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# **A Case Study at a Private University of Jepara Central Java Indonesia: Examining Students' Attitudes toward Online English Teaching**

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**Abstract.** The utilization of media, the nature of communication, and the learning preferences of the students can all be considered in online learning models. This study attempts to investigate how students interact with and view English classes taught online. The respondent characteristics, educational media, and student learning preferences were the main topics of the study. The study was carried out at UNISNU Central Java Indonesia, a private university. Purposive sampling techniques were used to choose the 206 students from the Faculty of Education and Teacher Training who had registered for the English II course as the population. 166 students who responded to the survey using a Google Form make up the samples. The findings indicate that the respondents favor using live or recorded video to present the topic. Classroom activities include creating videos and presentations for assignments, posting the recorded presentations to the university's online platform, and more. Online lectures continue to receive inadequate feedback from students. However, despite a number of drawbacks, online learning is still active. The leadership of the institution must also keep an eye on the implementation of this online learning so that it can be frequently evaluated.

**Keywords:** student, attitude, online, learning, English

## **1. Introduction**

English is a universal language that everyone, including Indonesian students, must learn because it is essential in many facets of daily life. English proficiency is required in every area of life, including education, employment, leisure, travel, and computer communication. Due to the fact that, up until this point, English has been acknowledged as the language that connects people from different geographical, religious, and cultural origins around the world (Hastuti & Oswari, 2012).

From elementary school to senior high school in Indonesia, English language instruction is offered. In some kindergartens, it has even been implemented. In addition, when students begin their studies at tertiary institutions, their achievement in mastering English in

high school still does not satisfy parents, professionals, and professors (Kastaredja, 2008). For many study programs with various learning majors, students will typically be given the opportunity to take English during the first semester. Students should enrol in the English course at Faculty of Education and Teacher Training UNISNU Jepara by successfully completing English I and English II. In both semesters, students must take these courses. If some of them fail the English course, they are given the chance to retake it. Face-to-face instruction takes place in up to 14 meetings every semester for a total of 2 credits in either English I or English II.

However, Indonesia is now among the 215 nations around the world where the Covid-19 pandemic has expanded. After then, the pandemic has an impact on every aspect of daily life, beginning with the economy's decline, the incidence of widespread layoffs, and the closure of schools and universities to stop the spread of the coronavirus. This need calls for educational establishments (Worldometers, 2020) to innovate in the learning process. One form of this innovation is by learning *online* or online (Jamaluddin et al., 2020).

In the advanced age, a teacher should be a specialist to make inventive and imaginative learning media. The advancement of time will make understudies innovative in all things so the instructive cycle will adjust. Learning media are devices that can move messages or data from a teacher to understudies who mean to encourage the way toward learning in class. By utilizing learning media during the way toward concentrating in the homeroom, it is normal that the considerations, contemplations, sentiments, considerations, and interests of understudies can be stimulated and the understudies can get and comprehend the subject materials from the educators well (Akrim, 2018).

Learning activities and assignments can vary between students depending on their interests and circumstances, taking into account gaps in access or learning facilities at home. The learning from home process is carried out through online or distance learning to provide meaningful learning experiences for students. It can be focused on life skills education, including regarding the Covid-19 pandemic (Kemendikbud, 2020). E-learning generally refers to the intentional use of organized data and communication technology in teaching and learning. Additionally, it is frequently described as follows: the employment of electronic frameworks with the goal of lowering the measure of prices and comings and goings, such as the web, PCs, and mixed media CDs (Mohammadi et al., 2011).

UNISNU Jepara has implemented online learning in accordance with Indonesian Government Regulation Number 4 of 2020, where the course benefits both students and professors. Online learning offers students a different way to learn that doesn't require them to go to class. Additionally, it is anticipated that online learning would foster student interaction and establish independent learning. For lecturers, however, online learning techniques are come to replace traditional teaching methods, which will indirectly affect the professionalism of their work. Additionally, the online learning model gives lecturers more opportunity to analyze each student's learning progress and assess it. In order to acquire the greatest amount of learning, internet approaches can deliver content online without time or space restrictions (Zhafira et al., 2020; Haryanto, 2020).

