AN ANALYSIS OF STUDENTS' EXPERIENCE IN ONLINE ENGLISH
CLASS AT SMAN 1 MANDAH ACADEMIC YEAR 2020/2021

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ABSTRAK

Bebagai macam hal baru dan permasalahan yang dirasakan siswa selama menjalani kelas bahasa Inggris secara online, diantaranya adalah siswa kesulitan dalam memahami materi ajar yg diberikan oleh guru, lemahnya motivasi siswa dalam mempelajari bahasa Inggris dan kurangnya ketertarikan siswa dalam mempelajari bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pengalaman siswa dalam bahasa Inggris pada kelas online (daring) selama masa pandemi covid-19. Penelitian ini menggunakan metode descriptive quantitative. Populasi dalam penelitian ini adalah siswa kelas 11 di SMAN 1 Mandah. Sampel dalam penelitian ini adalah dua kelas dari kelas 11 di SMAN 1 Mandah, yakni kelas XI IPA 3 dan kelas XI IPS 1 sebanyak 54 siswa. Teknik pengumpulan data dalam penelitian ini menggunakan purposive sampling technique karena sampel dalam penelitian ini diambil secara acak dengan karakterisik tertentu, yakni siswa-siswa yang merasakan belajar bahasa Inggris pada kelas online. Pengumpulan data berupa questionnaire (kuesioner). Penelitian ini menemukan bahwa secara umum menunjukkan hasil penelitian tentang pengalaman siswa dalam mempelajari bahasa inggris pada kelas online atau pembelajaran jarak jauh dikategorikan cukup, karena 19 dari 20 statements/pernyataan yg diberikan kepada siswa, menunjukkan hasil dengan kategori cukup dan hanya 1 pernyataan yg mencapai ketingkatan good/bagus. Oleh karena itu, dapat peneliti simpulkan bahwa hasil dari penelitian mengenai pengalaman siswa dalam mempelajari bahasa Inggris secara online hanya sebatas pada tingkatan cukup dan belum mencapai tingkatan yg bagus dengan presentase 68,5%. Berdasarkan hasil analisis data dilihat dari Likert Scale yang menunjukkan hasil penelitian pengalaman siswa dalam mempelajari bahasa inggris secara online(daring), yangmanadapat disimpulkan bahwa rata-rata (mean) hasil kuesioner yang diberikan pada siswauntuk pengalaman siswa dalam bahasa inggris pada kelas online dinyatakan cukup, karena belum sampai ke tingkat bagus pada pengalaman siswa dalam mempelajari bahasa inggris secara online.

Kata kunci: *Pengalaman, Online Learning.*

ABSTRACT

Various kinds of new things and problems were experienced by the students during learning English in the online class, among the things were students' felt difficult understanding the material given by the teacher, the lack of students' motivation in learning English, and the lack of students' interesting of learning English. The goal of this research is to find out how students experience online English classes during the covid-19 pandemic. This research used a descriptive quantitative method. The population in this research were 11th-grade students at SMAN 1 Mandah. The sample in this research was two classes of 11th-grade students at SMAN 1 Mandah, there are XI IPA 3 and XI IPS 1 as many as 54 students. The data collection used a purposive sampling technique because the sample in this study was taken randomly with certain characteristics, there are the students who feel learning English in the online class. The data collection was in the form of a questionnaire. This research found that in general, the results of the research on students' experience in online English classes or distance learning were categorized as enough because 19 of 20 statements that given to the students were showed the results with enough categories, and only 1 of the statement that reached the level with a good category. Therefore, the researcher can conclude that the results of this research on students' experience in online English classes are only limited to enough levels and have not reached a good level with a percentage of 68,5%. Based on the results of the data analysis seen from the Likert Scale that showed students' experience in online English classes, which can be concluded that the average results of the questionnaire given to the students in students' experience in online English class were declared enough because it has not yet reached a good level of students' experience in online English class.

Keywords: Experience, Online Learning.

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PENDAHULUAN

During the pandemic Covid-19, people used the internet in all activities to limit the face to face interaction. In education, the internet helps teachers and students in learning. The Internet can be related to the English language and people got information on the internet. The Internet was important for every people because in this era all activity is using the internet. Especially for students in an online school, search the theory about the subject of the students learning, etc (Syahrul, 2021).

