

Hospitality Student's Perception of English Online Learning During the Covid 19 Pandemic

Ni Luh Supartini¹, Ni Made Sri Rahayu²

¹Institut Pariwisata dan Bisnis Internasional

²Universitas Udayana

e-mail: ¹supartini@stpbi.ac.id, ²nimadesrirahayu3030@gmail.com

Abstracts: Covid - 19 Pandemic rapidly spread across the globe, and it affects many sectors in the world including education system. Before, the process of teaching and learning can be done through direct meeting, however it has changed into online learning. This issue becomes a challenge to hospitality school in which the students required to have 60% practice rather than theory. The teacher should be able transfer the practice class into online learning. This study discussed students' responses for online learning in hospitality school during this pandemic. Data were collected through questionnaire created on Google form consisting of 20 questions. The number of research respondent was 90 students of hospitality department from different semester at International Institute of Tourism and Business. The result showed that internet connection was the main problems in online learning. However, students enjoyed the learning process by providing some online activities at the of meetings.

Keywords: *online learning, hospitality students, students' perception*

INTRODUCTION

Recently, many countries in the world have been surprised by the outbreak of corona or Covid-19. This crisis is happening everywhere. The situation around the world has changed dramatically. Due to the spread of this virus, many industries have experienced crises. It is not only the economic sector that is affected, but also the education sector. Most of the governments worldwide have shut down the educational institutes to avoid the infection of Covid-19. Pandemic is a disease that is spreading in multiple countries around the world at the same time (Roxby, 2020).

This situation has affected all sectors including education. To issue notices to schools and other educational institutions, including higher education, to temporarily suspend regular teaching and learning activities in schools, and to encourage home-based courses through e-learning. Teachers are recommended to use multiple e-learning platforms such as Quipper School, Ruang Guru, Google Classroom, Zoom, and Moodle. Nowadays, these e-learning platforms are very popular in Indonesia because they are widely used and installed. Online learning has become one of the current and potential problems.

The rapid growth of online learning implementation may sound familiar to educators, but they must understand how students perceive, access, and respond. These factors may result in different implementations, depending on where the online learning takes place and who the students are. During the COVID-19 pandemic, the popularity of online learning in Indonesia has spread not only in small cities but also in villages and even rural areas. It's ideal execution conditions with a very wide scope of implementation depend on the characteristics of each region. The Internet is the main requirement for online learning. When studying at home, this obstacle appears a lot. Online learning has become a challenge faced by hospitality students, because basic vocational education should pay more attention to skills, especially field research, and balance it with general knowledge and attitudes.

In terms of analysing perception, it is important to define this term first. Perception is the object, occurrence, and relationship experience acquired by resuming and interpreting message knowledge. In resuming information and predicting message, it gives a sense to stimulus-response that includes focus, hope, motivation, and memory. Michotte (2019) & Septinawati, et al. (2020) then establishes perception as a step of the total action process that helps us to adapt our behavior to the environment we live in. Martono (2010) also stated that perception is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon. Therefore, in this study, the experience of the students focuses on the students' participation, language difficulties levels, internet issues, and also an online learning platform suitable to their needs and

condition. These variables are important to make the understanding of online learning by students more contextual to the needs of this study.

Online learning is described as learning from a distance. Stern (2018) stated that online learning is just a form of 'distance learning', the umbrella term for any distance learning that takes place rather than conventional classroom learning. Electronic devices, such as tablets, smartphones, laptops and computers that need internet connectivity, are supported (Gonzalez & Louis, 2018). Aparicio, Bacao, & Oliveira (2016), which offers the scope of online learning, divides online learning into two main areas, learning, and technology, where learning is the cognitive mechanism for knowledge achievement, and technology is the tool to help the process of knowledge achievement. With the Information and Technology case, some of us are innovating to shape IT that can be personalized to make it easier for others to carry out day-to-day activities, beginning with messages of causation, assignments and on-line contact, exploring and acquiring a few items online, ordering tickets and modes of transport on-line and many others. Khusniyah & Hakim (2013) shows that many of ICT's education potential edges are, acting as a collaborator for long-term learning, making improvements in the role of the teacher in teaching and hence in the role of scholars in learning, open access for interactive materials and data across networks, and removing time and scope constraints within the learning environment

Therefore, when the outbreak of Covid-19 forced all schools to close and students to study from home, they were hardly faced with the problem of adaptation. In addition, the role of educators is very critical for successful online learning to be carried out. To participate in an online classroom, certain competencies are required. Skills such as communication skills, technical competence, insightful input provision, administrative skills, accessibility, learning monitoring and student support are required (Kusmiarti et. al., 2020). The quality of education can also be enhanced by access to technology, but not all educators have the maximum skills necessary for online teaching. This sometimes becomes a disparity between students and teachers, and so the technical skill of all educators must continue to be improved.