The Work from Home (WFH) policy, which limits meetings physically, has been put into effect in schools and universities over the past few months. A learning approach known as "online learning" makes use of an internet network and a variety of programs to enhance learning rather than requiring lecturers and students to interact in person (Zamista et al., 2020). There are currently many available media or platform options, including the WA Group, Facebook, Zoom, and others. In each university, there are several platform options.

Even though UNISNU Jepara has just recently introduced online learning, the model is anticipated to continue working effectively and be well-liked by students. The qualities of

the pupils determine whether a model or learning resource is successful. (Dewi, 2020), as stated by Nakayama et al.(2006) that due to the influence of the learning environment and the characteristics of the students, the e-learning literature indicates that not all students will succeed in learning online.

Various researchers have undertaken some studies on English language instruction online. The Blended Learning Based-Model of English Learning was investigated by Haryanto (2020) to improve students' communicative competence. At the university, BL is carried out through conversation and debate, reading English news, watching English TV, and using online media like Facebook, WhatsApp, and email. Al-Qahtani & Higgins (2013) looked into how traditional, blended, and online learning affected students' success in higher education. The findings of the study (N= 148) reveal that there was a measurable enormous difference between the three strategies in terms of students' success, with the blended learning strategy receiving a preference (n = 55) with a substantial impact size of 1.34 (Hedges' g).

The E-Language Learning Program: Problems and Challenges was researched by Yuyun (2012). The findings revealed the following findings: (1) students are fundamentally prepared for online learning; (2) students fundamentally exhibit positive perspectives toward e-language learning programs; (3) the e-language programs additionally altogether add to language learning; (4) the friends have a significant role in e-language learning; and (5) students fundamentally prefer online language figuring out to conventional one. Students also discovered that the e-language learning had certain benefits and drawbacks for them. The use of e-learning to enhance the language abilities of EFL students and stimulate their independent learning was examined by Soliman (2014). An overview of the various e-learning tools and activities has been presented, along with descriptions of how they can be used. The use of e-learning to enhance the language abilities of EFL students and stimulate their independent learning was examined by Soliman (2014). The many activities and resources provided by e-learning have been described together with an analysis of how they might be used to develop the language proficiency and independent learning of EFL students.

This study intends to investigate how students at UNISNU Jepara's English faculty feel about learning online during the Covid-19 outbreak. It is anticipated that the study's findings will serve as an evaluation that can be used to inform upcoming advancements in educational technology. The respondent characteristics, educational media, and student learning preferences were the main topics of the study.

## **2. Methods**

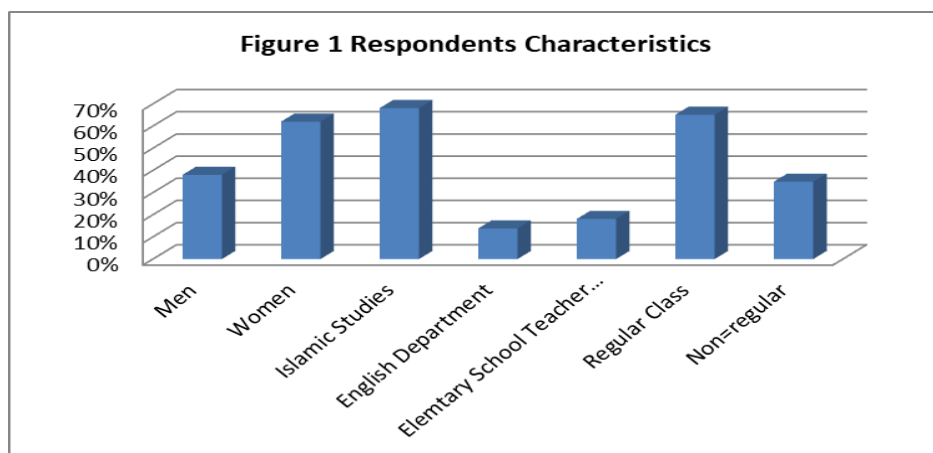
In this study, quantitative methodologies are combined with survey techniques. The descriptive study method was adopted in order to collect information about students' perceptions and activities during online lectures. The prior studies, Hapizah (2019) and Mulyana et al.(2020) have covered a number of topics, including elements of taking part in online lectures, utilizing online lecture applications, finding them convenient to use, and having access to or using online lecture infrastructure. Various approaches, including the use of media, the nature of communication, and the learning preferences of the students, can be used in online learning models (Zhafira et al., 2020). The characteristics of the respondents, the learning media employed, and the student learning styles will all be collected as part of this study (Baharun & Zakaria, 2013). The information gathered is anticipated to help the Faculty of Education and Teacher Training, Islamic UNISNU Jepara, enhance the online lecture procedure for the English II course. Using purposive sampling methods, 206 students from the faculty of UNISNU Jepara who were registered for the English II course for the 2019–2020 academic year comprised the population of this study. The Slovin's formula was used to determine the sample size and yielded a maximum of 136 students. 166 students

