



### Local English Students' Voices on Virtual Learning during Pandemic COVID-19

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**Abstract:** All universities in Indonesia are given the option to study at home with an online learning system, including UIN Raden Intan Lampung. Students' voices is a perspective from student towards something to know the success of it. This study aims to know students' voices on Online Learning during COVID-19 in some positive or negative ways. The research method used in this research is quantitative, which consists of online survey and purposive sampling. According to the results, 66 per cent of the total statements show that students positively perceive online learning acceptance. Students feel safer and more at ease, and they spend less money. However, some study aspects are lacking, such as unease in following the study, being active in class, and being enthusiastic about the study. Moreover, most students maintained positive relationships with other students, ate and slept well, and remained healthy throughout the pandemic. This recent study recommended that future research data sources be expanded to ensure more reliable research results.

**Keywords:** COVID-19, online learning, students voices,

#### INTRODUCTION

Online learning is an option for conducting lectures during the COVID-19 pandemic in all universities in Indonesia. This condition also happened in UIN Raden Intan Lampung. This online lecture policy was adopted to keep the COVID-19 virus from spreading due to crowds caused by lectures being held in class (Dhawan, 2020). UIN Raden Intan Lampung entered the first week of the even semester of the academic year 2019/2020 when online learning was conducted. It starts from the beginning of March 2020 until the next two years, March 2022. Online learning using various media like WhatsApp, Instagram, Google Classroom, Zoom, and Google Meet. Some of them were already used before the pandemic started.

Students' voices are defined as an individual's view of other people that play a role in his life and can be one of the determining factors for success and also

applies to students. People can consider that they can benefit if they perceive something or others well. Students' voices can also be indicated as an individual's interpretation of something as stated by Amir (2020). Students' voices is the process by which individuals give meaning and interpretation to stimuli and sensations they receive, and it is heavily influenced by internal and external factors that are unique to each individual. The idea of students' voices in the effects of assessment on learning are positively related to learning approaches and outcomes. From all those opinions, the researchers have thought that students' voice is someone's view in their mind that can affect all of their attitude's five senses.

During the COVID-19 pandemic, teachers and students should change the learning process because teachers and students are not allowed to learn face-to-face directly. Online learning is one way to solve the problem of the learning process during the COVID-19 pandemic. Online learning is a learning process between students and teachers/instructors, not face-to-face directly but using electronic media on the internet network simultaneously in different places (Singh & Thurman, 2019). Online learning can increase learning because students can access the learning material anytime and anywhere. According to Saifuddin (2018), students' role in the learning process will increase because it is not limited by time and space. More programs that assist online learning have emerged due to technological advancements, such as WhatsApp, Google Meet, Google Classroom, Zoom, and Instagram. Each application has its own set of benefits. Many benefits can be obtained from online learning applications, such as studying from home, new experiences in the study, etc. The teachers and the students must be familiar with online learning because the situations require the teachers and students to do the learning process from home.

The governments have limited the movement of their citizens to prevent the spread of the virus by closing down or introducing work-from-home because of the COVID-19 pandemic. Most offices require their employees to operate from home by utilizing online meetings. Schools have introduced online learning to students, where they have to sit at home, following a schedule that makes them sit on their chairs and study through the screen of their computers or other gadgets for hours and do this repetitively every day for about five days a week. Although this has become an adaptive way of learning where students are still able to learn during the pandemic situation, this method of learning has taken a toll on the student's productivity and learning efficiency, and with it comes numerous disadvantages such as cost, expensive to build a network as large as a building. Yuhanna et al. (2020) state that a teacher or learner connecting from home occasionally has network problems or dropouts. This can be especially frustrating for people to download information from the network.

