

High School Students' Perception on the Comprehensibility of the English Teaching Material Provided Online Over the Crisis of Covid-19

Irfiani Bakri
Faculty of Cultural Sciences
Hasanuddin University
Makassar, South Sulawesi, Indonesia

Abidin Pammu
Faculty of Cultural Sciences
Hasanuddin University
Makassar, South Sulawesi, Indonesia

Nasmilah
Faculty of Cultural Sciences
Hasanuddin University
Makassar, South Sulawesi, Indonesia

Abstract:- This study aims to discuss about perception of the students regarding comprehensibility of teaching material has attracted the attention of teaching practitioners notably as it is related to the merging pandemic covid-19. The primary purpose of this research is to elucidate the perception of students regarding the comprehensibility of English teaching material during emerging Covid-19. Another purpose is to generate alternative solution to instructional strategy in how to overcome the problems of comprehensibility during the situation. In collecting data regarding the perception, close and open-ended questionnaires were distributed to the selected samples representing Secondary High School of *SMAN 19 Makassar* by using google form format. Sufficient time allocation was prepared to allow the samples to provide reliable and valid responses. Then, comprehensibility scale is used to measure the student's perception on each of the given topic of online. The scaled data were then analyzed using SPSS EBM V 26 to obtain the mean score of student's perceptions of comprehensibility. The results demonstrated that the perceptions of comprehensibility were (Sig 2-Tailed < 0.05). The value confirmed that the Cronbach's Alpha for 16 questionnaire items were > 0.60. This finding confirms that the overall items in this table were reliable implying that the level of material comprehensibility was moderate that can be interpreted as less productive. The finding generates pedagogical implication that require teachers during pandemic Covid-19 to constantly aware of provision of other alternative method for teaching as a substitute material during the pandemic.

Keywords:- Perceptions; Comprehensibility; English Teaching Material; Covid-19.

I. INTRODUCTION

There has been a substantial challenge in studying English as a second language or foreign language (L2) that emerged since the covid-19 pandemic started. Such situation has brought tremendous changes in the students learning performance from conventional to online classroom. While online education may isolate students at home, it should not negatively impact language learning as long as collaboration both teachers and parents continue to provide rich input [1].

Language is a complicated, changed, and subtle thing [2]. It has recently come to our attention that teachers, especially those in English Foreign Language classroom (henceforth, EFL classroom), are not merely limited to teaching students the language, but also, they play important role for the enhancement of acquisition process [3]. The Ministry of Culture and Education in Indonesia had issued a circular note for schools and other educational institutions including higher education to temporarily stop the conventional teaching and learning activities in the schools and encourage lessons to be conducted from home through e-learning since March 17, 2020 [4]. The ministry recommended teachers use various e-learning platforms such as *Rumah Belajar*, *Quipper School*, *Ruang Guru*, and *Google Classroom*, *Zoom*, and so on because those e-learning platforms achieve popularity in Indonesia due to widely used and installed.

It is commonly believed that internet access has been considered as an integral part of human tools for empowerment especially learning a language specifically in Indonesia. In such situation, therefore, suitable English material should be available for student for learning at home in the form of assignments that can increase students' receptive and productive skills. Also, the different atmosphere forces students to be aware of cutting-edge technology or gadget to access their learning English subject. Krashen [1] stated that while the limitation of classroom gives a modification of learning for students to broaden their level L2, informal environment can be modified in two ways: by supplying input

progress in language acquisition, and student conversationally competent, that is, despite a less than perfect competence in the second language. In reality, in terms of instruction and learning styles, the new research concludes that most English students are not ready for this sudden transition and far more profound, the teachers as facilitator in this online platform have lack experience in utilizing the online learning media [5].

Different causes have been established that can be grouped into three factors: the first is internet service connectivity and longevity, the second is media teaching usability, and the third is compatibility with media access resources [6]. In this case, the students also report self-assessment doing the stressful- marathon task. Based on the online learning system, there are many educational platforms available with various additional features of learning materials for teachers and students. As researchers mention above, however, it is still a debatable question whether online-based learning material can provide significant positive changes for students or vice versa. E-learning provides many teaching and learning benefits, including long-term cost savings, time-space freedom, enhanced flexibility and the freedom to change the learning process, increased access opportunities to different sources of knowledge, improved networking opportunities, and the personalization of teaching processes [7].

