

## Digital Learning of English: EFL Learners' Perceptions and Teaching Activities

 <https://doi.org/10.31004/jele.v7i2.281>

\*Rida Maisani<sup>1</sup>, Tahrur<sup>2</sup>, Mulyadi<sup>3</sup>

Universitas PGRI Palembang

### A B S T R A C T

Digital learning is one way to overcome learning during a pandemic. There are several platforms that teachers can use in carrying out learning such as WhatsApp, YouTube and Google Classroom. This mixed method research aims to find out how were the teachers' implementation of digital learning and how were EFL learners' perception on teaching activities through digital learning of English. This research was conducted at Senior High School YPI Tunas Bangsa of Palembang. There were several samples including principal, one English teachers and eighty students'. The data obtained from interview, questionnaire, and documentation. Analyzed by using data reduction, data display and conclusion. The results showed that the implementation of platform and the students' perception of learning English through digital technology. This research is expected to be one of the solutions to improve the way teachers implement learning through student perceptions.

**Keywords:** Perception, Learning, Digital Technology

#### Article History:

Received 04<sup>th</sup> August 2022

Accepted 07<sup>th</sup> October 2022

Published 1<sup>st</sup> November 2022



## INTRODUCTION

The pandemic covid-19 in 2020 had a very broad impact in various sectors. Almost all governments from various countries affected by this infectious disease urge their people to practice social distancing. Social distancing can be interpreted as social distancing restrictions, when referring to the article in the Public Health Department (Yusup, et al., 2020), it is explained that social distancing means creating distance between oneself and others to prevent the transmission of certain diseases.

In this case in Indonesia, the pandemic has affected how humans interact socially, including teaching and learning in the educational environment. As a result, teaching and learning activities in the context of formal education have shifted from face-to-face learning in the classroom to online learning outside the classroom through digital technology with various platforms including whatsapp, youtube, google classroom, zoom meeting, and so on.

Until now, previous research that has examined the implementation of digital learning often called Social Networking Sites (SNS), has revealed the potential use of several SNSs in digital English learning such as whatsapp (Ahmed, S.T.S , 2019), youtube (Alwehaibi, 2015), instagram (Handayani et al., 2018; Nugroho and Rahmawati, 2020),

\*Corresponding Author: Tahrur, e-mail: [runtah98@yahoo.com](mailto:runtah98@yahoo.com)

Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

google classroom (Al-Marroof, & Al-Emran, 2018). In general, the results of this research indicate that the use of these social networking applications has succeeded in improving the language skills of EFL students. However, English learning activities outside the classroom through several digital devices that have been available in the Social Distancing situation due to the Covid-19 pandemic have not been investigated empirically, on the other hand.

### **Concept of Digital Learning**

According to (Yoon, J., et al., 2012), digital learning (E-learning) was first proposed by Cross in 1999. With the advancement and development of technological tools, it turns out that there are different explanations and terminology, such as internet-based training, web-based training, or online learning, network learning, distance learning. (Holzberger, et al., 2013) consider digital learning as delivery with digital media (eg text or images) via the internet, and the learning content and teaching methods provided are to improve student learning and aim to increase teaching effectiveness or increase personal knowledge and skills. So, computer and network technology media are applied to learning situations.

### **Concept of Learning English**

Learning is essentially a process of regulating, organizing the environment around students so that it can grow and encourage students to carry out the learning process.

(Pane, et al., 2017) explains that learning is :

Learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be interpreted as a product of continuous interaction between development and life experience. In essence, learning in a complex sense is a self-conscious effort of a teacher for the learning of his students (directing the interaction of students with other learning resources) with the aim that the goal is achieved.

Meanwhile, (Hamalik, Oemar,, 2002) stated :

Learning is a combination composed of human elements (students and teachers), materials (books, blackboards, chalk, and learning tools), facilities (classrooms, audiovisuals), and processes that influence each other to achieve learning objectives.

According to (Uzer, 2020), learning is an activity that it includes a teaching process, guide, train, set an example, and organize and facilitate various things for students to get used to learning to achieve educational goals. Learning is a process interactions that educators make to students to generate desires, learn and achieve the goals that have been determined through the media, environment, and other.

So, it can be concluded that learning is an interactive activity carried out by teachers or students to students or students with the aim that students know. Learning is also a process of teaching and learning activities in which it contains the provision of learning materials, knowledge information, student guidance activities, as well as providing stimulation so that students can be motivated until finally able to achieve the goals that have been set.

English learners in the use of digital technology can accelerate the achievements of English proficiency. The use of digital technology will develop learners' skills to adjust segmentation skills attained. Learners can choose the application they want, like speak, listen, read, write, understand language content, vocabulary, and even English sentence construction. Digital technology can be used by all people to help develop English language skills and can also be used as a learning resource.

