STUDENTS' PERCEPTION BETWEEN DISTANCE LEARNING AND CLASSROOM LEARNING AT ENGLISHEDUCATION STUDY PROGRAM OF STKIP PGRI LUBUKLINGGAU

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ABSTRACT

The problem of the research is: "How are the students' perception between distance learning and classroom learning at English Education Study Program of STKIP PGRI Lubuklinggau". The objectives of the research were to find out and to describe Students' perceptions about distance learning and classroom learning at English Education Study Program of STKIP PGRI Lubuklinggau. The sample was 30 students of English Education Study Program. The samples were taken through stratified random sampling. The researcher used a survey research, and the data were collected by using questionnaire and interview. Techniques for analyzing the data used simple basic statically techniques. The data were score by using Likert Scale. The result of the research was the students studied negative and positive with distance learning; students cannot handle the whole material perfectly because distance learning was signals of phone and the mobile data, they had a flexibility in taking time on work. They more understanding the material when they used technology. Besides, in the result studied negative and positive of classroom learning; the time and energy that is used more in learning activities. They had better interaction between students and lecture because learning in class interaction between lecturers and students is closer both emotionallyand verbally.

Keywords: Classroom Learning, Distance Learning, Students' Perception

INTRODUCTION

Distance learning is a field of education that focuses on teaching methods and technology to deliver teaching, often on an individual basis to students who are not physically present in a traditional educational setting such as a classroom-based on (Alam, 2012:11) his is a learning method that is flexible for students to do, because it makes easy for students for various different conditions. In other hand, distance learning is very efficient in its implementation time. When the distance learning process was running, students could explore it with other activities and also improve their creativity. This activity is carried out by students when the plague of the COVID-19 virus spreads widely in Indonesia, so this makes students have to study at home.

Due to the sudden emergence of the COVID-19, most faculty members are facing the challenges of lacking online teaching experience, early preparation, or support from educational technology team (Bao, 2020:113). Moreover Deimann and Bastiaens (2010:11) argued that, learning at distance is perceived as a convenient form of expanding one's knowledge and of enhancing promotion prospects as most of the time the learner does not need to be on campus. It makes the time needed by students to be more efficient. According to Platt et.,al (2014:10), students generally perceive online courses to be significantly more flexible than a face-to-face course.

Horspool and Yang (2010:6) found that, while students in the face-to-face and online section they studied gave their instruction equally positive ratings when it came to how quickly they responded to questions, there were significantly different levels of agreement on whether students felt they had sufficient level of interaction with the professor, with a higher proportion of online students reporting that they disagreed or strongly disagreed Horspool and Yang (2010:6) found that, while students in the face-to-face and online section they studied gave their instruction equally positive ratings when it came to how quickly they responded to questions, there were significantly different levels of agreement on whether students felt they had sufficient level of interaction with the professor, with a higher proportion of online students reporting that they disagreed or strongly disagreed.

RESEARCH METHOD

The researcher used quantitative research to conduct this research. Sugiyono (2010:8) said that, research is uses to observe the certain population or sample, the data collections are numerically and analyzed statistically, in order to test the hypothesis. Through this quantitative research is a type of research related to using deductive consideration.

The researcher conducted non-experimental research. One of non-experimental research that was used by the researcher, was survey research design. Survey research is quantitative method. Non-experimental research design describes phenomena and examines relationships between different phenomena without any direct manipulation of conditions that experienced (McMillan & Schumacher,2010:122).

Techniques for Collecting the Data
Questionnaire

According to Sugiyono (2010:199) the questionnaire is a technique of collecting the data by giving a set of questions to answer by the respondents. The questionnaire is mailed to respondents as the subject to read and understand the question and write down the answer. The

respondents have to answer the questions on their own. In the questionnaire, the researcher uses close-ended questions and online questionnaire form. The questionnaire in this research contains 10 close-ended questions using a four-Likert scale on Student's Perception Distance Learning and Classroom Learning at English Department of STKIP PGRI Lubuklinggau. The respondents' allowed for selecting the answer from the number of options or items. The questionnaire contains 10 statements on the students perceptions toward between distance learning and classroom learning.

