

STUDENTS' PERCEPTION ON THE USE OF GESCHOOL IN LEARNING ENGLISH AT SMPN 33 PADANG

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ABSTRAK

Tulisan ini menginvestigasi tentang persepsi siswa terhadap penggunaan Geschool dalam pembelajaran bahasa inggris di SMPN 33 Padang. Penelitian ini menggunakan metode kuantitatif deskriptif. Kuesioner dibagikan pada 92 siswa kelas 8 SMPN 33 Padang. Hasil temuan menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan Geschool dalam pembelajaran bahasa inggris. Namun, terdapat beberapa tantangan yang dihadapi siswa seperti koneksi yang buruk, kurangnya pengetahuan tentang internet di komputer, Masalah tentang paket data, dan yang terakhir kurangnya komunikasi dan interaksi. Singkatnya, secara keseluruhan data tetap menunjukkan bahwa responden memiliki persepsi yang baik terhadap penggunaan Geschool dalam pembelajaran bahasa inggris selama pandemi Covid-19 meskipun menghadapi beberapa tantangan.

Kata kunci—E-Learning, Perception, Geschool

Abstract

This paper investigates students' perception on the use of Geschool in learning English during Covid-19 pandemic at SMPN 33 Padang. This study employed a descriptive quantitative method. A set of questionnaires has been distributed to a sample of 92 students of VIII grade SMPN 33 Padang. The findings indicated that the students have positive perceptions toward the use of Geschool in learning English. However, there were several challenges that were faced by the students such as poor connection, lack of knowledge about the internet in computers, the problem about data packages, and the last problem about less communication and interaction. In summary, overall data still shows that the respondents have a good perception on the use of Geschool in learning English during covid-19 pandemic although faced several challenges.

Keywords— E-Learning, Perception, Geschool

I. INTRODUCTION

Language plays a vital role in human life. Language is used to transferring information from the speaker to the listener. Humans can not specific their thoughts, feelings, and ideas without the use of language. There are such a lot of languages utilized by humans all around the world, certainly considered one among that is English.

English is a foreign language and the language of the world that one has to master to support various aspects of life, including educational learning. Learning is the process by which an individual or a group comes to know, and knowing consists of a variety of actions. Learners engage in learning by positioning themselves in relation to the knowable. Knowing entails doing something, such as experiencing, conceptualizing, analyzing, or applying (Marlina, 2012). Several teaching and learning activities still place a premium on face-to-face meetings in the classroom. However, the world has been rocked by a coronavirus or COVID-19 pandemic since the end of 2019. According to Mc Aleer and Velavan, coronavirus disease 2019 (COVID-19), which originated in Hubei Province in the People's Republic of China, has become a worldwide topical pandemic. This virus has infected several countries. The WHO Emergency Committee declared a global health emergency in late January 2020, citing an upsurge in verified COVID19 cases around the world. The government has taken many measures to prevent

the spread of Corona, the entire system that operates as a government, the economy, and education is disrupted. The Department of Education and Culture issued this circular, which included guidelines for distance learning and urged that students learn from home. When learning online alters the learning process that generally occurs in the classroom (Rahayu, 2020:81).

The President of the Republic of Indonesia issued a policy on the Temporary Cessation of Teaching and Learning in Schools and Universities on March 11, 2020, encouraging students and teachers to study at home and replace it with online learning to break the chain of students and teachers needing to conduct online teaching and learning activities. It is one of the impacts of coronavirus or COVID-19 is the change in the learning system from face to face learning to online learning. Students must learn over the Internet, where learning materials are readily available, and Internet teachers must locate teaching materials in the classroom. The teaching and learning process can take place online not only by searching for resources and learning on the Internet but in the digital era, teachers can also teach and learn outside of the classroom by using Internet applications. Students can communicate with their teachers and receive learning materials as part of their schoolwork. Student reviews have also been posted online and many have experimented with an

unpredictable system and many reviews have been canceled. The learning system through the integration of an internet connection into the teaching and learning process is called an online learning system or a virtual learning system. It becomes a new challenge for both students and teachers to run online learning. Cao et al. (2020) note that these measures certainly have an impact on education, especially student growth. (Kirom, 2021:2)