Dealing with this issue, students should play important role for expressing their opinions or perspectives to successfully achieve the goal of learning English. However, it is essential to have prior analysis whether the material provided is in accordance with the conditions and situations for studying at home. Elliot, S [8], moreover, adds that perception as the ability to recognize familiar persons, objects, or events with the meaning and expectation. It means that after getting a certain experience that requires improvement, the interpretation of the students can be defined as the existing opinion [9].

In this research, therefore, the students' perception [10] is focused on the problem has been the main reference for conducting research related to the comprehensibility of the English learning materials provided online over the crisis of corona pandemic.

II. SOME RELATED STUDIES

One of the most important underlying perceptions that has been associated with the evocation of interest are appraisals of comprehensibility [11]. In other words, with a fair amount of effort, when people consider a stimulus to be new or novel, as well as theoretically understandable, they are more likely to be interested in the subject. Hardway [12] studied whether a video illustration of a complex phenomenon promoted learner interest, perceived comprehensibility, and better learning in online- and classroom-based contexts. However, the result showed that the video presentation of the content did not, in any context, enhance learning outcomes. The video did not support or harm the learning results in the classroom-delivered sense, but it also did not raise the enthusiasm of learners substantially. Here the function of teaching materials in language acquisition might be important.

Krashen [13] confirms that adults develop their language competence either through language acquisition or language learning. On the other, language learning is a conscious process that results in knowing about the set of rules or grammar of language. Furthermore, Krashen [1] shows how acquisition and learning are used in the production of output. Learned competence (the result of language learning) acts as monitor or editor of the acquired competence (the result of language acquisition) in producing spoken or written output. When the output result based on input learning, the role of teachers in order to provide various forms of English material to enhance receptive and productive skill must be into account.

Meanwhile, Richards [14] distinguishes two categories of materials, such as true materials (unprepared teaching tools such as documents, photographs, video clips, etc.) and produced materials (textbooks and other specially designed teaching resources), where the distinction between the two materials is gradually blurred as authentic texts and other real-world references are merged into many published materials. Laufer [15] further maintains that since classroom activities should in all probability mirror the real world and use real world or "authentic" sources as the basis for classroom learning. As they offer cultural knowledge about the target language, accurate resources are good; they provide accessibility to actual language; they contribute more directly to the needs of learners; they encourage a more innovative approach to teaching. Although many critics of authenticity have opposing view on those positive sides, however, since the arrival of CLT (Computer Language teaching), textbooks and other teaching materials have taken on a much more "authentic" look [16].

The principles of online learning according to Aswad et al [15] in some areas of language and skills are emphasized during online learning because of pivotal things such as sharing of opinion or facts, personal statements, reporting and reflecting, are emphasized. Naturally, the use of computing includes reading and writing skills, while speech and hearing can also be operated on based on the type(s) of technology used. Due to the reliance on the written form, in face-to-face contact, class time may be profitably expended. [7].

The widespread use of online learning inevitably brings students into alternative places for Online Language Learning (OLL). It may point various learning adjustments, namely a web-facilitated learning, a hybrid or blended learning, and a fully virtual or online learning [5]. In comparison, in high school environments during the covid-19 pandemic, online language learning in the EFL sense takes place in entirely online language learning because it is not possible to assemble students and teachers in a face-to-face context. In this case, online learning is carried out by the covid-19 pandemic and government policy that encourages students to study from home and teachers to teach from home, building on written reflections of the experiences of high school students from different levels and enriching the awareness of how EFL secondary school teachers in Indonesia unexpectedly carry out online EFL learning and completely unprepared situation due to the covid-19 pandemic. Rubio [17] claimed that the

increase popularity Massive Open Online Courses (MOOCs) since 2011. Some have touted it as a transformative factor in education. Anyone with access to a computer and a fast Internet connection will reap the advantages of high-quality education at virtually no cost by MOOCs.

III. RESEARCH OBJECTIVES

The objectives of this study are to reveal the students' perceptions about the comprehensibility of English learning materials provided online during Pandemic Covid-19. To explain the extent to which these perceptions affect the success of learning process.