Table 3.2
Questionnaire Drill

No	Variable	Indicator of variable	Item numbers
1	The perceptions between distance learning and classroom learning	1. Modern information and communication technology has made task of DE much easier and effective	1-2
		2. Distance learning has come along way and opened new vistas in the field of education	3-4
		3. DE serves the persons living in the isolated areas with inadequate facilities of formal education system	5-6
		4. Face-to-face courses are perceived by students as offering higher levels of interact	7-8
		5. Students in the face to face course reported significantly higher levels of achievement than those in the online course	9-10

Interview

The interview is a meeting between two or more people to exchange information and ideas through questions and answers. There is some method of interview such as interviewing exist, including electronic and face to face, individual and group, and structured, and unstructured Sugiyono (2011:138). In this research, the researcher used an interview to get the information of students' perception both online learning and classroom learning.

Techniques for Analyzing Data

To analyze the data of this research, the researcher used a descriptive analysis method by using simple basic statistical technique. Latief (2014:129) states that, the statistical techniques often used are means (M) showing average score, Median (Med), showing the middle point in

the score distributions, Modes (Mo) showing a point where most scores are obtained, standard deviation (SD) showing the average deviation of each score from the mean and percentage (Pi) showing the proportion of the group in the population.

In analyzing the data, there are some steps or procedures that are used by the researcher, they are as follows: 1. Identification, 2. Classification, 3. Description, 4. Conclusion.

The Accountability of the Research Validity

Fraenkelet, et al (2012:148) stated that, validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. In other words, validity is the most important criteria to consider when preparing or selecting and instrument. The questionnaires in this research have been valid because the questionnaire have been validation by using construct validity

Reliability

The consistency of score obtained, how consistent they are for each individual from one administration of an instrument to another and one set of items to others (Fraenkel & Wallen, 2012:154). According to Suharsimi & Arikunto (2006:154) reliability is the instrument that is reliable enough to be used as a data collection tool because the instrument is good.

RESEARCH RESULTS

Modern information and communication technology has made task of DE much easier and effective.

I get the information easily about my result study in distance learning

Based on the responses from the 30 respondents about the information easily about my result study in distance learning, it could be seen that there were 3 (10.00%) respondents who were Strongly Agree, 13 (43.33%) were agree, 10 (33.3%) were disagree and 4 (13.33%) were strongly disagree.

I more communicate fluently through by media technology in distance learning

Based on responses from the 30 respondents about more communicate fluently through by media technology in distance learning. It could be seen that there were 5 (16.66%) who were strongly agree, 12(40.00%) were agree, 12 (40.00%) were disagree, then 1 (3.3%) strongly disagree.

Distance learning has come a long way and opened new vistas in the field of education

Distance learning make me easier on work while study

Based on responses from the 30 respondents about distance learning easier on work while study. It could be seen that there were 7 (23.33%) respondents who were strongly agree, 12 (40.00%) were agree, than 7 (23.33%) disagree and 4 (13.33%) strongly disagree.

I know more about the functions of learning application in distance learning

Based on response from the 30 respondents about the function of learning application in distance learning. It could be seen that there were 14 (46.66%) respondents who were strongly agree, 8 (26.66%) were agree, 4 (13.33%) were strongly disagree and disagree.

DE serves the persons living in the isolated areas with inadequate facilities of formal education system

I am more flexibility of use the time and location in distance learning

Based on responses from the 30 respondents about flexibility of use the time and location in distance learning. It could be seen that there were 8 (26.66%) respondents who were strongly agree, 13 (43.33%) were agree, 4 (13.3%) disagree and 5 (16.66%) strongly disagree.

a. I am efficient to collecting assignments in distance learning

Based on responses from the 30 respondents about the efficient to collecting assignment when distance learning. It could be seen that there were 9 (30.00%) respondents who were strongly agree, 10 (33.33%) were agree, 8 (26.66%) were disagree and 3 (10.00%) were strongly disagree.