In reality, the learning process in schools is the best public policy tool for increasing knowledge and skills. Furthermore, many students consider school to be a really enjoyable activity in which they can interact with each other. Schools can help students enhance their social skills and academic performance. School, in general, is a form of interaction between student and teachers to enhance intelligence skills and feelings of affection between them, but because of the Covid-19 pandemic, this activity has suddenly stopped. This is a challenge for all teachers, including English teachers; Because English is a degree that necessitates the mastery of four abilities. Listening, speaking, reading, and writing are four language skills. It is not always easy to teach or learn. The teacher or students often face challenges. Mastering four skills can be defined as learning English. As a result, to present materials in English via e-learning, teachers will necessarily have to apply and adapt to online classrooms. Many functions are

available for distance learning, one of them is Geschool. Geschool is an example of an application that is frequently utilized by instructors at schools in the city of Padang, Sumatera Barat. SMPN 33, in particular

Geschool itself is an example of a while learning app that is widely used by teachers and students. Furthermore, this software is not only popular, but it is also simple and easy to use for newbies. Geschool is not replacing the teacher but supporting media for teachers in daily teaching so that they can run with higher quality and provide extra benefit. In short, Geschool makes learning simple for both teachers and students, complete, share and collect their assignments without paper, so teachers can interact with their students anytime, anywhere in cyberspace.

According to Aristotle, perception is associated with a change in a sense-organ, which is caused by the object of perception (Amalia, 2018:8) Nursanti also defines that perception as the process of selection, organization, and interpretation of stimuli by someone to be a coherent and meaningful picture of the world. In other words, by bypassing the perceptual process, people can interpret their idea meaningfully based on what they see, hear, taste, smell, and touch (Fauzanah: 408)

Based on the previous definition, it can be concluded that perception is a process by which a person selects,

organizes and interprets the information inputs and existing experiences and then interprets them to create all descriptive means. How we convert our physical energy from the environment into a meaningful experience

To determine the effectiveness of learning English in Geschool, Students' perception is one aspect that needs to be known. Students' perception is crucial because they allow teachers or lecturers to evaluate after learning the results of student perceptions. As Chen believes, student perception is crucial in determining the success of a teacher. Involving students, teachers, or speakers whether it's how to educate or how to deliver materials to students can change what students don't like and improve what students like (Chen, 2003:72).

Technology acceptance model (TAM) was developed by Davis to explain the computer usage behavior. There are two important determinants of the actual system used: perceived ease of use (PEOU) and perceived usefulness (PU). (Shaharane, 2017:5)

The researcher found that there are many studies about the: perceived ease of use (PEOU) and perceived usefulness (PU) such as the research conducted by Akmal entitled "Influence of Perceived Usefulness and Ease of Use on Students; Continuous Intention in Learning On-Line English Lessons which found that perceived ease of use

(PEOU) and perceived usefulness (PU) have a beneficial impact on their long-term intentions.

The researcher also found the research about the use of Geschool such as conducted by Lindri Anggraini and Yahya which discusses Geschool in the topics of fine arts and material art in class VIII of SMP Negeri 11 Padang. The learning process through Geschool application in art and culture subjects of fine arts material grade VIII SMP Negeri 11 Padang went well and was extremely helpful, according to the findings of this study

Many studies have been conducted to find out the use of Geschool. The results of the study show many conclusions, so in this study the researcher investigated students' perception on the use of Geschool based on the Technology acceptance model (TAM) computer usage behavior: perceived ease of use (PEOU) and perceived usefulness (PU)

II. METODS

The methodology of this research is categorized descriptive quantitative. Descriptive Quantitative is a type of research used to analyzed data by describing or describing the data that has been collected as it is. This Research Is Non-Hypothesis research. It collected data, analyzed them, and drew a conclusion based on the data. According to Aggarwal in Nevria descriptive quantitative research is targeted to the gathering

of knowledge concerning the conditions or things for the aims of Description and interpretation (Andesta, 2021:22) the descriptive quantitative method was chosen by the researcher because it is an appropriate method that allows the researcher to investigate an issue in greater depth and detail. This study attempted to provide an accurate description of students' perception on the use of Gechool in learning English during Covid-19 pandemic. The quantitative data consists of students' comments and suggestions on the use of Geschool, which are accumulated in percentages. The data were analyzed descriptively

The research was carried out at the SMPN 33 Padang on August 2021. This school may be found at jl. Parak Laweh, pulau air Nan XX, Kec. Lubuk Begalung, Kota Padang. Students from SMPN 33 Padang class VIII made up the stud y's population. Random Sampling was utilized by the researcher. In this study, the researcher chose 92 students from class VIII SMPN 33 Padang as the sample. Researchers used a questionnaire to collect data in this study. The questions used in the questionnaire will answer two research problems about students' perceptions and challenges in using Geschool in learning English. For the questionnaire question points 1 to14 discuss students' perceptions on the use of Geschool in learning English while points 15 to 20 to challenge in using Geschool in learning English. The data is classified in the

four scales namely strongly agree, agree, disagree, and strongly agree.