Students are way behind in their studies, especially in subjects related to foreign language. These subjects are the type of subjects that require students to engage with the teacher and be taught step by step gradually with examples until it

is drilled into their minds, and they already have a hard time learning about them when it is taught face to face, so it is no surprise that it would be harder for students to understand when they are stuck with a screen and multiple distractions that surround their study desks at home. Consequently, developers and deliverers of online learning need more understanding of how students perceive and react to elements of e-learning (since students' voices and attitude is critical to motivation and learning) along with how to apply these approaches most effectively to enhance learning (Koohang & Durante, 2003). Previous research has also shown that students have felt discouraged from pursuing higher education and that the pandemic has hindered them from achieving certain achievements, such as competitions that can only be held online due to unproductive hours of practice and a lack of engagement between teammates and their lecturers.

Student motivation is crucial to increase because the student's interest in learning positively impacts learning. The quality of education in tertiary institutions can be seen from learning outcomes and assessed from students' voices of learning (Griffith, 2002). When the students are interested in learning, the learning process can run smoothly, increasing the quality and quantity of the university. Learning motivation is very important so that learning can improve quality (Koohang & Durante, 2003). Moreover, students' negative voices can lead to poor learning outcomes and decreased motivation and persistence (Hastomo, 2016). Students' negative voices can affect the poor result of learning because the students' negative voices can indicate the teachers' success in delivering the study materials. The teachers should understand many methods and techniques to teach the students to make learning in the classroom enjoyable and not monotonous. Learning can run successfully if the students and teachers work together and are active. The problem during the learning process can be solved if the teacher can create an enjoyable environment for the students and the students' motivation can increase (Hastomo, 2019).

Students are comfortable utilizing online learning because they can learn technical innovation (Bali & Liu, 2018). Even if online learning may only be used as an auxiliary to face-to-face learning, students have a positive attitude toward it (Asiry, 2017). Almaghaslah (2018) found that students prefer face-to-face lectures to online lectures in their research. At the same time, Nasution & Ahmad (2020) state that a poor perception of the students toward online learning. Based on those similar studies, people can see different perceptions from the student. This article aims to discover the English Department students' voices on online learning during the COVID-19 pandemic in UIN Raden Intan Lampung. The researchers will use the result of these students' voices as an evaluation for another online learning session and improve the learning process.

## **METHOD**

The type of research that is used for this paper is quantitative research. Berndt (2020) describes quantitative methods as explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. Quantitative research collects information from existing and potential customers through sampling methods and the distribution of online surveys, online polls, questionnaires, and other similar tools, the results of which can be represented numerically. The researchers used an online survey with Google Forms as the medium for this study. Google Forms was chosen because it is simple. The researchers did not have to count the analysis results because they were generated automatically and manually.

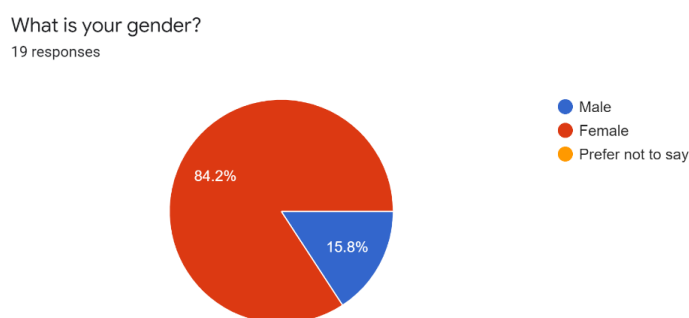
The researchers chose purposive sampling in took the sample of the research. According to Boudah (2010), purposive sampling, also known as selective or subjective sampling, is a form of non-probability sampling in which researchers rely on their selection and judgment when choosing members of the population to participate in their surveys. Purposive sampling was used because the researchers wanted to learn about their classmates' perceptions of online learning during COVID-19. Since there are some opinions about online classes in one of classes, it has become a thing that has made the researchers curious about the other perspective.

A Google form questionnaire was used to collect information about student perceptions. The questionnaire used interval data analysis. Interval data categorizes and ranks data and introduces precise and continuous intervals, e.g. temperature measurements in Fahrenheit and Celsius or the pH scale (Hillier, 2021). It is more simple and gives students specific choices. The research was carried out from April to May 2022, in the middle of the academic year 2021/2022. This was done after two years of online learning at UIN Raden Intan Lampung. The number of students that became the research data source was 19 out of 25 Class A 6th-semester students of UIN Raden Intan Lampung.

