despite all the findings above, the students' recommendation about online learning need to be considered and can become the evaluation for the schools, teacher and government for the next online learning. First, the learning tools or method that the teacher used should more creative and innovative so the students can understand the material delivered well. Second, the government in

this place should fix the internet connection. The internet connection is a very basic needs when we do the online learning. Third, the teacher should use better application and the government should give facilitation for the students who did not have any smartphone or computer. The last, the government should be wise in choosing the learning ways when all the students must learning via online again in the future.

Conclusion

Based on the findings and discussions, the researcher comes to conclusions. The conclusions are as follows: (1) Based on the findings and discussion in the previous chapters, it is therefore concluded that the students are not ready yet in doing online learning during this pandemic at Aimas District. It can be seen from the result of the students' readiness questionnaire which is 30, 2 with standard deviation is 5, 640. The mean score is classified into low level of readiness. Most of them were not ready for online learning due to lack of motivation in learning, online communication and computer/internet self-efficacy. (2) Related with the students' opinion, they think that online learning is not really effective to apply because of the limitation of internet connection or network. The lack of infrastructure such as an internet network is a major obstacle to the implementation of distance learning in schools, especially at Aimas District. Students find it very difficult to access the internet. Students assume that online teaching and learning activities are less effective, such as offline teaching and learning activities. Because in the classroom with the face-to-face teaching and learning process, there are still many who are confused and ask repeatedly, especially if they have to use cellphones. In online learning, students also have less interaction with teachers and friends.

References

Baran, E., & Correia, A. (2009). Student-

- led facilitation strategies in online discussions. *Distance Education*, 30(3), 339–361. <https://doi.org/10.1080/01587910903236510>
- Cabi, E., & Kalelioglu, F. (2019). A Fully Online Course Experience from Students' Perspective: Readiness, Attitudes and Thoughts. *Turkish Online Journal of Distance Education*, 165–180. <https://doi.org/10.17718/tojde.601934>
- Hung, M.-L., Chou, C., Chen, C.-H., & Own, Z.-Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3), 1080–1090. <https://doi.org/10.1016/j.compedu.2010.05.004>
- Kayalar, F., & Ari, T. G. (2017). Study into the Views of Classroom Teachers Upon Interest-Based. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi Sayı*, 6(4), 2276–2787.
- Linjawi, A. I., & Alfadda, L. S. (2018). Students' perception, attitudes, and readiness toward online learning in dental education in Saudi Arabia: a cohort study. *Advances in Medical Education and Practice*, Volume 9, 855–863. <https://doi.org/10.2147/AMEP.S175395>
- Matanaghi, A. (2015). *Online Learning Readiness Level and Perceived Social Presence of The Teacher Candidate's in The Online Learning Environment an E.M.U Example [Eastern Mediterranean University (EMU)]*. <http://i-rep.emu.edu.tr:8080/xmlui/handle/11129/3193>
- Montelongo, R. (2019). Less Than/More Than: Issues Associated with High Impact Online Teaching and Learning. *Administrative Issues Journal Education Practice and Research*, 9(1), 68–79. <https://doi.org/10.5929/9.1.5>
- Morrison, D. (2003). *E-learning strategies: how to get implementation and delivery right first time*. John Wiley & Sons, Inc.
- Saputri, D. A. (2016). *Analysis of Teachers' Readiness in Teaching English to Young Learners at Kindergartes (A Study of the Kindergartens in Salatiga in the Academic Year of 2015/2016)*. Universitas Islam Negeri Salatiga.
- Van de Vord, R., & Pogue, K. (2012). Teaching time investment: Does online really take more time than face-to-face?. *The International Review of Research in Open and Distributed Learning*, 13(3), 132. <https://doi.org/10.19173/irrodl.v13i3.1190>