III. RESULT AND DISCUSSION

According to Chen, students' perception is needed to evaluate teaching effectiveness. Involving students, teachers, or speakers can change what students don't like and improve what students like, whether it's how to teach or how to provide material for students. Saadé, Nebebe, and Tan insisted that students' participation and involvement were important to successful e-learning systems and students' acceptance behavior should be assessed. Therefore, in this study, the first research problem is investigating students' perception on the use of Geschool in learning English during the covid-19 pandemic.

The researcher gave a questionnaire to 92 of 8th grade students, which contained 20 statements about students' perception and challenges on the use of Geschool. The questionnaire answered two research problems about students' perception and challenges in using Geschool in learning English. There are 20 questions in questionnaire classified in the four Likert scales namely strongly agree, agree, disagree, and strongly agree.

Table 1.
The frequency distribution of students' perception and challenge by score

Scale	Category	F	P
4	Strongly agree	212	12 %

3	Agree	740	40 %
2	Disagree	599	33 %
1	Strongly disagree	289	16 %

Table 2.
The frequency distribution of students' perceptions by frequency acuan normal

Class Interval	Category	F	P
> 58,939	Very good	12	13 %
49,510 - 58,939	Good	45	49 %
40,082 - 49,510	Bad	19	21 %
< 40,082	Very bad	16	17 %

Based on table 1, it shows that the perceptions of 8th grade students on the use of Geschool in learning English from 92 respondents have results: 12% respondent strongly agreed, 40% respondents agreed, 33% respondents disagree, and 16% strongly disagreed. We can also see from table 2 the highest frequency and percent is at 49,510 -58,939, it means students' perception on the use of Geschool is good.

The researcher described the answers from the students, which the writer has calculated into the percentage in each item of their statement. The following is the data obtained from this study:

Table 3.
Percentage of Each Item and Indicator

Item	Statement	Percent	Amount
1	I feel comfortable learning with Geschool because login into Geschool is easy	73%	66%
2	System Geschool is easy to understand	75%	
3	Although Geschool offers many conveniences but I still find it difficult to access learning material in Geschool	57%	
4	It took me a while to understand how to use Geschool	57%	
5	Learning in Geschool is great	70%	
6	Learning in Geschool help me to submit assignments on time	73%	
7	Geschool fulfills my	74%	

	need in learning online		66%
8	I feel that learning in Geschool is not satisfying	57%	
9	Learning English in Geschool is very satisfying	63%	
10	I prefer to learn with Geschool rather than face to face	55%	

It can be seen in Table 3 above, from 20 statements of the questionnaire, the second and thirteenth statements got the highest score (75%). Also from table we can see that the first indicator of computer usage behavior got the highest percent (66%). It can be indicated that based on students' perception, the indicator that System in Geschool is easy to understand and that learning online in Geschool saves time and effort are the students' need and the objectives of the language learning especially in the middle of a pandemic. Based on the information gathered, the use of Geschool in learning English during the covid-19 pandemic can help fulfill students' need in learning online in the middle of the covid-19 pandemic.

The data showed that the majority of respondents (49%) agree that the use of geschool in learning English based on TAM computer usage behavior. The data also showed that the

interval of 49,510 - 58,939 (category good) got the highest percent (49%), it means that students have good perception on using Geschool in learning English.

Based on the previous research which was conducted by Akmal (2017) According to the findings, students' perceived usefulness and perceived ease of use have a beneficial impact on their long-term intentions. The higher the value of the markers, the stronger the continuing intention. This study discovered that students' perceived usefulness and ease of use have a beneficial impact on their long-term intentions

Another previous research study "The Application of Google Classroom as a Tool for Teaching and Learning" by Shaharane et al looked at perceived ease of use (PEOU) and perceived usefulness (PU). To assess the relationship between the indicated parameters and the efficiency of the learning activities, the data was analyzed using the Technology Acceptance Model (TAM) computer usage behavior, which includes perceived ease of use and perceived usefulness. The findings show that the majority of students are pleased with the Google Classroom application that was introduced in class, with all ratios being above average. Comparative performance is particularly strong in the categories of ease of use, perceived usefulness, communication and engagement, instruction delivery, and students'

satisfaction with Google Classroom's learning activities.