Nowadays, technology and science are developing quickly. This development has the impact of the increasing openness and distribution of knowledge and information to and from all over the world across the boundaries of distance, place, space, and time. When the whole world is being hit by an outbreak with the name Covid-19 all the people are struggling to fight and try to break the chain of its spread but must also carry out all activities safely, including in the education sector. Therefore, the Indonesian government decided to continue to carry out learning that was carried out online, thus a learning system was chosen from home or carried out remotely. This policy is not only applied in education but also in other fields including the world of work, and of course, all of the new things that happened would be the new experience.

Experience is something that someone gets after doing something. The experience gained will affect a person in several aspects, in knowledge, behavior, feelings, and interests. In other words, experience is an output that is felt after doing something. Experience can be obtained anywhere, in schools, residential areas, campuses, mosques, and other places, this experience can be obtained from a lesson in the form of material, physical activity, and others.

According to Nicholas Silins experience is a process that goes through a person consciously in seeing the circumstances around that person (Nicholas Silins, 2021). Experience can be accompanied by an active awareness of a part of the person who has the experience, although such a person does not need to. In other words, experience is everything that is experienced by someone, felt, done, heard seen, and touched with the five human senses that are consciously done by an individual or someone in one's life, even experience is also obtained from things that are not what the person's wanted, but it still is an experience.

According to Knoers and Haditono experience is a process of learning and increasing the potential for behavior development from both formal and non-formal education or can be interpreted as a process that leads a person to a higher pattern of behavior. Learning also includes a relatively appropriate change of behavior resulting from experience, understanding, and practice (Knoers and Haditono, 2006). It means, experience is a process of learning and development of potential that directs a person to behave, which is obtained from formal education or not, the result of which is that the person's experience changes for the better in various ways, including in learning because it has been explained above where the changes that occur are relatively precise changes caused by experience itself, one's understanding and also in practice about something.

Experience will affect students in the field of knowledge, interests, and students' perceptions about a subject. In simple terms, it can be said that every difference in learning will also affect the experience gained by students, including learning English online classes, so there will be a lot of new things that can affect students, like students' opinions about English, students' interesting about English or vice versa and so on.

Experience is something that can affect many aspects of a person's life, both knowledge, and affection. However, the experience can also affect a person's thoughts or perspective in all matters, including learning. The changes in the learning system that are currently happening,

namely from a face-to-face system become distance learning by using many things, like changes in the place, way of learning, and others will cause various things that are felt by the students. Different ways of learning something will certainly have different experiences, as happened in online English learning, this is a new thing that must be done by the students, thus students will get new experiences regarding remote learning systems like this. The students will have different perceptions, different opinions, different things to do in learning and so on that will be changing some aspects of the student's life in learning something in this research, the researcher focused on students' experience in online English classes.

Online learning and online class were the learning system that used technology, online learning is learning that used the internet, computer, laptop, mobile phone, and using network that is directly connected and has a wide scope. Whereas, the online class is a class done by students with distance learning and of course using the technology like internet, computers, laptops also mobile phones as the facility to encourage the learning system.

When talking about online learning, it means talking about the internet. Internet usage is rising because the internet provides a global system of interconnected networks across the world (Roza, Veni, and Riza Fitri Yenti, 2020). According to Mesi Oktavia internet(Interconnection networking) is a global system that can be connected to all networks of computer which makes all users connect or allow people to communicate with each other without meeting directly in communicating. In general, the internet can be defined as an internet network, which is utilized by people around the world to facilitate activities carried out (Oktavia, Mesi, Reflinda Reflinda, and Absharini Kardena, 2020). Then, the use of the internet in education is not only important for learners but also the teachers. The use of the internet for teachers is to facilitate language teaching, and language learning, acquire instructional materials, share lesson plans, and curriculum ideas, and download current information beneficial for classroom use. On the other hand, the use of the internet has an impact on the learners as a functional tool to search for learning materials.

New technologies have dramatically multiplied and diversified how students can learn from and interact with educators, in addition to the level of independence students may have when learning. So, in online learning, the students can use everything that could help in online classes like email, chat, or video conversations with teachers, and the students can use online course-management systems to organize and exchange learning materials (e.g., the assignments given by teachers or the work turned in by students), and with all of this thing above that would be the students learning experience in the online learning system.

In an online learning system, the students can use software programs, apps, and educational games to learn on students own time, at students, own place, and without instruction or supervision from teachers. Students can also watch videos created by the teachers, conduct online research to learn more about a concept taught in a class, or use tablets to record scientific observations in a natural environment among countless other possible options and scenarios. While listening to a teacher, reading a book, or completing a homework assignment all of that could be the experience, the students are now learning in different ways than students have in the past and in a wider variety of outside-of-school settings, such as through internships, volunteer activities, or dual-enrollment programs, to name just a few examples, also being a new experience that the students got.

