# THE EFFECTS OF ONLINE LEARNING ON PG-PAUD STUDENTS' ENGLISH LEARNING ACHIEVEMENT ASSESSED FROM THEIR PRIOR KNOWLEDGE IN THE EVEN SEMESTER OF 2019/2020 ACADEMIC YEAR

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## Abstract

In the midst of the current outbreak of the Covid-19 virus, online learning, including learning English, is the right choice. This type of learning in its implementation requires supporting applications. Among the applications that can be used for learning English include Zoom, and Google Classroom. The use of these applications will be examined through this research. The use of this application aims to see the increase of ability in learning English course, namely in terms of reading skill. The participants in question are 12 2018 students majoring in Early Childhood Education (PG-PAUD) who, in the even semester of the 2019/2020 Academic Year, took the course English for Scientific Works, so at the same time, they are the samples of this research. The method used in this research is descriptive qualitative and the design is a case study. The results show that the participants can improve their English skills, especially in reading and writing, through this online learning. The proof is that their scores, both in every meeting and mid-term or last-term test, have always improved.

**Keywords**: Online Learning, Learning Achievement, English

## INTRODUCTION

Learning English in Indonesia is generally more about memorizing than understanding. This seems less supportive in equipping students to be able to practice English, both when communicating with people from abroad and when dealing academically. In fact, English lessons or courses are very important lessons as a provision for the nation's generation to be able to compete at the international level. So, teachers or lecturers play an important role in making them a strong generation. Breakthroughs and bright ideas are needed for improving the education of this subject.In this day, the development of technology and information, one of which is through the internet, is indeed going very fast. We can easily search and find various things on the internet, including websites that contain a lot of material and how to learn English for free. Learning English using this technology will be increasingly needed, especially when, at this time, many countries in the world, including Indonesia, are facing an outbreak of the Covid-19 disease that is easy to spread. The pandemic that originated in China has had a huge impact on various fields, one of which is learning English in campus. Through a Government Instruction, campus is asked to take a day off and requires students to study at home. So does the English learning process. So far, the learning is usually done face-to-face in class, then now it has switched to their homes.

Based on the conditions above, among the solutions that can be used at this time is to maximize learning English using certain applications that can provide opportunities for students to learn English through various materials and unique ways in each application. There are lots of applications that can be used for learning English online, including Zoom and Google

Classroom. The use of these applications will be examined through this research. It aims to see the extent of effects online learning applications have on the students' English language skills, namely in terms of reading and writing skills. The students in question are those majoring in Early Childhood Education (PG-PAUD) of 2018 who, in the even semester of the 2019/2020 Academic Year, were taking English lessons for Scientific Work. So, the title for this study is *The Effects of Online Learning on PG-Paud Students' English Learning Achievement Assessed from Their Initial Abilities in The Even Semester Of 2019/2020 Academic Year*.

It is hoped that the results of this research can contribute to knowledge regarding the use of online learning in English for Scientific Work for PG-PAUD students in the even semester of the 2019/2020 Academic Year. It is also hoped that English teachers, especially English for Scientific Work, can analyze the advantages and disadvantages of this online learning. It is hoped that students will be more interactive in participating in learning. They are also expected to be able to develop and improve their understanding of English courses, especially English for Scientific Work.

According to Molinda (2005: 182), online learning is an effort to connect students with learning sources (databases, experts / instructors, libraries) to communicate, interact or collaborate, either directly / synchronously or indirectly / asynchronously, even if physically, they are separate or even far apart. Online Learning is very potential because students and teachers can access material widely from various sources. One general definition of online learning is given by Gilbert & Jones (2001) as cited in Surjono (2011), namely: the delivery of learning material through an electronic media such as the Internet, intranet / extranet, satellite broadcast, audio / video tape, interactive TV, CD-ROM, and computer-based training. (CBT). A similar definition is also proposed by the Australian National Training Authority, Kempner (2004), which includes applications and processes that use various electronic media such as the internet, audio / video tapes, interactive TV and CD-ROM to deliver learning materials more flexibly.

With regard to the foregoing, for this study, there are three applications that are at the center of the study, namely Zoom and Google Classroom. The following is a brief explanation of the two apps and continued by the explanation about reading and writing.

**Zoom**

Zoom is a communication application using video and can be used in various devices, both mobile and desktop. This application is usually used to conduct face-to-face remotely with a large number of participants. History of Zoom. Zoom was founded by Eric Yuan, who is currently the CEO of Zoom Technologies, Inc. The idea of starting a video conferencing startup started when Eric was in college and was in a long-distance relationship with his girlfriend (https://trikinet.com/post/apa-itu-zoom, accessed on October, 2020).

Yuan then shared his idea to create a video conferencing application. The idea was rejected by Cisco officials so that Eric finally decided to leave the company. In 2011 Eric Yuan officially founded Zoom. There are many features available in this Zoom application, including HD Video and Audio. Using this application, you do not need to worry about the quality of the image and sound produced because it has been supported by high definition or HD quality.