Based on the table 3 question numbers 2 and 13 have the highest average (75 percent) The question number 11 had the lowest score in the entire data set, with a score of (52 percent). Table 3 shows that the first indicator received the highest percentage of votes (66 percent). According to students' perceptions, the Item System in Geschool is easy to understand and the objectives of the language learning. Based on the findings of this study, the use of Geschool in learning English during the Covid-19 pandemic can assist students in their need for online learning. This is interpreted as the students' perception of Schools use in learning English during the Covid-19 pandemic is a positive effect from Geschool, or we can also call it convenience from Geschool.

The finding in this study is supported by research findings from Lindri Anggraini and Yahya which discusses Geschool in the topics of fine arts and material art in class VIII of SMP Negeri 11 Padang. The learning process through Geschool application in art and culture subjects of fine arts material grade VIII SMP Negeri 11 Padang went well and was extremely helpful, according to the findings of this study.

The second one, Pengaruh Penggunaan Jejaring Sosial Geschool Terhadap Minat Belajar Siswa Di SMPN 11 Padang written by Yata Yasinta and Reno

Fernandes. The social networking variable Geschool had an impact on students' enthusiasm in learning in grade IX of SMP Negeri 11 Padang, according to this study.

Although the findings of the data acquired show that students have good opinions of the usage of Geschool in learning English, this does not mean that students have no issues using Geschool to study English. The researcher adopted the theory from Al-Balas Et.al the theory is a learning system that usually runs on the internet, poor internet coverage or limited data package is also typical obstacles felt by e-learning students, especially those that come from developing countries with limited internet connectivity. From the theory, the researcher used 4 sub-indicators: internet connection, limited data package and lack of computer knowledge and lastly lack of interactions.

The first challenge faced by students is about internet signals, where most of them feel annoyed when they have to learn and at that time the internet signal is bad so students are bored and lazy. A research carried out by Nashruddin, Alam, and Tanasy (2020) confirms that some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning, so the implementation is less effective. Leli

Efriana (2021) also said that a number of students live in areas that do not have internet access. They cannot receive lesson materials and assignments delivered by teachers via the internet network. In addition, the duration of online learning that has been going on for a long time has caused students to become bored and lazy, this challenge was also discussed by Leli Efriana (2021) some students reside in places where there is no access to the internet. They are unable to get class materials and homework assignments from teachers via the internet network. Furthermore, students have become bored and sluggish as a result of a long period of online learning

The second challenge is about the lack of an internet quota reflected in the data package. Providing an internet quota requires a high cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have an adequate budget to provide an internet network.

Another challenge that students face is computer knowledge. Because the Covid-19 pandemic was not preceded by enough preparation, the changes from traditional learning systems to online systems happened quickly. Because a lot of students lack technological abilities, they are unable to adapt to the transition, which includes technology and information-based learning.

The last one that students faced is a

lack of interaction. Interaction and communication are important for students in learning with Geschool. The lack of interaction and communication in learning English in Geschool makes students lazy to learn and their English skills not develop. This finding supported by Lindri Anggraini on the use of Geschool students can't get it information is more perfect and can't interact directly with the teacher to ask the questions that is doubtful.

Overall, students agreed with theory al balas Et.al about the problems that they face during learning English in Geschool. The main problem that students face in learning with geschool is less communication and interaction. In addition, using Geschool in providing material and tryout teachers can use other applications such as whatsapp for students to ask the teacher if their information is not clear.

IV. CONCLUSIONS

The study reveals that students had a positive opinion of learning online using Geschool, based on the findings in chapter four about their perception and challenges. Students enjoyed learning online using Geschool because Geschool is easy to understand. Another reason why they enjoyed it is because learning online with Geschool can save time and effort. Although, as previously said, students have positive opinions of the usage of Geschool in learning English, this does not rule out the

possibility of challenges. Some students feel difficulty in learning online with Geschool because of poor connection, lack of knowledge about the internet in computers, the problem about data packages, and lastly the problem about less communication and interaction. But, overall data still shows that the respondents have a good perception on the use of Geschool in learning English during the covid-19 pandemic although faced several challenges.

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