The use of technology in the learning system gives rise to electronic-based learning as a result of technology, one of the technology applications in information and communication technology. Based on Auliya stated that technology and communication developments in

various sectors make human easier to commit activity. In education, technology supports education to suggest many characteristics to make becomes instruction more interesting to learners (Auliya, Afdhol, and Melyann Melani, 2021). This information and communication technology-based learning has changed the conventional pattern learning system into a medium pattern, including computer media with the internet which has led to online classes and will affect the learning experience of the students. In this learning pattern, with the experience that the students had students can choose learning materials based on students to own interests so that learning becomes fun, not boring, full of motivation, and enthusiasm, attracts attention, and so on.

Information and communication technology-based learning will run effectively if the teacher's role in teaching is as a learning facilitator or make the materials easy for learners to learn not only as a provider of information. The teachers are not just the source of information presented, teachers are not only the person who transfers knowledge, but also can learn from the learners. Teachers are not instructors who give orders or direct learners but become learning partners so that learners do not hesitate to have opinions, ask questions, or exchange opinions with the instructor. So, with the system of online learning, the teacher also has to know and learn about all of the good things that would encourage, and motivate the students, and also can help the students in the online learning system.

The learning process by utilizing information and communication technology is guidance from the teacher to facilitate effective learning. Teachers provide maximum opportunities and create conditions for learners to develop teacher's learning methods according to the teacher's characteristics, needs, talents, or interests. The teacher also acts as a programmer, who is always creative and innovative in producing various innovative works in the form of programs or hardware/software that will be used to teach the learners. So, teachers have to do the various way of teaching that will be something different, creative, and not monotonous in teaching during the online class has surfaced.

The role of learners in learning is not a passive object that only receives information from the teacher, but is more active, creative, and a participant in the learning process. The students not only remember facts or re-reveal the information that the students receive from the teacher, but can produce or find various information or knowledge. The students carried out by students are not only individual activities but also cooperative group learning with other students.

The technology of information and communication has an important role in life now and in the future, including in the realm of education. The development of information and communication technology in education has triggered a shift from conventional face-to-face learning towards distance learning that can be accessed using media, such as computers, multimedia, and the internet without being limited by distance, place, and time by anyone who needs it. However, behind all of the good things about technology arise some problems that are felt by students, considering that the way learning system is something new for the students. Based on preliminary research interviewing WhatsApp chatting with 15 students from SMAN 1 Mandah on December 30 2020 the researcher got some problems.

The researcher assumed that the students' problems are: First, the students think that English is difficult to learn by themselves because of the lack of students' understanding of the English material that is given by the teacher and difficulty asking the teacher when the students do not understand about the material. Second, the students do not have the motivation which makes the students less enthusiastic about learning English, plus the students just stay at home, learn by themselves, without a friend, got some distractions from outside, and so on, which made the students feel learning English even more unpleasant. Third, some the students like to

learn English, but students are not interested to learn English, because in online class the students feel English is boring, the teacher teaches with the monotonous way, and so on.

METODE

In this research, the researcher used quantitative research with a descriptive approach. Quantitative research methods were one of the types of research whose specifications were systematic, planned, and structured from the beginning to the made of the research design. Quantitative research was the collection and analysis of numerical data to describe, explained, predicted, or control phenomena of interest (Gay, L. R). In short, the population of this research was the entire students of the eleven grades at SMAN 1 Mandah in the academic year 2020/2021 which consists of two classes with a total population of 54 students. In this research, the researcher used a purposive sampling technique. Sugiyono state that purposive sampling is a sample determination technique with considerations certain. The researcher used purposive sampling because it is suitable for the use of quantitative research, or research that does not make generalizations according to Sugiyono, and this research focuses on the eleven grades of SMAN 1 Mandah of the 2020/2021 period which consists of 54 students. According to Sugiyono's research was doing the measurement, then there must be a good measuring tool.

A research instrument was a tool used to measure both natural and social phenomena observed. Specifically, those phenomena were called research variables (Sugiyono, 2015). In this research, the researcher used a questionnaire as the instrument. The data collection technique was the most important step in the research because the main purpose of the research was to get the data (Devi R., 2015). For collected the data, the researcher used a questionnaire as the instrument. There were several procedures performed by the researcher during the study. The procedures were: 1) The researcher prepared the instruments to collect the data. 2) Make the questionnaire. The questions were about the student's experience of learning English in the online class. 3) After that, the questionnaire needed to get validity from research experts concerning the students' experience of learning English in the online class. 4) In doing the research, the researcher shared the questionnaire with the respondent.5) After getting the data, the researcher analyzed the data and explained it descriptively with concluding as the result of the research.