IV. RESEARCH METHOD

In view of the purpose of this analysis, which explores the impression of the students about the comprehensibility of the English learning material, the descriptive statistical analysis, quantitative method will be employed for this study. In order to answer the question on the student perception of based on the online learning process provided. Data of this study employed a modified design of Likert Scale purposed by Rubio [17] on evaluating the material comprehensibility. With a mixture of near and open-ended questions, the questionnaire was circulated and compiled in the form of Google Form. Close-ended questions and open-ended questions are used to acquire the perception of the students about English content comprehensibility in online learning. Based on their subjects, the responses obtained were measured, evaluated, and identified.

V. FINDINGS AND DISCUSSION

The comprehensibility of students' perceptions of online learning demonstrates a different proportion of the academic result. As the results show that 16 questionnaires were presented from the validity test measurements, it can be concluded that the table above confirmed that the correlation between the results and the questionnaire items are valid (Sig 2-Tailed <0.05). asked that it can be identified that the Cronbach's Alpha for 16 questionnaire items were > 0.60. Therefore, it can be concluded that the overall items in this table were reliable.

TABLE 1. VALIDITY TEST

Questionnaire Items	Correlations	Total
Q1	Pearson Correlation	,644**
	Sig. (2 - tailed)	0,002
Q2	Pearson Correlation	,556*
	Sig. (2 - tailed)	0,011
Q3	Pearson Correlation	,724**
	Sig. (2 - tailed)	0,000
Q4	Pearson Correlation	0,326
	Sig. (2 - tailed)	0,161
Q5	Pearson Correlation	,694**
	Sig. (2 - tailed)	0,001
Q6	Pearson Correlation	,802**
	Sig. (2 - tailed)	0,000
Q7	Pearson Correlation	,827**
	Sig. (2 - tailed)	0,000
Q8	Pearson Correlation	0,016
	Sig. (2 - tailed)	0,948
Q9	Pearson Correlation	,823**
	Sig. (2 - tailed)	0,000
Q10	Pearson Correlation	,743**
	Sig. (2 - tailed)	0,000
Q11	Pearson Correlation	,736**
	Sig. (2 - tailed)	0,000
Q12	Pearson Correlation	0,249
	Sig. (2 - tailed)	0,290
Q13	Pearson Correlation	,744**
	Sig. (2 - tailed)	0,000
Q14	Pearson Correlation	,789**
	Sig. (2 - tailed)	0,000
Q15	Pearson Correlation	,846**
	Sig. (2 - tailed)	0,000
Q16	Pearson Correlation	,514*
	Sig. (2 - tailed)	0,020

It can be concluded that the table above confirmed that the correlation between the results and the questionnaire items are valid (Sig 2-Tailed < 0,05).

TABLE 2. RELIABILITY TEST: ITEM-TOTAL STATISTICS

Questionnaire Items	Cronbach's Alpha if Item Deleted
Q1	,900
Q2	,903
Q3	,899
Q4	,916
Q5	,899
Q6	,896
Q7	,897
Q8	,926
Q9	,898
Q10	,901
Q11	,902
Q12	,916
Q13	,902
Q14	,903
Q15	,898
Q16	,914

The descriptive statistics for each skill comprehensibility analyzed with SPSS EBM v.26 is presented as follows:

TABLE 3. DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTION ON SPEAKING COMPREHENSIBILITY

Questionnaire Items	N	Sum	Mean	Std. Deviation
Q1	20	85	4,25	1,803
Q2	20	62	3,10	1,804
Q3	20	89	4,45	1,820
Q4	20	83	4,15	1,981
Total	20		4,2	

TABLE 4. DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTION ON LISTENING COMPREHENSIBILITY

Questionnaire Items	N	Sum	Mean	Std. Deviation
Q5	20	90	4,50	1,606
Q6	20	80	4,00	2,052
Q7	20	82	4,10	1,651
Q8	20	74	3,70	1,809
Total	20		4,05	

TABLE 5. DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTION ON READING COMPREHENSIBILITY

Questionnaire Items	N	Sum	Mean	Std. Deviation
Q9	20	97	4,85	1,755
Q10	20	83	4,15	2,033
Q11	20	97	4,85	1,599
Q12	20	85	4,25	1,713
Total	20		4,55	

TABLE 6. DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTION ON WRITING COMPREHENSIBILITY

Questionnaire Items	N	Sum	Mean	Std. Deviation
Q13	20	98	4,90	1,889
Q14	20	88	4,40	1,930
Q15	20	98	4,90	1,651
Q16	20	79	3,95	1,791
Total	20		4,65	