METHOD

This study applied quantitative descriptive by relying on the survey to provide a valuable analytical study on the subject or relevant issue from a number of individuals. As a sample, there were 21 students DIV Hotel Management from third semester. The researcher used purposive sampling involving a number of students who had a strong network to access online learning during Covid-19 pandemic.

The data was obtained from questionnaire created via Google Form. The questionnaire was used to collect sample data to describe the perspective of using online learning. The questionnaire consisted of 20 items as open-ended questionnaires. The research data were obtained by Google form by analysing respondents of participants to understand their perspective of using online learning to obtain the necessary information, then data were analysed and described to obtain answers to questions. The questionnaire metrics are composed of five indicators: 1) student's participation, 2) language difficulties levels, 3) internet issues, 4) online learning platform suited with their needs, and 5) Prefer online learning or offline learning.

RESULT AND DISCUSSION

The results of the study were collected from 90 students from DIV Hotel Management of 1st and 3rd semester. The findings from the questionnaire are presented in further explanation.

a. Student's

Participation

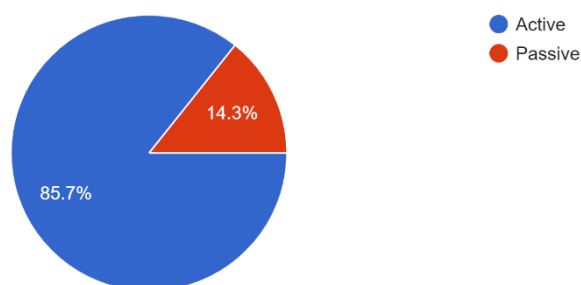


Figure 1: The Percentage of Student's Participation

Figure 1 shows the response and participation of learners about learning English online. Among the twenty-one students who participated in online session, 85,7% of respondents responded actively during online session. Meanwhile, 14% of respondents reacted passively as they don't have enough data or quota and no proper gadget to support their learning. In the least developed region, poor conditions were common because of its limited infrastructure and public facilities (Agung, 2019).

b. Students' Comprehension of Language Skills

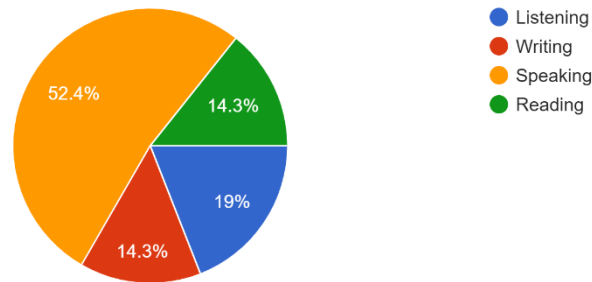


Figure 2: The Percentage of Students' Comprehension of Language Skills

This figure reflects the learners' comprehension of the level of language skills they had to learn in online English. In this questionnaire, there are four skills to be measured such as Listening, Speaking, Reading and writing. Respondents were asked what skills are difficult to learn in the online English class, after measuring the percentage of responses, it is found that speaking is the most difficult skill to learn in the online English class (52, 4%) and the second level of difficulty is listening which gets 19% and then Writing (20 %) and the last one is Reading (15%). It is in line with Alberth (2011) that student and teacher characteristics, instructional design, support for teachers and students, technology and language skills characteristics need to be carefully considered when planning online language learning simply because they could potentially affect the learning and learning experiences of students in this new learning environment.

c. Internet Issues

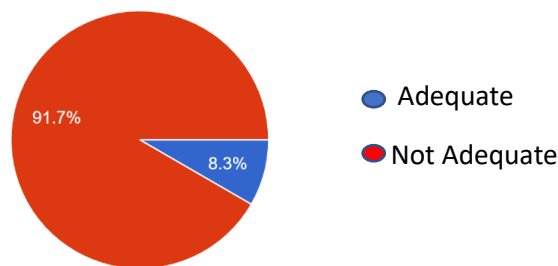
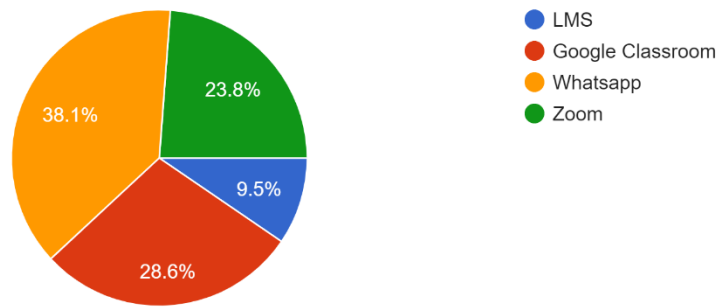


Figure 3: The Percentage of Internet Issues

Figure 3 shows that 8,3% of respondents indicated that internet connectivity during online learning was adequate, while 91,7% of respondents claimed that internet access was not adequate for online learning.