### **Concept of EFL learners' perception**

Every human being is created differently, and each individual has a different perception. There are differences between individuals with one another by liking an object and some who do not like the object, it depends on how the individual responds to the object with his or her perception. Perception is a set of processes by which an individual becomes aware of and interprets information about his environment. Perception refers to the way we

perceive the world around us, we gather information through our five senses. According to the term, perception is used to express the experience of an object or an event that is experienced. According to Qiong (2017), was stated that perception is a process experienced to achieve awareness or understanding of sensory information.

From the above definition, the researcher can conclude that perception is the way students interpret the picture or understand what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information obtained.

In In Indonesia, especially in the Palembang area, digital learning has been carried out by many schools, namely elementary, junior high, and high school. Digital English learning is carried out using various platforms by the provisions of the respective schools, such as SMA YPI Tunas Bangsa Palembang has been conducting digital English learning through Whatsapp, google classroom, and so on since the beginning of the covid-19 pandemic. However, based on what the researcher read from various sources and what the researcher heard during the field experience practice, the responses of the students were different because some thought positively about digital learning but others thought negatively about digital learning that is currently being carried out. Therefore, as an effort, the researcher is interested in analyzing the use of digital technology in online learning English outside the classroom how the learning activities and perceptions of EFL students are. Therefore, this research is entitled "Digital Learning Of English: Efl Learners' Perception And Teaching Activities At Senior High School Ypi Tunas Bangsa Of Palembang".

## METHOD

In this research, the researcher used a mixed method (Qualitative Descriptive and Quantitative Descriptive). this research involved three main groups of informants; the principal, one English teacher and eighty students from eleventh grade science and social studies. Data collection is done by conducting interviews with school principals and English teachers, distributing questionnaires to students and documentation.

In this research, data collection was carried out in three ways such as interview, questionnaire, and documentation with analysis data through three stages; reduction data, display data, and conclusion.

## FINDINGS AND DISCUSSION

Based on the results of the research, there are two findings in this research, the first finding of which teachers implement English learning through digital technology is in line with the lesson plans they make and the second finding that students give positive perceptions of learning English through digital technology. The above findings are also supported by references or previous studies. According to ( ANGGRAINI, 2021), research with a research entitled "Students' perception of Online Learning English During The Covid-19 Pandemic" showed that students' perceptions of online English learning during the Covid-19 pandemic had a positive perception. This can be seen from the percentage of data based on several dimensions. The equation of the research above with the writer's thesis is to know students' perceptions about digital learning outside the classroom. This is in accordance with the discussion that can be found based on the research objectives as follows;  
**The teachers' implementation of digital learning**

Based on the research objectives that have been described, the results of this study describe how teachers implement digital learning at SMA YPI Tunas Bangsa Palembang. Find out how school principals and teachers prepare, implement and evaluate digital

learning during the covid-19 pandemic. This interview was conducted on May 9, 2022 until it ends on May 20, 2022.

With the current condition of the school that has implemented face-to-face or offline learning so that the interview process is 100% carried out offline or face-to-face but still uses health protocols. Digital learning has become a necessity as one of the mitigation measures for the pandemic. The pandemic that has occurred has occurred in sudden adjustments to changes in digital learning. However, in order to maintain the quality and sustainability of learning during the pandemic, learning using digital technology today must continue to be developed gradually. The implementation of digital learning at the beginning of the pandemic at SMA YPI Tunas Bangsa Palembang generally took place in 3 stages, namely the preparation stage, implementation stage and evaluation stage.

#### Preparation phase

The school preparation stage that was prepared was said by the informant, Mr. Fahrurrozi, the principal of YPI Tunas Bangsa Palembang High School, he said that the preparations made by schools and teachers were:

*"Schools prepare facilities for teaching and learning in schools by setting up wifi at several school points to make it easier for teachers if they want to teach using digital technology. In addition, schools also prepare computers so that teachers can use them to teach, teachers are also directed to teach using the same applications as WhatsApp, Google Classroom and others."*

Based on the interview with the principal, that preparation for learning through digital technology was carried out at SMA YPI Tunas Bangsa Palembang, namely the school prepared teaching and learning facilities such as wifi and computers, but on the other hand the school also suggested or directed teachers to innovate using the same platform when teaching and learning, such as whatsapp, google classroom and others.

In addition to the preparations made by the school in the form of providing teaching and learning facilities such as wifi and computers. The school also provides directions for teachers to make learning videos so that they can teach students well. Because good learning is determined from the materials and methods described.