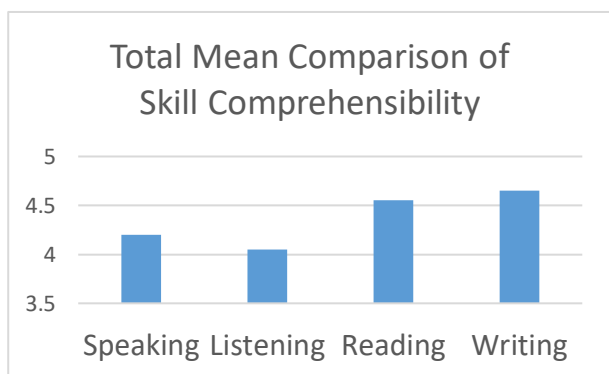


Figure 1. Total Mean Comparison of Skill Comprehensibility

The results of students' mid-semester studies during online learning as presented in the following table:

TABLE 7. THE RESULTS OF STUDENTS' MID-SEMESTER TEST

RESPONDENT	MID TEST
M N A	88
A.M.R	87
A.R.G	88
M.F.K	68
RA	87
N. A	89
NUR.K	86
W M	85
AR	86
M.F	68
P.J.E.T	87
AI	88
ABD.K	88
N.S	87
F. A	68
S.S.J.P	68
E N	67
A T	67
R .A.S	68
J .A	68

The output of the table above provides a description of statistical value for 16 questionnaire items. As can be seen from the column of Cronbach's Alpha (α) if item deleted, it can be identified that the Cronbach's Alpha for 16 questionnaire items were $> 0,60$.

Overall comparison demonstrates that writing appears as the skill with the highest comprehensibility score that accounted for (4,65 – High) followed by reading comprehensibility (4,55 – Medium), Speaking comprehensibility (4,2 – Medium) and Listening (4,05–Medium). By considering this result, it can be seen that online learning is still limited to providing reading and writing learning. While the speaking subject is in the 3rd lowest position and listening is the lowest percentage results among all learning materials.

The comprehensibility, considering its essential role in language acquisition in online learning during pandemic, cannot be separated from and should be integrated into students' perception, especially in foreign language classrooms. However, the practice of integrating the comprehensibility of teaching material is very necessary, as observed in this research. The important aspect is descriptive statistics of students' perception on speaking, listening, reading and writing comprehensibility and the overall mean score of them accounted for for 4,2 which falls under the category of Medium level. The confinement of the students' performance as a result of pandemic covid-19 has also been documented in other context of study.

VI. CONCLUSION

The present study is concerned with the students' perception about the comprehensibility of the English teaching material provided online over the crisis covid-19. It is apparent from the research findings that online learning has become a challenge today during the Covid-19 pandemic by transforming offline learning systems into online distance learning used in various disciplines and contexts of learning. The finding is to confirm that still little can be reported about previous studies that had investigated online learning systems during crisis pandemic covid-19 by studying at home.

Furthermore, the primary things that can be concluded is the perspective on student learning outcomes. Students with high mid-semester scores do not guarantee that they understand the lesson as well during online learning and vice versa, students with low scores have many factors that affect their learning outcomes such as the learning material provided and psychological aspect [18]. Even though currently students are able to find solutions using online learning applications or search for information on google, but teacher should be a role model to encourage students' motivation with high stimulation in learning English to improve students' comprehensibility [19].

Furthermore, from the results of this study it can be seen that the level of comprehensibility of students towards the success of online learning is that students' perceptions of learning speaking and listening materials are still low. Two skills needed as a means of communication in foreign languages have a negative impact during online learning. The availability of material and the teacher's ability to provide material is very limited so that the results of students' scores on learning are still a medium level, and this is a challenge to evaluate how to provide interest material and teacher skills in motivating students to remain active in speaking in English despite the limitations of the learning system distance through online learning.

Finally, the factors that also affect students during learning through online learning are influenced by psychology. This has an impact on students' interest in increasing their enthusiasm for learning foreign languages. Student pressure on online learning at home will reduce their learning focus and the material presented by teachers who do not attract interest will affect their overall learning psychology.

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