Face-to-face courses are perceived by students as offering higher levels of interaction, both with the instructor and with other students in the class, than online courses

I more understand interactions or discussion when studying in classroom learning

Based on responses from the 30 respondents about understand interactions or discussion when studying in classroom learning. It could be seen that there were 9 (30.00%) respondents who were strongly agree, 11 (36.66%) were agree, 5 (16.66%) were disagree and strongly disagree.

I more understand to instructions from lecturer in classroom learning

Based on responses from the 30 respondents about understand to instructions from

lecturer in classroom learning. It could be seen that there were 8 (26.66%) respondents who were strongly agree, 12 (40.00%) were agree, 4 (13.33%) disagree and 6 (20.00%) were strongly disagree.

Students in the face to face course reported significantly higher levels of achievement than those in the online course

I am easier to get the high scores when studying in classroom learning

Based on responses from the 30 respondents about easier to get the high scores when studying in classroom learning. It could be seen that there were 5 (16.66%) respondents who were strongly agree, 16 (53.3%) were agree, 9 (30.00%) were disagree, then 0 (0.00%) strongly disagree.

I am more motivated when studying in classroom learning

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DISCUSSION

The result of the two questionnaires from first indicator showed that the respondents agree with the learning technology with distance learning more effective and easier to communicate by using technology. It is supported by the result of interviews with the respondents. Students stated that distance learning is good in this pandemic situations and make a students learn more about technology in online classroom. According to Zhang & Kenny (2010:11) as new technologies become less expensive and various forms of multimedia are increasingly accessible, online learning environments are becoming widely used for teaching and learning purposes. students give the respondents most agree about easily to get the information and fluently in communication in distance learning, the conclude respond from students were they understand how in pandemic conditions facilitate their activities in distance learning activities such as today such as examples of improved computer and internet skills, Moore et al (14:2) that argued administered an open-ended survey to students in an assistive technology Rehabilitation Counseling course and found mixed results regarding student perceptions.

While, distance learning give negative impact to students for example students cannot handle the whole material perfectly because students can do other activities while studying through social media for example when there is notification of phone from some applications then their concentration is distracted. Besides, usually students and lecturer have a good communication lively, but nowadays it cannot happen because of distance learning. In other hand the problems of distance learning were signals of phone and the mobile data, when students study at home. In addition, classroom learning also has the negative impact to students for

example the time and energy that is used more in learning activities. If in the classroom learning, students must come to campus by a considerable distance. But, the negative impact from classroom learning is not particularly problematic for students.

CONCLUSION

From the findings and discussion of the research that have been explained and discussed on the previous chapter, the researcher could conclude that the students' perceptions both distance learning and classroom learning at English Education Study Program had respective advantages when the students studied with distance learning. They had a flexibility in taking time on work. They more understanding the material when they used technology. It is because technology gives them a new experience where previously students used to study in the classroom and especially English courses that only a few times use technology as a learning medium such as examples some students can understand the use of Google classroom, zoom, lark etc. this actually has a good impact for students who do not understand the function of technology as a learning medium , especially for media education majors who use technology is very important to learn in the 4.0 era as it is today.

In other hand, students' perceptions in classroom learning were: they had better interaction between students and lecture because learning in class interaction between lecturers and students is closer both emotionally and verbally, judging from the various statements students give comments that are almost the same average that classroom learning will involve a lot of activities between lecturers and students directly so that lecturers are able to see the learning activities in class in class optimally because all student activities in class will be monitored directly, than they were able to understand the material deeply because the learning in the class of lecturers will explain the material in detail and there will also be a two-way interaction between students and lecturers so that it is less likely that there will be miscommunication.

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