responded to the survey that was conducted via Google Form between August 28 and August 31, 2020; all of the information was used because the respondents satisfied the criteria and had a response rate that was 5% higher than the required minimum sample size.

### 3. Results and discussion

#### The characteristics of the respondents

According to the data collected, Undergraduate students of English Department made up the bulk of the respondents in this study, who were all female and in their second semester. The residences are spread out pretty far, in practically every neighborhood of Jepara and even outside of Jepara. However, the respondents who contributed the most to this study were residents of the Jepara sub-district. The following is a summary of the characteristics of respondents in chart below:



The platform that is utilized to facilitate teaching to students is likewise subject to lecturer policy. The platforms used for the English II course at Economic Department UNISNU Jepara are the WA group, IG live, e-learning UNISNU, and Facebook Fanpage.

#### The Learning Media, and the Student Learning Styles

Following are the views of the students on the platforms chosen by the professor to execute online learning:

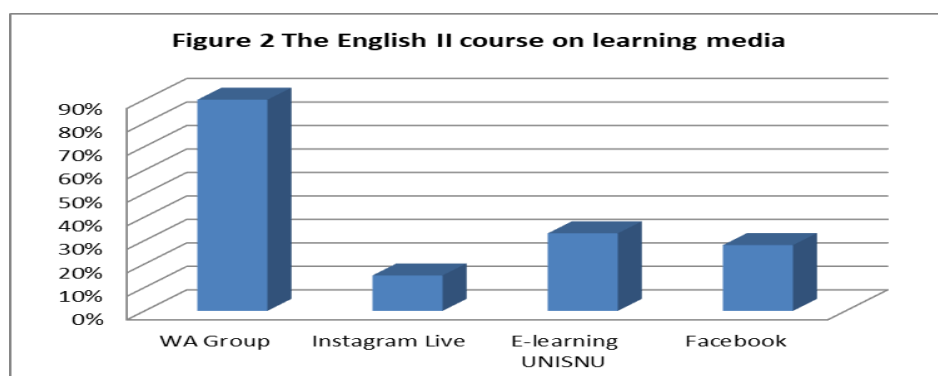
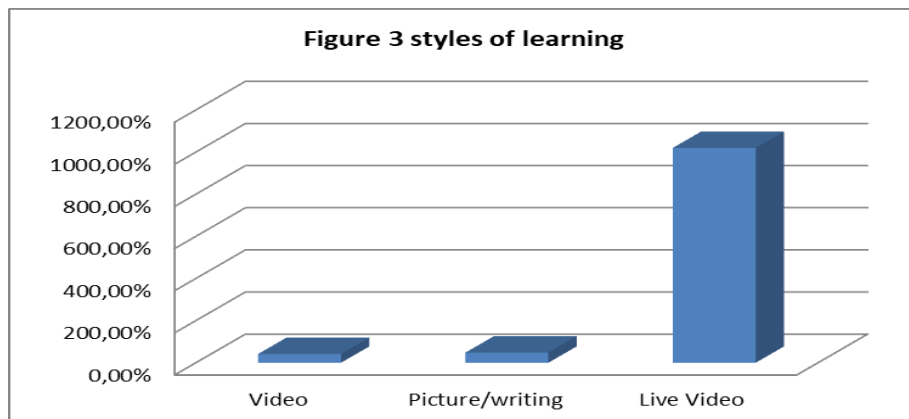


Figure 1 illustrates how most students select the WA Group platform as the most practical learning medium. This media's usage doesn't use up many quotas. According to a research by Prajana et al (2018), WhatsApp is one of the applications that is improving

education in this period. The network is more stable, can access anywhere, can repeat information, and is more effective and efficient overall.