Through Built-in Collaboration Tools, users can share screens together and co-write important notes from meeting results for more interactive meetings with built-in collaboration tools. From the perspective of security, the existence of an end-to-end encryption feature that can be used in all meetings via the Zoom application makes the security of its users unquestionable. Additional security you can get from a password that only you know about it. Through Recordings and Transcripts Meeting, participants can also record meetings conducted via Zoom

and then save the recording on their respective devices or on a cloud account. In Scheduling Features, you can schedule the video conference that you will be doing. You can also start a video conference or meeting through your Outlook, Gmail, or iCal account. Through Team Chat, you can easily chat with meeting participants. You can also easily find conversation history, share files that have been integrated and the data can be stored for 10 years. This feature certainly makes it easier for meeting participants to make calls between participants or make group calls.

## Google Classroom

Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing and grading assignments without having to be face to face. Google Classroom's main goal is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and delivery, Google Docs, Sheets, and Slides for writing, Gmail for communications, and Google Calendar for scheduling. Students can be invited to join classes via a personal code, or be automatically imported from the school domain. Each class creates a separate folder in each user's Drive, where students can submit work for teachers to grade. The mobile app, available for iOS and Android devices, lets users take photos and attach assignments, share files from other apps, and access information offline. The teacher can monitor progress for each student, and once assessed, the teacher can return to work together via comments.

## Reading

As we know that in any language, including English, there are four language skills, namely speaking, listening, reading, and writing. In connection with this research, the improvement of English learning achievement from students of the 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year will focus on improving reading skills, namely reading and writing. The following is a brief explanation of both. First, reading as a method of learning English is one of the most effective ways to improve vocabulary mastery.

Learning English as a second language is not easy. A person's fluency in language is also related to the time and usage in everyday life. If someone has reached a certain level of English, one can read an English book without having to look up the meaning of each word in it. Through this reading, students of the 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year must at least be able to make every assignment in the English Course for Scientific Work. Their ability to make assignments will be largely determined by their ability to read the instructions given and their ability to understand or read the material at each meeting.

## Writing

Second, Writing According to White (1985) is a writing activity that can be a media or learning tool for language components because in writing skills students are required to apply knowledge of grammar, grammar, sentence structure, idioms and vocabulary. Besides that, students are also given the opportunity to explore the language they are learning. According to Graham (2007) learning writing skills has two important benefits. First, writing is a skill that can show the ability to use strategies (such as planning, evaluation, and revision) to achieve the goals of the writing itself with various opinions and supporting evidence they have. Second, writing means expanding and deepening students' knowledge. Writing is a tool for learning lessons. Through this writing, students of 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year must at least be

able to write each assignment in English for scientific work. Their ability in writing this assignment, for example, is to write or translate journal articles in Indonesian into English.

**Prior Knowledge**

Prior knowledge, according to Winkel (1996: 134), is an ability needed by a student to achieve instructional goals. The initial abilities of students differ from one another. The initial abilities of students can affect a teaching and learning process in the classroom, for example, the level of intelligence, creativity, levels of learning motivation, developmental stages, language skills, attitudes towards tasks, habits in learning, learning speed and physical condition. Based on the explanation above, the question for this research is to what extent does this online learning give effects to the English learning achievement done by the students of 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year?

**METHOD**

The method used in this research is descriptive qualitative. According to Creswell (2010: 5), this is a descriptive study and tends to use analysis. Process and meaning (subject perspective) are emphasized more in qualitative research. The theoretical basis is used as a guide so that the focus of the research is in accordance with the facts in the field. In addition, this theoretical basis is also useful for providing an overview of the research background and as material for discussion of research results. There is a fundamental difference between the role of theoretical foundations in quantitative research and qualitative research. In quantitative research, research departs from theory to data, and ends in acceptance or rejection of the theory used; Meanwhile, in qualitative research the researcher departs from the data, utilizes existing theories as explanatory material, and ends with a "theory". The design for this research is a case study. According to Flyvbjerg (2011), a case study is one of the research methods in social science. In research using this method, an in-depth longitudinal examination of a situation or event known as a case is carried out using systematic methods of observing, collecting data, analyzing information and reporting the results. As a result, you will gain an in-depth understanding of why something happened and can form the basis for further research. Case studies can be used to generate and test hypotheses. This research is conducted in IKIP Siliwangi Bandung environment in class A1 of the 2018 Early Childhood Education (PG-PAUD) class in the even semester of the 2019/2010 Academic Year. The location and sample determination were based on the consideration that the research location was located in the area where the researcher lived. In addition, researchers also teach English for Scientific Work in the class. The time to be used in this research is in the even semester between January and June 2020 for the 2019/2020 Academic Year.