HASIL DAN PEMBAHASAN

The researcher would like to describe students' experience in online English classes at SMAN 1 Mandah academic year 2020/2021. In this part, the researcher would describe all of the data about getting the Total Percentage and the Mean from the data at table 1.

Table 1, showed the mean score of students' experience in online English classes. There were calculated 17,03% of respondents who answered strongly agree with all of the statements from number 1 until 20, 57,87% of respondents who answered agreed with all statements from number 1 until 20, and it was 17,71% of respondents who answered disagreed with the statements from number 1 until 20, also there were 7,9% respondents answered strongly disagree for all of the statements. For the general information, there are two things for each answer given by the students that can the researcher show. First, the most statement chosen by the students agreed, with the highest score is 70,37%, is statement number 14, which was about "with the religious knowledge that I have, I am sure that I can complete all the tasks given by the teacher." with 38 students that chose it. Second, the lowest statement that was not chosen by anyone of the students was, it was about "with the religious knowledge that I have, I still maintain good manners towards teachers, even though I am studying in the online class." Statement number 13 was about strongly disagreeing.

Table 1. The Total Percentage and Mean for the Students' Experience in Online English Class at SMAN 1 Mandah Academic Year 2020/2021.

No	Statement Number	Strongly Agree	Agree	Disagree	Strongly Agree
1.	Statement 1	16,66%	50%	22,22%	11,11%
2.	Statement 2	12,96%	46,29%	27,77%	12,96%
3.	Statement 3	14,81%	61,11%	7,40%	18,51%
4.	Statement 4	11,11%	55,55%	22,22%	11,11%
5.	Statement 5	14,81%	59,25%	18,51%	7,40%
6.	Statement 6	12,96%	64,81%	14,81%	7,40%
7.	Statement 7	14,81%	50%	22,22%	12,96%
8.	Statement 8	14,81%	50%	27,77%	7,40%
9.	Statement 9	18,51%	55,55%	16,66%	9,25%
10.	Statement 10	7,40%	48,14%	29,62%	14,81%
11.	Statement 11	20,37%	51,85%	20,37%	7,40%
12.	Statement 12	29,62%	59,25%	9,25%	1,85%
13.	Statement 13	29,62%	64,81%	5,55%	0%
14.	Statement 14	14,81%	70,37%	11,11%	3,70%
15.	Statement 15	18,51%	57,40%	20,37%	3,70%
16.	Statement 16	14,81%	64,81%	18,51%	3,70%
17.	Statement 17	20,37%	62,96%	11,11%	5,55%
18.	Statement 18	18,51%	55,55%	16,66%	9,25%
19.	Statement 19	20,37%	64,81%	9,25%	3,70%
20.	Statement 20	14,81%	64,81%	12,96%	7,40%
	Total of Percentage	340,64%	1.157,42%	344,34%	158,68%
	Mean	17,03%	57,87%	17,71%	7,9%

Third, the highest score that the students chose in every statement, for strongly agree was statements number 12 and 13 with the same score is 29,62%, next, for agree the highest score is statement number 14, which was 70,37%, then, for the part of disagree it was 29,62% for the highest score and the last is strongly disagree, it is 18,51% for the most percentage that chose by the students. Fourth, the lowest score from all of the parts of statements. The highest score of strongly agree is 7,48%, for agree is 46,29%, disagree 5.55% and the last one strongly disagree was 0%.

Table 2. The Range of the Category of Students' Experience in Online English Class at SMAN 1 Mandah Academic Year 2020\2021

No	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Score	Percentage	Interpretation
	N	N	N	N			
1.	9	27	12	6	147	68,05 %	Enough
2.	7	25	15	7	140	64,81 %	Enough
3.	8	33	4	10	149	68,98 %	Enough
4.	11	30	12	6	144	66,66 %	Enough
5.	8	32	10	4	152	70,37 %	Enough
6.	7	35	8	4	153	70,86 %	Enough
7.	8	27	12	7	144	66,66 %	Enough
8.	8	27	15	4	147	68,05 %	Enough
9.	10	30	9	5	153	70,83 %	Enough
10.	4	26	16	8	134	62,03 %	Enough
11.	11	28	11	4	176	53,70 %	Enough
12.	16	32	5	1	171	46,04 %	Enough
13.	16	35	3	0	175	81,01 %	Good
14.	8	38	6	2	160	74,07 %	Enough
15.	10	31	11	2	157	72,68 %	Enough
16.	8	35	10	2	159	73,61 %	Enough
17.	11	34	6	3	161	74,53 %	Enough
18.	10	30	9	5	153	70,83 %	Enough
19.	11	35	5	2	161	74,53 %	Enough
20.	8	35	7	4	155	71,75 %	Enough
	Mean				3.091	1.370 : 20 = 68,5 %	Enough