#### Implementation Stage

The process of implementing English learning through digital is based on interviews that researchers have conducted with English subject teacher informants as follows:

*"I personally teach with material content that I create on YouTube and then I share it with Google Classroom. Then I explain or inform the learning objectives after that students watch the learning video and students read the material repeatedly that I have given in google classroom and ask if there are difficulties in understanding the material. After that, students work on worksheets or questions that I have prepared in Google Classroom. Then I give feedback questions and students respond to the feedback. After that, it is closed with prayer and ends with greetings."*

Based on these results, researchers can see that the implementation of the digital learning process carried out by English subject teachers is like learning in general, namely greeting, telling learning objectives and others. The learning implementation is making learning videos on YouTube then sharing the link through Google Classroom and then there is a question and answer session and discussion if there is something that is not understood. After that, the teacher gives assignments such as working on worksheets in Google Classroom and then ends with greetings to close the lesson.

Based on the explanation from teacher informants regarding the process or application of digital learning, it can be concluded that the digital learning process is almost the same stage as conventional or face-to-face learning. It's just that the difference is in the preparation, implementation, and delivery of materials fully using digital technology, online media, platforms, so that the methods in digital learning are different. However, in addition to

different learning methods, there is a platform that becomes an agreement that must be used in digital learning to take place.

### Evaluation Stage

Evaluation of digital learning conducted at SMA YPI Tunas Bangsa Palembang is as described by informant Fahrurrozi as follows.

*"To evaluate digital learning during the COVID-19 pandemic. The school holds face-to-face learning 2 days a week so that students who have difficulty accepting or getting a quota can take up assignments at school directly. In addition, schools also provide quotas for children for this digital learning."*

Based on the results of the interview, the solution here arises from obstacles to the implementation of digital learning in which students complain a lot about the lack of quotas so that students experience difficulties during the learning process. Therefore, the school holds face-to-face meetings for 2 days a week so that students can take and collect assignments and the school also provides quotas for students. Based on this explanation, it can be said that the evaluation carried out above is included in the category of learning implementation.

### EFL learners' perception on teaching activities through digital learning of English of the eleven grade students'

Based on the results of the research on the distribution of the questionnaire. In general, all EFL students view digital English learning activities positively. As the participants shared in the questionnaire that researchers distributed at SMA YPI Tunas Bangsa Palembang, learning English through digital technology not only boosts their learning success but also increases their language productivity and has an important impact on other aspects of language learning.

The results of the questionnaire data were calculated in percentage form using the Excel program. Percentages are used to show students' perceptions and attitudes towards the use of digital technology to carry out learning activities. The Likert scale is calculated by finding the total score per item using the following formula.

Likert scale formula:  $T \times P_n$

Explanation

T : Total number of respondents who chose

P<sub>n</sub>: Choice of likert score numbers

The maximum score of 400 is obtained from the maximum Likert score (5) x the number of participants (80). Next, the researcher determines the index (percentage) by dividing the total score by the maximum score and then multiplying by 100. Finally, the index is used as a qualifying criterion to draw conclusions that are summarized.

**Table 1. The results of the questionnaire on students' perceptions of digital English learning**

Items	Response					Total	Index (%)	Criteria
	SD	D	N	A	SA			
S1	2	15	11	42	10	283	70.75	Agree
S2	4	5	19	46	6	285	71.25	Agree
S3	4	14	22	34	6	264	66	Agree
S4	4	13	13	36	14	283	70.75	Agree
S5	4	12	24	27	13	273	68.25	Agree
S6	3	14	18	35	10	275	68.75	Agree
S7	6	11	21	31	11	270	67.5	Agree
S8	5	10	14	39	12	283	70.75	Agree
S9	0	11	10	44	15	303	75.75	Agree
S10	6	9	13	37	15	286	71.5	Agree

As depicted in table 4.3, all questions from the questionnaire were approved by the students. They admitted that during digital learning of English they paid attention to the teacher when explaining the material and they felt more comfortable learning English through digital technology. This is indicated by the data from the table, where the index for questions 1 and 2 are 70.75% and 71.25%, respectively. In addition, the students also agreed that learning English through digital technology made them feel happy because the application of the language was easy to understand and helped them understand their English material. The index for the two questions is 70.75% and 68.25%, respectively.

Based on the table, it is revealed that digital technology increases the learning efficacy of EFL students. It further shows that digital English learning can make EFL students feel comfortable when carrying out learning activities. This question is evidenced by the results of data analysis which reveals that the indexes of the two questions are 68.75% and 67.5%. This shows that students agree with questions number 6 and 7.

The results of the questionnaire also show that EFL students are motivated and have no difficulty in learning to use digital technology. The index for the questions is 66% and 70.75%, respectively. Although it was still agreed upon by students, question no 3, namely "students are motivated to learn English through digital because of clear explanations" obtained the lowest score among other questions. Maybe because there are many obstacles while studying such as quotas and poor signal networks. For this matter, further investigation is needed.

