

THE STUDENTS' PERCEPTIONS ON ONLINE LEARNING ENGLISH I MATERIAL IN STIEB PERDANA MANDIRI

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Abstract

This research discuss about Students' Perceptions Online Learning English I Material in STIEB Perdana Mandiri. English is one of the important material in university for preparing student to face globalization era in work place. The objective of research to know students' perceptions of Online Learning English I Materials in STIEB Perdana Mandiri. Teachers/lectures should prepare everything, including teaching methods, resources, and media, among other things. Teaching and mastering English require a lot of material. Appropriate materials will lead to excellent English teaching and learning. The descriptive methodology use to collect and analyzed data from respondent. A survey was organized, posted in Google form and distributed to second semester in academic year 2020-2021, they were 269 divided into three majors, Accountancy S1, Accountancy Diploma III and Business Management. In this research, the researcher used closed-ended questionnaire. Based on the findings and discussions, They believe that the materials were correctly chosen in terms the attraction of material, the authenticity of material, the variety of topics, the level of difficulty, the proportion of four skills, the benefit of material and themes discussed. They gain several advantages from studying the materials and are challenged to improve their English skills.

Keyword : *Students Perceptions, English Material, Online Learning,*

I. INTRODUCTION

In this globalisation era, English is one of the world's most widely spoken languages. The most of people speak and learn English as a second language. It can be used to a variety of sectors, including commerce, economics, science, and industry. The importance of English in everyday communication has an impact on its educational. It is taught from elementary school through university. As a result, English has become one of the most important languages. In terms of the importance of English in education, it is not a simple task for

a teacher or lecturer to teach and learn English.

University is a level of education that develop a specific purpose of learning English for business interaction . It implies that students are prepared to be skilled and professional English. It is also one of the required subjects and also plays a significant part in University level. This indicates that the materials must be tied to a specific major. STIEB Perdana Mandiri is a university in Purwakarta focus on accounting and business management major.

English language teaching like a combination is highly motivating because the

students/learners can apply what they have learned in their English classes to their field of studies such as in accounting, business, management, economics, computer science, politic or tourism. is an alternative to accommodating traditional forms of learning.(Fitria, 2020a) According to Dubin & Olshtein (2000), teaching materials should be developed by providing clear teaching objectives and detailed teaching procedures. Therefore, when it is taught by different instructors, they will do the same thing and the result will not be far different. Teachers, in particular, should prepare everything, including teaching methods, resources, and media, among other things. Materials are an important part of teaching and studying English. Teaching and mastering English require a lot of material. Appropriate materials will lead to excellent English teaching and learning. As a result, planning ahead of time and selecting appropriate clothing is essential, and the problem of Covid- 19 diseases, make all institution do an online learning. E learning is the consequence of a combination of advanced technologies and education. E - learning is also used to maximize the learning process even though it is carried out without face-to-face meetings. This type of learning is an alternative to accommodating traditional forms of learning.(Febrianto et al., 2020) When distance and time become issues in the learning process, this kind of learning can be used as a solution. This teaching method can

be a supportive factor in technological innovations in education if the application design is well-made. t

Teachers or lecture should prepare everything, including teaching methods, resources, and media, among other things. Materials are an important part of teaching and studying English. Teaching and mastering English require a lot of material. Appropriate materials will lead to excellent English teaching and learning. As a result, preparing and selecting proper material is not an easy task. Teachers should be able to recognise and understand what student require in order to learn English. It has to do with the purpose of learning. Material that is effective will lead to effective English learning. The selection and selection of acceptable information should be related to and consistent with the learning aim. It must be relevant to teaching and learning, and it must lead and discover.

According to the curriculum in STIEB Perdana Mandiri, all students must take English Learning for three semester for preparing them in job field. and English I as Basic for preparing the student for learning for special purpose Management Department students must enroll The goal of English learning, according to the curriculum, is to enable students to speak effectively and acceptably in English while covering four language skills at the intermediate level in the management business field., English lecturers

are appointed. Every semester, they choose and develop the materials on their own.