Table 2, described that from 20 items of the statements that were answered by the students those are showed there are 19 statements that the interpretation is enough and only 1 statement that showed a good interpretation of students' experience in online English class at SMAN 1 Mandah academic year 2020/2021. Also, for the general conclusion of all table 4.2 above the range of the category of the student's experience in online English classes at SMAN 1 Mandah academic year 2020/2021 was enough, which means most of the students do not get a good experience after learning English in the online class, students can only be categorized as lacking meaningful experience in learning online.

This section is present the discussion based on the findings of the research, there are several things related to the student's experience in online English class, and of course, the several things that would be discussed here is depends on some things that would affect or something happen to the students.

1. Students' Experience

Alwi Hasan defined that experience as something that has been experienced (happen to someone's life), and experience is something that can not be separated from every day of human life (Alwi Hasan, 2002). It means, an experience can be a valuable thing, whether it is a good or bad experience. Thus the experience will be an impetus for a person to do the same thing or avoid something. As in learning something new, after getting experience about something, then for another time someone will decide based on knowledge from previous experience. However, it is possible when someone has trauma or there is something someone does not like after experiencing something, but with an obligation or demand and the like someone will still do that. For example, in learning English at school, maybe during was at school someone avoided this subject, but when someone now at college someone majored in English, of course with well though-out decisions and actions beforehand. Simply put, even a bad experience will have a positive impact on a person.

2. Online Learning (e-learning)

According to Kalpana, E-Learning is a form of education that combines electronic devices and instruments and interactive content because of the people involved in the learning process (Kalpana, 2018). In other words, it means the students and the teacher have to master the form of using the technology because it has become an important thing of the facility in online classes. Next, the researcher described one of the components of the online class system According to Mardiah.Virtual Classroom: A virtual classroom is an e-learning event where an instructor teaches remotely and in real-time to a group of students using a combination of materials (e.g. PowerPoint slides, audio, or video materials).

KESIMPULAN

Based on the findings and discussion that have been presented in chapter four about students' experience in online English classes at SMAN 1 Mandah academic year 2020/2021. The researcher concluded that there are eight figures and two tables that were shown and explain the different things for each of the figures or tables. Figure 4.1 has shown the general percentage of students' answers to the questions that the researcher gave from Google Forms. Figure 4.2 has showed all of the statements about the perceptual experience from number 1 until number 3. Second, figure 4.3 has shown for the part of the statements from number 4 until number 6 is about the mental experience. Third, figure 4.4 showed the statements from number 7 until number 9 about the intellectual experience. Next, figure 4.5 showed all of the percentages of the statements answered by students about the emotional experience from number 10 until number 12. Fifth, figure 4.6 showed the statements for numbers 13 – 15 about religious experience. Sixth, figure 4.7 is about the social experience in the statements from numbers 16 – 18. The last, figure 4.8 showed all of the statements for numbers 19 and 20 about the virtual experience.

Next, two tables are included in this chapter. First, table 1 has shown the total percentage and mean of all of the data as a score in each percent for students' experience in online English class, which used the formula stated by Sudjana, and it was shown and presented in chapter 3.

The last table 2, that was showed the range of the category of how were students' experience in online English classes at SMAN 1 Mandah academic year 2020/2021. 19 statements were chosen by students that showed there are achieved the level was only enough experience with the interpretation of the data about 54% - 71% and the only1 statement that achieved the level good of students experience in online English class at SMAN 1 Mandah academic year 2020/2021 with the percentage 81,01%. It means the only statement that showed the good experience was being between interpretations of the data is be on achievement 72% - 89%. So, for general achievements in classifying the data interpretation of students' experience in online English classes at SMAN 1 Mandah academic year 2020/2021 was enough with a percentage of 68,5%, which was less than the good of the interpretations that were shown in chapter III. So, in other words, it showed to be in the poor category, because it has not reached a good level in the interpretation proposed by Arikunto. In other words, online learning and the online class was not good enough for each student that was the sample in this research.

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