**RESULTS AND DISCUSSION**

**Results**

As having been explained before that this study focuses on the effects of online learning applications, namely Google Classroom and Zoom, to the English learning achievement done by the students of 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year.
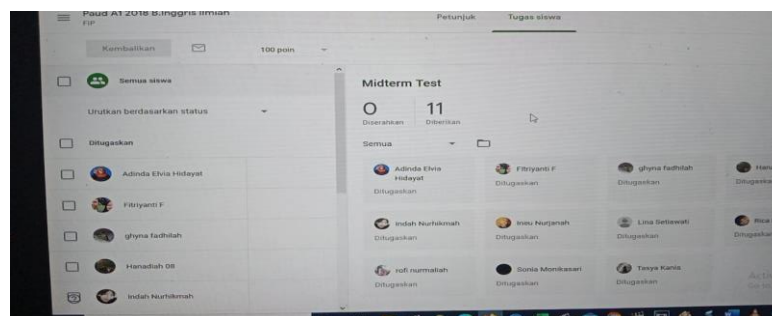
**Google Classroom**

The following pictures are the desktop of Google Classroom that is used for teaching Bahasa Inggris untuk Karya Ilmiah (English for Scientific Works) to the students of 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year. Here are the pictures:

**Fig.1 Desktop of GC in the 1ˢᵗ Meeting**
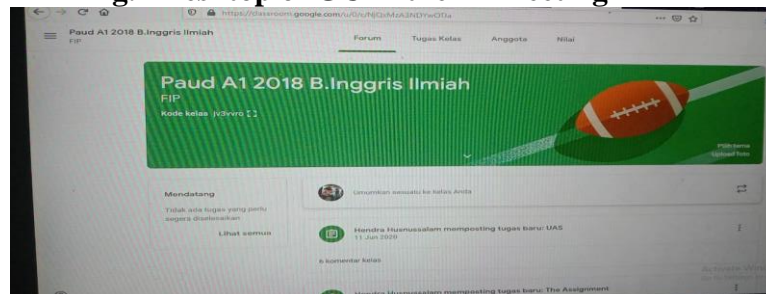


In the Fig.1, we can see the display of Google Classroom in the first meeting. In this meeting, the students are presented the materials to be learnt by them. The materials cover the source books and instructions to be understood by them. In understanding the materials, it can be said the students' comprehension is already good. They are able to read the materials. This is proven by their absence of questions in terms of these materials. They already understand that these are the materials that have to be learnt by them.

**Fig.2 The Display of GC in the 8ᵗʰ meeting**



In the Fig.2, we can see the display of Google Classroom in the eighth meeting. In this meeting, the students are presented the materials of Mid Term Test to be solved by them. The test covers the materials since from beginning to the seventh meeting. In understanding the materials, it can be said the students' comprehension is already good. They are able to read the materials. They also eventually are able to answer the test completely. On the average of grade ranging from 10 – 100, their means is 60.

**Fig.3 The Display of GC in UAS (Last Semester Test)**

In the Fig.3, we can see the display of Google Classroom in the last meeting. In this meeting, the students are presented the materials of Last Semester Test to be solved by them. The test covers the materials since from beginning to the seventh meeting. In understanding the materials, it can be said the students' comprehension is already good. They are able to read the materials. They also eventually are able to answer the test completely. On the average of grade ranging from 10 – 100, their means is 65. It means that their writing and reading skills improve better than since from the beginning of the course.

**Zoom**

The following pictures are the pictures of Zoom that is used for teaching Bahasa Inggris untuk Karya Ilmiah (English for Scientific Works) to the students of 2018 Early Childhood Education Teacher Education (PG-PAUD) study program in the even semester for the 2019/2020 Academic Year. Here are the pictures:

**Fig.1 Desktop of GC in the 2nd Meeting**



In the Fig.1, we can see the display of Zoom in the second meeting. In this meeting, the students are presented the materials about *How to Write an Abstract*. The materials cover the tips from sources books to be understood by them. In understanding the materials, it can be said the students' comprehension is already good. They are able to read the materials. They also are able to answer questions, both in question-and-answer session and when they are told to write a sentence of an abstract. The means of their writing results is 60. It means that their reading and writing skills are good enough.

**Fig.2 Desktop of GC in the 9th Meeting**



In the Fig.2, we can see the display of Zoom in the ninth meeting. In this meeting, the students are presented the materials about *How to Write Methodology*. The materials cover the tips from

sources books about to write methodology of a research. In understanding the materials, they are able to read the materials. They also are able to answer questions, both in question-and-answer session and when they are told to write a sentence of methodology of research. The means of their reading and writing results is 60. It means that their reading and writing skills are good enough.

## CONCLUSION

Based on the results and discussions of the study, it can be concluded that the use of online learning applications, Zoom and Google Classroom, gives good effect on the students' writing and reading skills. This can be seen from their performances in every meeting. From the first meeting until the last meeting, the students can improve their writing and reading skills. The results of this study suggest that this research is open for further researchers in analyzing the use of online learning applications for online learnings, because in the midst of the current outbreak of the Covid-19 virus, online learning, including learning English, is the right choice.

## ACKNOWLEDGMENTS

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