A study had been done by Nuraeniningsih (2017) emphasized on Students' Perspective on Teaching Materials of English For Management Business II In Management Department, Universitas Muria Kudus Her study revealed positive attitude by learners on the material in learning English. The gap with this current study is the number of respondents. She did a study focusing on perception on the materials by involving 40 respondents via closed- ended questionnaire and open- ended questionnaire interview

So the researcher intent to assess the quality of the educational materials in STIEB Perdana Mandiri, and one of the successfulness of learning depend on the curriculum. Material for every lesson is one of the aspect of curriculum, it is important to develop of material. researcher focused on the students' perceptions on online learning English I Material in STIEB Perdana Mandiri. It is thought that this will contribute to the development of material in English. Education settings and therefore to the enhancement of functionality in education.

The learning process is carried out to achieve a certain goal. The process is expected to have a positive impact on students to achieve the expected goals. (Yunita & Maisarah, 2020) Online learning is defined as deep learning experiences synchronous or asynchronous environment using different

devices such as cellular phones, laptops, etc. by using internet access. In this environment, students can be located anywhere (independently) to learn and interact with instructors and other students. Online learning refers to a number of services that use the Internet to provide access to learning materials and enable interaction between teachers and students both inside and outside of institutions. Online learning can be conducted entirely online or in collaboration with in-person interaction. E-learning systems are easy to implement in many fields of education, such as private lessons and classes, tutoring at colleges, online English teaching, lifelong learning, etc.(Fitria, 2020b) The online platforms promote both inquiry based learning and independent learning since the online platforms facilitate interactions between teacher and students although they are not in the same room.(Cakrawati, 2017) E-learning may improve access to education and training, the quality of teaching and learning and mark the need for higher institutions to maintain competitive advantage in this changing market place for students(Luaran et al., 2014). We can conclude the online learning is learning process using several online media to reach the goal of learning.

In English for Specific Purposes (ESP) classes, the students/learners are shown how the subject-matter content is expressed well in English. The teachers can make the most of the students' knowledge of the subject

matter so that it helps them can learn English faster.(Fitria, 2020a) So far most of the research about the benefits of learning English language provided from non English speaking countries, maybe because they acquired this privilege in their mother's womb, because they were born as a native English speakers.(Ali, 2021) It mean English for specific purpose can be learnt according to the objective of learning and the useful of English for the students.

As stated by Chen (2003), the student's perception is really important for evaluating the teaching effectiveness. After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students. it is about how to teach or how to deliver material to students. (Ridho et al., 2019) Perception has two definitions, namely perception in a broad sense and a narrow sense. In a narrow sense, perception is defined as seeing how each individual sees an object, while in a broad sense perception is defined as a view or understanding, namely how individuals perceive or interpret a particular object.(Yunita & Maisarah, 2020). Perception is used to know about something according to someone opinion, to determine another action in certain problem.

II. RESEARCH METHOD

This research was the descriptive qualitative research, Sukmadinata (2016) states that qualitative research is describing

and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups. Several descriptions are used to discover principles and explanations that lead to conclusion as the objective of research to describe students' perceptions of Online Learning English I Materials in STIEB Perdana Mandiri. The descriptive methodology use to collect and analyzed data from respondent.

A survey was organized, posted in Google form and distributed to second semester in academic year 2020-2021, they were 269 divided into three majors, Accountancy S1, Accountancy Diploma III and Business Management. In this research, the researcher used closed-ended questionnaire.

The questions about the attraction of material, originality, variety, proportion of the four language skills, level of difficulty, and the benefit of material(Nuraeningsih, 2019) using a four-Likert scale options, there are strongly agree, agree, disagree and strongly disagree. Boone and Boone (2012) explained that Likert scale agree-disagree or satisfy-dissatisfy to measure people's opinions, behaviors, etc toward certain phenomena.(Adijaya & Pertiwi, 2017) It was adapted and simplified from the questionnaire model adapted and modified from previous study conducted by Nuraeningsih. It was used due to the simple quantification to extract the

data of students' perception into numbers and percentages.