d. Online Learning Platform

Figure 4: The Percentage of Online Learning Platform Used

According to the students, there are some types of online learning platforms for their home study, including LMS, Google Classroom, WhatsApp, Zoom. Not all of them were, however, suited to the student's situation and needs. The student recommendation on the use of the e-learning platform was 38,1% on WhatsApp, 28,6 % for Google, 23,8 % on Zoom, Classroom and 9.5% for LMS.

e. Learning Process

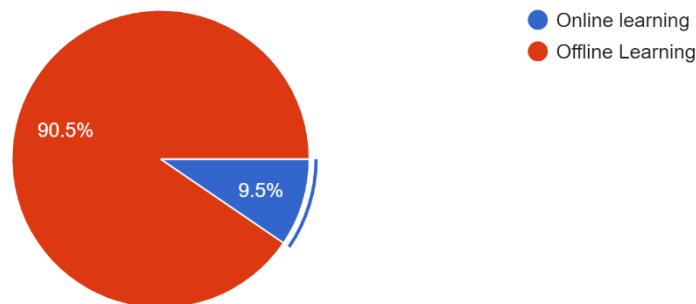


Figure 5. The Percentage of learning process

Figure 5 shows that 90,5% of respondents indicated that choose offline learning for the teaching and learning process, while 9,5 % of respondents online learning for teaching and learning process, from the student perception above mean student still comfort learning process in offline learning.

DISSCUSION

a. Student Perception

Uncovering the result of the engagement of students, the information reveals that most students were effectively engaged in online learning. It did not, in any case, infer that they were excited. Numerous students shown that they were burdened by the assignments. Meanwhile the students accepted the assembly to be enjoyable, but were incapable to stand up to the marathon's assignment. Amid this pandemic, online learning was considered pleasant to teach and to pay for learning. However, the abundance assignments were slaughtering them, since all the lecturers gave the assignment to them (Khusniyah & Hakim, 2019).

b. Students' Comprehension of Language Skills

From the discoveries shown in Figure 2, it is appeared that listening skills are the most difficult skills to memorize in online learning. The conveyance of materials in online learning was generally great. In any case, some students said that they required much time in downloading the listening material since of the internet quality that they had. Others too uncovered that they needed to discover a quiet place to listen up and concentrate in answering the listening task whereas their circumstance was so loud around (Le & Pham, 2020). They also found it troublesome to get the material because of their gadget didn't support the innovation. In

speaking, the students felt bashful and not recognizable to perform within the front of the screen in taking an interest the part play, brief talk, and others.

c. Internet Issues

The internet is considered to be the source of the essential materials to achieve educating and learning goals (Surtikanti, 2020). During COVID-19, the need for web is exceptionally high for learners; to engage within the online classroom, to search for data, to do assignments, and so forth. However, some locales with destitute internet signals may have numerous issues with online learning. The figure 2 appears the result that 58.3% of respondents replied that web get to is adequate during online learning, in the meantime, 41.7% respondents said that internet access isn't adequate for online learning. The issues of web issues among learners are such as constrained internet credit, moderate internet network, or incompatible contraption or gadget. In this circumstance, the reasonable and accessible connectivity of the web is exceptionally helpful for learners. The Internet connection was the primary issue of this condition. Network interaction can too show noteworthy challenge for both lecturer and students.

d. Online Learning Platform

WhatsApp was considered a inviting and commonplace application for them and their devices with regard to the online learning platform that pertinent for the requirements and circumstance of the students. Teaching materials content, video, sound, Lisa Rakhmanina, Feny Martina, Friang Br Halolo, Students' Recognition on Online English Learning Syafryadin, Noermanzah amid Covid-19 Pandemic Era Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing Vol. 3, No. 2, 2020 436 learning association, record, and photo) might be effortlessly shared in two-way intuitive via the WhatsApp community. In expansion, the students contended that WhatsApp performed generally well beneath a weak signal whereas the other apps did not perform as well as WhatsApp. Some respondent said that Zoom and Google classroom needed more information than Whatsapp (Noermanzah & Suryadi, 2020; Fitriyani et al., 2020). Google Classroom, in the interim, was moderately direct since it.

e. Learning Process

From the data obtained in the learning process between online learning and offline learning, students prefer offline learning, this is because students are not familiar with the online learning process. This is influenced by several factors, one of which is limited internet access, which is also the main reason for students to choose offline learning over online learning. Less effective e-learning can be due to restrictions in internet accessibility, hardware and software (computer program) as well as financing which is frequently an obstacle in maximizing online learning resources. (Yaumi, 2018). Briliannur (2020) states that the delivery instrument isn't a determining figure for the quality of learning, but rather the design of the subject decides the adequacy of learning. As numerous as 100% of students lean toward lectures to be conducted offline (Anhusadar, 2020).