Statements about student perceptions are arranged by making some drawings of the situation during online learning, which consist of 15 questions indicating how students' perceptions have changed for a semester with 16 meetings in nearly two years. The questions will investigate students' perceptions of online learning during the COVID-19 pandemic and whether online learning can aid the lecture process.

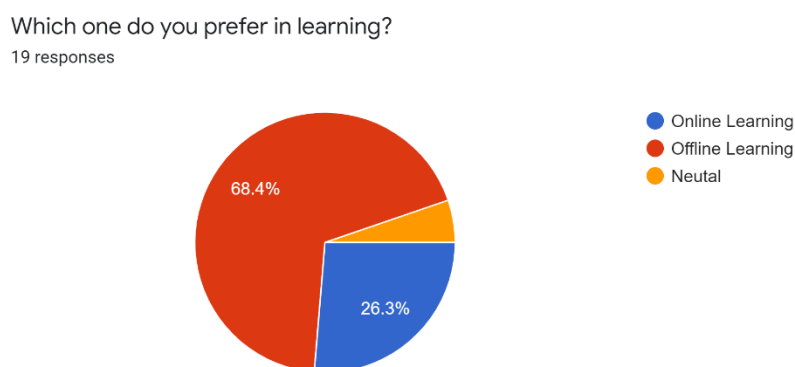
## **RESULTS AND DISCUSSION**

The researchers got the results from data sources after finishing the online survey. The result consists of three parts. Below are graphics and a table to aid the researcher in explaining the study's findings.



**Figure 1. Data Resources Gender.**

The questionnaire consists of three parts. The first part has 2 questions, which are about their gender and their phone number. Of the 25 active students in Class 6A, 19 answered the questionnaire, around 70% of the data resource. The 19 students consist of 3 males (15,8% from the data resource) and 16 females (84,2% from the data resource). The difference in the data source gender could give different results in student perception towards online learning. Wehrwein et al. (2007) state in their research that there is a significant difference in learning style preferences between males and females. As such, it is the responsibility of the instructor and the student to be aware of student learning style preferences to improve learning.



**Figure 2. Student's Preference in Learning**

In the second section, there is only one question: whether students choose between online learning, offline learning, and another option if they have one. The result shows that 68,4%, or 13 students, prefer offline learning. While the remaining 26,3%, or five students, prefer online learning. And 5,3%, or only one student, gave another option, which is neutral. The result percentage shows more than half of the students prefer offline learning. A student might feel uncomfortable doing online learning. Smith et al. (2010) state that two factors determine student learning success in higher education. The first one is learning management, and the other

one is the convenience of learning online. If the result is as shown before, there is a possibility that students have not succeeded in their learning process.

**Table 1. Research Question Result**

Statement	Answer Frequency			
	Agree	Neutral	Disagree	Number of Response
1. You feel safer with online learning during Covid19 because it is done at home.	19	0	0	19
Percentage (%)	100%	0	0	
2. You feel more comfortable with online learning during Covid19 because it is done at home.	13	5	1	19
Percentage (%)	68,4%	26,3%	5,3%	
3. You spend less money on online learning during Covid19 because it is done at home.	15	2	2	19
Percentage (%)	78,,9%	10,5%	10,5%	
4. You think online learning can be followed properly by all students.	6	5	8	19
Percentage (%)	31,6%	26,3%	42,1%	
5. You become more active in online learning during Covid19.	3	4	12	19
Percentage (%)	15,8%	21,1%	63,2%	
6. You become more independent in online learning during Covid19.	7	10	2	19
Percentage (%)	36,8%	52, 6%	10,5%	
7. You prefer to get assignments online rather than in person during Covid19.	12	6	1	19
Percentage (%)	63,2%	31,6%	5,3%	
8. You are more enthusiastic about-facing online lectures than face-to-face during Covid19.	4	9	6	19
Percentage (%)	21,1%	47,4%	31,6%	
9. You are more disciplined, honest, and responsible in online learning during Covid19.	5	6	8	19
Percentage (%)	26,3%	31,6%	42,1%	
10. You can prevent the virus from spreading by limiting the crowds in online learning during Covid19.	14	0	5	19
Percentage (%)	73,7%		26,3%	
11. You still sleep and eat well in online learning during Covid19.	11	5	3	19
Percentage (%)	57,9%	26,3%	15,8%	
12. You have no health issues both mentally and physically in online learning during Covid19.	12	1	6	19
Percentage (%)	63,2%	5,3%	31,6%	