Base on the analysis questionnaire data can be presented as below

III. RESULT AND DISCUSSION

Table 1. The Data Questionnaire of Online Learning English 1 Materials Result

Aspect	Statement	Responses			
		Strogly Agree	Agree	Disagree	Strongly Disagree
The attraction of material	The Online Learning English 1 materials Interesting for me	36 %	64 %	-	-
The autenticity of material	The online learning English 1 materials cover authentically daily life topics	30 %	64 %	6 %	-
The Variety of Topics	The topics covered in the Online Learning English 1 Material is varied	20 %	78 %	2 %	-
The Level of Difficulty	The Online Learning of English 1 Material satisfy with my competence	36 %	62 %	2 %	-
The Proportion of Four Skills	The Online Learning of English 1 Material for have covered the four English skills (listening, speaking, reading, writing)	48 %	48 %	4 %	-
	The Online Learning of English 1 Material should have more conversation in business interaction	28 %	64 %	8 %	-
The Benefit of Material	The Online Learning of English 1 Material is Useful for me	38 %	62 %	-	-
	The Online Learning of English 1 Material develop my English skill	40 %	60 %	-	-
	The Online Learning of English 1 Material helps me to understand some terms that I find in other subjects	32 %	68 %	-	-
	The Online Learning of English 1 Material is relevant to current and future workplace need	20 %	74 %	6 %	-
Average result		32 %	64 %	4 %	-

According to the data in table 1. Data of questionnaire of online Learning English 1 materials above that the attraction of material showed 36 % strongly agree and 64 % agree that indicate that material is interesting for them, and the topic is suitable for them. such the materials like and dislike, they can learn it by watching the video, and some time they try to speak English in expressing their opinion while learning in zoom meeting and making some sentences in English. Online learning

can open up opportunities in the development of more innovative learning materials, and attract students' interest in learning.(Sabelina & Tiarina, 2021) It mean all the material can make them enjoy while learning online.

Dealing with The autenticity of material the data show that the online learning English material cover authenticity in daily life. There are 30 % respondents, they strongly agree, and 64 % respondent agree but still 6 % respondents disagree with the statement of The autenticity of material, it

means material has reach autenticity such the material telling daily activity, offering and asking request and permission. Some researchers argue that authentic texts may not be appropriate to apply to learners whose language proficiency is low or under intermediate level. Guariento and Morley (2001: 348), claim that authentic texts are appropriate for 'post-intermediate level, because for beginner level 'even with quite simple tasks' they may feel discouraged and bewildered when these materials are employed.(Fitriah 2015)

The online learning English 1 material has varied topic, it is proved by the data show that 20 % strongly agree and 78 % agree that the topic of material is varied and the only 2 % state disagree with this statement. The material has varied topics, grammar, some expression in English, and telling number. Models of content and language integration differ in the degree to which outcomes determine priorities in designing instruction from the general to the specific: units, lessons, tasks, and activities.

These priorities are likely to reflect the rational or purposes for the integration of language and content and may include: (1) Ensuring that non-native students learn the content of the curriculum and are prepared for academic success, (2) Providing students with the discourse styles and language tools of their field of study or career, (3) Enhancing language learning by providing motivating

topics to communicate about, and (4) Enhancing language learning by providing meaningful, purposeful language practice opportunities drawn from a variety of topics.(Yuwono, 2016)

Dealing with the level of difficulty the data show that respondent said that 36 % strongly agree, 62 % agree and the only 2 % disagree, it mean the difficulty material is enough for them. The length, the level of proficiency, the language difficulty and the English variant (American English) were the same as required by the conditions for proper comparison. The students were working with the texts on their own and were allowed to use monolingual and bilingual dictionaries and grammar reference books or any electronic devices (Beresova, 2015) The topics were chosen based on factors such as relevance, authenticity, innovation, and difficulty level. So the students can be expert in English.