CONCLUSION AND SUGGESTIONS

A huge tide of worldview move within the Indonesian instruction framework has been generated by the Covid-19 pandemic: from physical to online classroom. For the sake of human prosperity, computerized classrooms seem to be the proper arrangement. Teachers and students are anticipated to work and study from home. Based on the findings over it can be gathered that students have a favourable viewpoint on online learning within the midst of the Covid-19 pandemic. In spite of the issues and a few challenges that they confront, they consider online learning to be exceptionally useful, but not completely effective.

Another result is around the desires of learners of the level of complexity of language skills they had to learn online learning in English. The students considered that the foremost challenging skill to learn in an online English class was the speaking section. There's a really high need the internet access for learners; to engage in online classes, to look for information, to do assignments, and so on. In supporting the circumstance, reasonable and open internet access is exceptionally imperative for learners. Teachers and schools ought to make attempts to respond to the requirements of students, such as need of financial support and accessibility of Internet connectivity. Besides, WhatsApp is highly recommended to be utilized some time recently Zoom and others platforms since WhatsApp is more common to users (lecturers and students) and is less demanding to access Furthermore, this research highlights that this study can ended up an input for lecturers and institutions in

arrange to grant more attention and improve the standard of English online learning so that results and comes about can be accomplished as expected. The result showed that internet connection is the main problems in online learning. Moreover, students more prefer offline learning rather than online learning.

REFERENCES

- Anhusadar, L.A. (2020). Persepsi Mahasiswa PIAUD terhadap Kuliah Online di Masa Pandemi Covid 19. *Journal of Islamic Early Childhood Education*. 3 (1), 44- 58
- Azwandi, A., Harahap, A., & Syafradin, S. (2019). Penyuluhan dan Pelatihan IctEnhanced Teachizg–Learning sebagai Model Pengembangan Profesional Guru di Kota Bengkulu. *Jurnal Pengabdian Masyarakat Ilmu Terapan (JPMIT)*, 1(1).
- Gonzalez, D., & Louis, R. St. (2018). Online Learning. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed.). <https://doi.org/10.1002/9781118784235.eelt0423>
- Khalil, Z. M. (2018). EFL Students' Perceptions towards Using Google Docs and Google Classroom as Online Collaborative Tools in Learning Grammar. *Applied Linguistics Research Journal*, 2(2), doi:10.14744/alrj.2018.47955
- Khusniyah, N., L., & Hakim, L. (2019). Efektivitas pembelajaran berbasis daring: Sebuah bukti pada pembelajaran bahasa inggris. *Jurnal Pemikiran dan Penelitian Pendidikan*. 17(1), 19-33. Tersedia pada: <http://journal.uinmataram.ac.id/index.php/tatqif>. Diakses 12 Mei 2020
- Martono, N. (2010). *Metode Penelitian Kuantitatif*. Jakarta: Rajawali Pers.
- Michotte, A. (2019). *The Perception of Causality* (1st ed). London: Routledge.
- Noermanzah, N. & Suryadi, N. (2020). Improving Students Ability to Analyze Discourse Through the Moodle-Based Blended Learning Method. *English Review: Journal of English Education*, 9(1), 83. <https://journal.uniku.ac.id/index.php/ERJEE/article/view/3781/0>
- Roxby AC, Greninger AL, Hatfield KM, et al. Detection of SARS-CoV-2 among residents and staff members of an independent and assisted living community for older adults - Seattle, Washington, 2020. *MMWR Morb Mortal Wkly Rep*. 2020;69(14):416-418. doi:10.15585/mmwr.mm6914e2 [PMC free article] [PubMed] [CrossRef] [Google Scholar]
- Septinawati, S., Febriani, R.B., Tarwana, W., Syafradin, S. (2020). Students' Perceptions Toward the Implementation of Quipper School as an ELearning Platform in Teaching English. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(2), 223-238.
- Stern, J. (2018). Introduction to Online Teaching and Learning. *International Journal of Science Education*, 3, 1–10. <https://doi.org/10.1002/9781118784235.eeltv06b6>
- Surtikanti, M. W. (2020). Textbook Evaluation on Curriculum 2013-Based Textbook “When English Rings A Bell” for the Seventh Grade. *Journal of English Education and Literature*, 1(1), 11-17.
- Yaumi, Muhammad. (2018). *Media dan teknologi pembelajaran*. Jakarta: Prenadamedia Group Nursobah, A., Dedih, U., Hapid, H., & Nurhamzah, N. (2020). Dampak pembelajaran daring terhadap penguatan literasi informasi dalam budaya akademik mahasiswa. Discussion Paper Hasil Telusur Hasil web Atthulab: *Islamic Religion Teaching and Learning Journal*. (Unpublished). Uin Sunan Gunung Djati