13. You regularly walk/exercise in online learning during Covid19.	9	8	2	19
Percentage (%)	47,4%	42,1%	10,5%	
14. You keep in touch with your friend(s) in online learning during Covid19.	13	3	3	19
Percentage (%)	68,4%	15,8%	15,8%	
15. You have no internet problem in online learning during Covid19.	7	6	6	19
Percentage (%)	36,8%	31,6%	31,6%	

Several studies have found that online learning has some advantages. Based on Yang & Cornelius (2004), learning by using online learning has various advantages, namely: a). Flexibility, b). Cost-effectiveness, c). Electronic research availability, d). Ease of connection to the Internet, e). Easy navigation of the online class interface, f). Familiarity with the instructor. The importance of flexibility in online courses cannot be overstated because it is one of the main reasons students are interested in online learning. Online learning allows students to work when and where it is convenient. Like some of the students from the data source did. According to Thomson in Gilbert (2015), many instructors and students commented on their ability to focus more on the course content and less on issues such as parking, traffic, and other problems that may arise when attending a traditional class environment.

The next section is fully about the variables above. They are speaking of the students' condition while online learning during the COVID-19 pandemic. Based on the first statement in table 1, the researchers found that 100% or 19 students of all the data sources feel safer with online learning during COVID-19 because it is done at home. In the COVID-19 outbreak, e-learning has become a new trend and thought as the most appropriate method in today's teaching-learning process where people are recommended to apply social distancing and avoid the crowds as a strategy in minimizing the spread of the Covid-19 virus (Mardiah, 2020).

The second statement, you feel more comfortable with online learning during COVID-19 because it is done at home. The result is that 68,4%, or 13 students, agree with it, while 26,3% or 5% choose neutral, and the other 5,3% or 1 person disagrees. The result shows that students are most comfortable doing online learning at home. Through online learning, students can avoid crowds that can increase the risk of contamination by the covid-19 virus. World Health Organization (2020) has several protocols to keep us safe, one of which is to stay at home. This is a campaign for the whole COVID-19 pandemic. This campaign has filters, stickers, and hashtags on social media.

The third statement, whether you spend less money on online learning during COVID-19 because it is done at home, shows that 78,9% or 15 people agree. While 10,5 or 2 students choose neutral, the other 10,5 or 2 students choose to disagree with this. It happened because students do not spend money on

transportation and food on campus in online learning. In the study conducted by Yang & Cornelius (2004) where the students state although they have to pay extra for a fee so-called "Special class fee", compared to the automobile, gas, textbook, and meal cost, they would rather take online classes to save those extra expenses. In Indonesia, especially in UIN Raden Intan Lampung, students get a subsidy for their mobile data, and the government also gives some scholarships and tuition discounts. Even they do not need to spend their money to pay for boarding houses.

The fourth statement, whether you think online learning can be followed properly by all students, shows different results from the previous questions. 42,1%, or 8 people, choose neutral, 31,6% or 6 students, agree, and the other 26,3% or 5 students disagree with this. The results are more probable whether students agree to follow online learning properly. Students can choose the method of learning that is best for them. Kirtman (2009) conducted a study where one of the students stated, "It is more self-guided, so I can spend more time on the concepts that I need help with and less on concepts that I can pick up quickly".

The fifth statement is that you become more active in online learning during COVID-19, as the bigger percentage, 63,2% or 12 students, disagrees with this. Then 21,1%, or 4 students, agree with this, and the last 15,8% or 3 students, disagree. The result shows that more than half of the students believe they did not become more active in online learning. This is inversely related to Pranoto's statement in Mardiah (2020) about the advantages of online learning, which is increased student interaction. That could be why the result is negative. Less interaction between students and the instructor is one of them, as stated by one of the students in Kim et al's (2005) research, who stated that online learning allowed them to interact with their instructors more closely than they could in traditional classroom settings, causing them to be more active in learning.