Furthermore, EFL students responded positively to digital technology affecting learning activities and being beneficial for students. It is evident from the results of the analysis of the data collected from the questionnaire which revealed that the indexes were 70.75% and 71.5%, respectively. These results indicate that EFL students agree that digital learning of English is fun. Finally, it is important that the participants also agree with the last question of the questionnaire where overall learning English through digital technology is very beneficial for them.

## CONCLUSIONS

The application of learning through digital technology carried out by teachers and the school at SMA YPI Tunas Bangsa Palembang in its implementation the school carried out three stages, namely the preparation stage, implementation stage, and evaluation stage. This study also revealed that EFL students at SMA YPI Tunas Bangsa Palembang positively perceive English learning activities through digital technology. The results of the questionnaire also show that EFL students are motivated and have no difficulty in learning to use digital technology. The students responded positively to digital technology. It is affecting learning activities and being beneficial for students.

## ACKNOWLEDGEMENTS

The author thanks to Journal of English Language and Education for Publishing this article.

## REFERENCES

- Anggraini. (2021). Students' Perceptions Of Online Learning English During The Covid-19 Pandemic. *State Islamic University of Sulthan Thaha Saifuddin Jambi*, 13-14.

- Ade Kisna Mulya, Siti Aimah. (2020). Persepsi Siswa Terhadap Penggunaan Aplikasi Google Classromm (Gcr) Dalam Pembelajaran Bahasa Inggris. *Prosiding Seminar Nasional Unimus*, 185-193.
- Ahmed, S.T.S . (2019). Chat and Learns: Effectiveness of Using WhatsApp as a Pedagogical Tool to Enhance EFL Learners Reading and Writing Skills. *International Journal of English Language and Literature Studies*, 8(2), 61-68.
- Al-Marroof, & Al-Emran. (2018). Students acceptance of Google Classroom: An exploratory study using PLS-SEM approach. *International Journal of Emerging Technologies in Learning (IJET)*, 112-123.
- Alwehaibi. (2015). The Impact of Using YouTube In EFL Classroom On Enchaning EFL Students' Content Learning. *Journal of Colloge Teaching and Learning (TCL)*, 12(2), 121-126.
- Arief Eko Priyo Atmojo, Arif Nugroho. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 50-72.
- Arif Nugroho, Yunika Triana. (2021). EFL Learners' Beliefs And Practices On Informal Digital Learning Of English Beyond Classromm. *IJEE (Indonesian Journal of English Education)*, 200-212.
- Auliah , M., Halimah , A., Sulaiman , U., & Fatahullah, M. F. (2021). Pengaruh Penggunaan Media Kartu Kata Bergambar Terhadap Kemampuan Membaca Permulaan Peserta Didik Kelas II SDN Bontoramba Gowa. *Jurnal Ilmiah Madrasah Ibtidaiyah*, 148.
- Yaumi, Muhammad (2018). *Media dan Teknologi Pembelajaran*. Jakarta: PRENADAMEDIA GROUP.
- Azisah, Siti, M.Ed.St., Ph.D. (2020). *Pembelajaran Bahasa Inggris Model dan Aplikasi*. Bandung: PT Remaja Rosdakarya.
- Firawati. (t.thn.). Pengaruh Penggunaan Media Kartu Kata Terhadap Kemampuan Membaca Permulaan Siswa Kelas I Sekolah Dasar. *Jpgsd*.
- Hamalik, Oemar,. (2002). *Kurikulum dan Pembelajaran*. Jakarta: PT. Bumi Aksara.
- Hockly, N. . (2012). Substitute or redefine? *Modern English Teacher*, 21(3), 40-42.
- Holzberger, et al. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology*, 105 (3), 774-786.
- Im, I., Hong, S., & Kang, M. S. . (2011). An International Comparison Of Technology Adoption Testing The Utaut Model. *Information and Management*, 48(1), 1-8.
- Jude, L. T., Kajura, M. A., & Birevu, M. P . (2014). Adoption Of The Samr Model To Assess Ict Pedagogical Adoption: A Case Of Makerere University. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 4 (2), 106115.
- Ming-Hung Lin, Huang-Cheng Chen, Kuang-Sheng Liu. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics Science and Technology Education*, 3555.
- Pane, et al. (2017). Belajar dan Pembelajaran. *Jurnal Kajian Ilmu-Ilmu Keislaman*, 03., 333-352.
- Sugiyono. (2014). *Cara Mudah Menyusun Skripsi, Tesis Dan Disertasi*. Bandung: Alfabeta, cv.