The proportion of four skill in English learning, there are listening, speaking, reading, and writing should be integrated in all material. From data we can know that the respondent said 48 % strongly agree and 48 % was agree, but still 4 % disagree with the integrated four skill in English material. Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, and Writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills" such as grammar,

vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening(2018), the student can learn all aspect since attending online learning they can watch some video provide, speaking about self-introduction, and doing some exercises. The addition explanation about conversation in business interaction, 28 % strongly agree with this idea and 64 % agree, but 8 % respondents disagree with this material. It mean the material should explore more conversation in business interaction, to make them ready to work.

The last about the benefit of material. The first statement tell about the useful of material, respondents said that they 62 % agree and 38 % strongly agree, it mean that the material very useful for them. The English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm. While there are some people who would like to stick with their native language and who would prefer not to learn English, the benefits of learning and mastering English goes beyond the four corners of one's

own country (Diana-Petruța MAHU1,2012) (Ali, 2021)

While the materials can develop their skill in English, the data show that 40 % strongly agree and 60 % agree it mean that the online learning material can develop their skill in learning English. Learning material is an important role in the teaching and learning process. As already explained, the learning material contains content, student activities, samples, topic materials, assessment, and learning achievement, helping students to achieve learning goals and learning experiences. Learning (Sabelina & Tiarina, 2021). Dealing with the correlation about English material and the other subject 32% said strongly agree and 68 % agree, it mean can learn another subject using the term of English material. And the last about the relevance material and the current and future workplace need, 20 % respondents strongly agree, 74 % agree but still 6 % disagree, from the data we can know that the material still relevant to current and future workplace need.

In the second part, the respondent asked about the content of material should be added deleted, or need more explanation in the online learning English 1 material

Table 2. Students Perception on Online Learning English 1 Materials

Aspect	Statement	Responses
Student' perceptions	which topic should be more explored in the Online Learning English 1 Materials ? Please mention.	asking and giving direction, part of speech
	which topic should be reduced Online Learning English 1 Materials? Please mention.	Expressing feeling
	Which Online Learning English 1 Materials, do you think the most advantageous for you?	Number, time and date, Offering request, asking for permission, telling daily activity

The second section questionnaire about the topics of online learning English 1 material The first question concerns material topics that should be considered and investigated further., according to the majority of respondents, the topic, asking and giving direction and part of speech the topic should be added and given a larger percentage. It's because their vocabulary are not enough to comprehend the matter at hand. This data indicates that students are very interested in using English to improve their business skills. As a result, themes should be chosen based on factual and practical considerations. Part of speech is the basic grammar for understanding sentences in English of course, depends on their need in learning English. Grammar's function in a sentence is to give language sense and meaning; thus, knowledge of grammar is required to master the four language skills of listening, speaking, reading, and writing (Mine Goldman, Ian. 2021)

The second questions about which topic should be reduced Online Learning English 1 Materials, most of them the material about expressing feeling is should be reduce, they feel the topic expressing feeling is easy to undestand. Actually this is basic material in english for preparing them another topic that relate to bussiness interaction. So they can communicate each other specially discussing about job and some topic in workplace. The last question about the student perspective on the most advantageous topic

for students. Based on the finding, most students state that all topics that they learn are useful for them. It prove that all student always attend the class, and the most advantageous for them is the topic Number, time and date, Offering request, asking for permission, telling daily activity. Number is very benefical for them because their study program in Accounting and Bussiness Mangement, in counting financial report, or tax report relate to using number. And also telling daily activity can make the student able to share their activity while workig or doing something,

IV. CONCLUSSION

After reviewing the data, we can conclude Based on the findings and discussions, the students have a variety opinion of the online learning English 1 material in STIEB Perdana Mandiri. They believe that the materials were correctly chosen in terms of the attraction of material, the authenticity of material, the variety of topics, the level of difficulty, the proportion of four skills, the benefit of material and themes discussed. They gain several advantages from studying the materials and are challenged to improve their English skills. The most advantageous is telling number in English, Asking for permission and telling daily activity. Due to the limitation of this research where the teaching materials are used only in STIEB Perdana Mandiri, further research

should be conducted to know another result for developing materials.

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