The sixth statement, you become more independent in online learning during COVID-19. The data filled in by the student shows that 52,5% or 10 students are chosen neutral. The other 36, 8% or 7 students, prefer to agree, and the last 10,5% or 2 students choose to disagree with this. The researchers can conclude that the results are more likely to be positive. During online learning, students become more independent. Nevertheless, each student's personality influences their perception of this. Students with the most positive perceptions of online learning had attributes consistent with constructivist learners (Howland & Moore, 2002). The more independent, sufficient, proactive, and responsible students, the most positive they are.

According to seventh statement, more than half of the data sources, 63,2 or 12 students, agree with this idea. Another 31,6% or 6 students are neutral, and 5,3% or the only one who does not agree with this. The result shows that students prefer online assignments more. That must be because, during the pandemic, they go back to their hometown and do their assignments from there. This is back to the previous statement that students spend less money during online learning. Students' more



confident and comfortable use of computers could be one of the reasons. The research supports this opinion by Grieve et al. (2015) who stated that using online assessment builds students' confidence towards computer use.

The eighth statement, you are more enthusiastic about facing online lectures than face-to-face during COVID-19, show that 47,4% or 9 students are neutral about this. More than a quarter of the data sources, 31,6% or 6 students, choose to disagree, and another 21,1% or 4 students agree with this. This is related to the question in section two. This is not a positive sign from the students, but more students choose to be neutral—students not enthusiastic about online learning and prefer face-to-face learning. The same study by Laili & Nashir (2021) shows that some students think online learning is boring because they only listen to explanations from lecturers in front of a zoom screen, and conversation practice is done virtually via zoom, WhatsApp video calls, making a video or sending voice note. It makes online learning less interesting and less enthusiastic.

The ninth statement, you are more disciplined, honest, and responsible in online learning during COVID-19, shows that 42,1% or 8 students choose to disagree. Another result is that 31,6%, or 6 students choose neutral, while the remaining 26,3% or 5 students agree. The result is that those students feel they are not disciplined, honest, and responsible. It is not easy for them to be ready to learn with nice clothes and fresh to start the lesson. Since the lecturer does not directly see the learning process, students are less honest in finishing their assignments and face some moments when they are not responsible enough with their assignments.

The tenth statement is you can prevent the virus from spreading by limiting the number of people online learning during COVID-19. The result shows a good perspective from the students. From all the data resources, 73,7% or 14 students, agree with this, and the rest, 26,3% or 5 students, choose neutral. Students were aware that it is the best way to avoid crowds during a pandemic because COVID-19 was and continues to be dangerous. This statement is supported by the result of the study by Yulia (2020) where online learning is effective, especially in preventing students from going home. By not going home and using online learning, the educator can help the government minimize the spread of the coronavirus.

The eleventh statement, you still sleep and eat well in online learning during COVID-19, shows good results. More than half of the data resources chose to agree, 57,9% or 11 students. A quarter of them, or 5 students, and 26,3% choose neutral. And the rest, 15,8% or 3 students, disagree with this. Students still sleep and eat well, even with online learning in the pandemic era. Another study by Branquinho et al. (2020) also shows good results, such as students starting to exercise regularly at home and maintaining their routines like eating and sleeping. WHO also recommended this in their notice about health protocol in 2020. Even so, there is some student who feels contrary to this, and this is valid because the same research also states that they agree that the outbreak has altered their pattern of sleep, food,

and exercise and that the change in routines decreases their productivity (Hastomo et al., 2022).