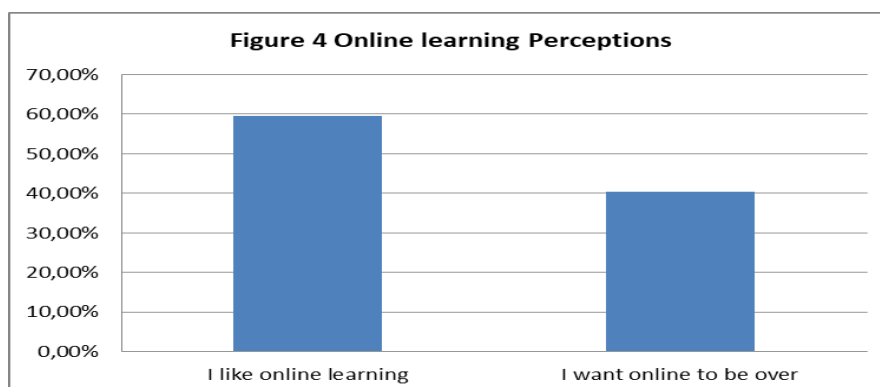
It was shown that 89.8% of students felt at ease with the WA group, who were closely followed by 33.1 % of students who used e-learning UNISNU even before the WFH regulation. 28.3 % of students said they felt comfortable utilizing Facebook Fanpage, and only 15.1 % of students expressed interest in IG Live.

The learning model's success is influenced by several factors, including learning style. There are at least three different types of learning preferences: kinesthetic, auditory, and visual. According to Eudoxie (2011), different learning styles will produce higher learning outcomes when the environment is accommodating. The findings of the survey that was conducted are listed below.



A majority of respondents (51.8%) prefers learning models that are given as video or live video. The auditory term, which refers to the simplicity of understanding teachings with sound, is the name of this learning style model (Rhouma, 2016). While the remaining 48.2% of students like receiving written or visual lesson materials. The visual learning style is a paradigm of learning that values writing and drawing. Students that prefer learning through textual materials, graphics, drawings, diagrams, and other visuals are said to have visual learning styles (Zhafira et al., 2020). The questionnaire did not ask about the other kinaesthetic learning modes. The kinaesthetic learning style paradigm calls for bodily movement to recall information, though this obviously differs from person to person.

Respondents didn't like it after taking almost a semester's worth of online courses. The responses to the questionnaire below show what was meant.



In the 2019–2020 academic year, up to 59.5 % of respondents who are Economic Department UNISNU Jepara students enrolled in the English II class expect online learning to come to an end soon. Of course, a number of things play a role in this, one of which being the respondents' unease with remote learning. However, thus far, online learning has been successful and well-received by all pupils.

If online learning is required in the future, the learning model will need to be innovative such that both students and lecturers can benefit from and successfully complete online learning without compromising the content that is often presented offline.

#### **4. Conclusion**

The analysis of the data reveals that the 166 Islamic Studies Department students enrolled in the English II class for the 2019–2020 academic year prefer to learn online using the WA Group and e-learning. Both are better because respondents used them in their daily lives even before the introduction of online classes. Additionally, respondents said they preferred the content delivered via live or recorded video because, in the past, online learning has used video to provide assignments, such as through the creation of recorded presentations in class and online posting of those recordings.

Even with a number of drawbacks, online learning functions without any major problems, despite the fact that student response to lectures online is still insufficient. For this reason, teaching staff or lecturers can use the appropriate media and teaching approaches to promote student interest in online learning if they are aware of the preferences and perceptions of students in the English II course at Faculty of Education and Teacher Training UNISNU Jepara. Even if they have not been fully utilized and still need more study, the findings of this research can be applied to other areas of study. The leadership of the institution must also keep an eye on the implementation of this online learning so that it can be frequently evaluated.

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