The twelfth statement, which is you have no health issues both mentally and physically in online learning during COVID-19, also shows good results. During online learning, 63.2%, or 12 students, maintain their health. But, there are 31,6% or 6 students feel the other way. They might get back pain, tiredness, or even stress during this online learning process. And the rest, 5,3% or only one student, chose neutral in this question. The pandemic outbreak also brought financial impacts to many people, including the data source in this research. Even the others are still living good, people can not deny some feel otherwise. Some get stressed by their loneliness by staying home alone without their family. Not to mention the others who lost their loved ones. The study by Branquinho (2020) also reports more symptoms of depression, anxiety, and loneliness seen in this study. They agree that the outbreak has altered their sleep pattern, food, and exercise and that changing routines decreases their productivity.

The thirteenth statement is you regularly walk/exercise in online learning during COVID-19. The data shows 47,4%, or 9 students, agree with this, while the other 42,1% or 8 students are neutral, and the rest, 10,5% or 2 students, are disagree. The data shows some students still exercise regularly while others might not be doing the same. Still related to statement number twelve, whereas the student still eats and sleeps regularly, this result also shows they regularly exercised during the pandemic. They got more time at home and spent it wisely. They adapted to the situation. And that is similar to the research by Branquinho (2020) where it is categorized as a coping strategy.

You keep in touch with your friend(s) in online learning during Covid19, the fourteenth statement shows good results. More than half of the data sources agree with this, 68,4% or 13 students. And the rest, 15,8% or 3 students, choose to disagree, same with the other 15,8% or 3 students who choose neutral. The result shows a good impact of online learning where the students built a good relationship with their friends and found the closest one. With online learning, they can talk to their friends by phone, chat, or video call. They could strengthen their relationship with friends. Like Branquinho (2020) statement on the impact on social life and friendly relationship during COVID-19, one of them is strengthening and selecting a friendly relationship.

The last statement is you have no internet problem in online learning during Covid19. This is an average online learning problem, so the data shows how it goes. There are 36,85%, or 7 students, who agree with this. The remaining 31,6%, or 6 students, selected neutral, and the remaining 31,6% or 6 disagreed. The difference can happen because of the different locations of their houses. The other lives with good internet access, while the rest could be otherwise. This current study can not deny this problem because this is a common one. Fortunately, the students still have internet access in Indonesia and even get mobile data subsidies from the

government. They cannot do online learning in an underdeveloped country where the internet is hard to access because online learning can't be effective in underdeveloped countries, where a majority can not access the internet due to technical and economic issues (Zhoun & Farrah, 2021).

Based on the questionnaire, this current study can see positive acceptance from the students toward online learning during the pandemic. 10 out of 15, or 66% of all statements, showed a positive result. According to the students, online learning is a flexible and effective source of teaching and learning because most of them agreed that it aids in online learning with easy administration and accessibility, as well as less use of resources and time. Students can easily access the learning material regardless of time limits. Keis (2017) states that flexibility over face-to-face teaching has also been reported in the literature. In addition, because of the personal feedback students received in the face-to-face course, this present research assumes that they perceived themselves as being more self-efficacious than those in the online course who did not receive individual feedback. This assumption is supported by research showing individual feedback increases students' self-efficacy (Wang & Wu, 2008).

The limitations of our study include a small sample size, which limits the generalizability of the findings. Despite the fact that some interviewers expressed similar opinions, more interviews with more students could have resulted in a wider range of statements. As a result, the range of plausible statements was most likely not thoroughly investigated. The result could be biased because of the different perspectives and goals of the student. Students have their target in learning. The difference in the study environment between all the students also the facility they have can be the reasons for a different result. Everyone has their perspective, and the researchers will not give any opinion on their personal bias. This present study recommends expanding future research data sources to ensure more reliable research results.

## **CONCLUSIONS**

Students' voices of online learning during COVID-19 shows a positive result. Even not in all aspects, more than half questions with positive aspects of online learning have a good perception. Such as, they feel safer and more comfortable and spend less money because they do their study from home. In contrast, some important aspects of the learning process, like being active in class, following the study well, or being enthusiastic about the study, are still lacking and need to be improved by using better methods or media in the learning process. After all, it pleased the researchers to see that students still have a balanced life even in the pandemic, even though some students still have internet problems. The recommendation for the next research is to expand the data sources to ensure more reliable research results.

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