

**STUDENTS' PERCEPTION TOWARD THE USE OF *GESCHOOL* IN  
LEARNING ENGLISH**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed.) in English Language Education*



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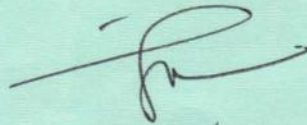
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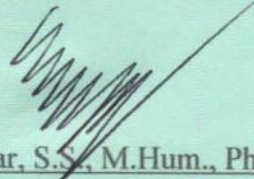
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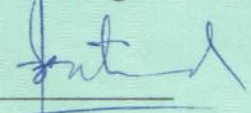
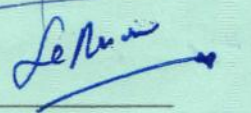
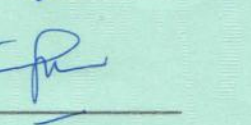
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#### **ABSTRACT**

The focus of learning had changed from face-to-face learning to online learning because of the covid-19 pandemic that happened in the beginning of March 2020 in Indonesia. *Geschool* was one of the alternative ways which was used for online learning. This study aimed to find out students' perception toward the use of *Geschool* in English learning which was relevant with the lesson delivery, accessibility, media, features and materials used, and personal factors. The design of the research was conducted by using the descriptive research with a quantitative and qualitative approach. The population of this reseach was eighth grade students of of SMPN 1 Gunung Talang academic year 2021/2022 consisted of 176 students. The sampling was 136 students consented to participate in this study and 2 participants were interviewed per each class. The result was the students had relatively negative perceptions toward the use *Geschool* in learning English. The students mostly got confused and did not understand the materials because teachers barely gave further explanations. They cannot enjoy the learning toward it. The students were easy to access the material and assignment given in *Geschool*. However, they cannot get more access to the references or reading materials. Unfamiliar with the *Geschool* was also one of the problems students face and it took time to master the application. The students were also less-motivated and felt lazy learning English toward Geschool.

**Keywords: English online learning; students' perception; *Geschool***

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### **ABSTRAK**

Fokus pembelajaran berubah dari pembelajaran tatap muka menjadi pembelajaran online karena adanya pandemi Covid-19 yang terjadi pada awal Maret 2020 di Indonesia. *Geschool* merupakan salah satu cara alternatif yang digunakan untuk pembelajaran online. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan *Geschool* dalam pembelajaran bahasa Inggris yang relevan dengan penyampaian pelajaran, aksesibilitas, media, fitur dan materi yang digunakan, dan faktor pribadi. Desain penelitian menggunakan penelitian deskriptif dengan pendekatan kuantitatif dan kualitatif. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Gunung Talang tahun ajaran 2021/2022 yang berjumlah 176 siswa. Sampelnya adalah 136 siswa yang setuju untuk berpartisipasi dalam penelitian ini dan 2 peserta untuk wawancara per kelas. Hasilnya adalah siswa memiliki persepsi yang relatif negatif terhadap penggunaan *Geschool* dalam pembelajaran bahasa Inggris. Sebagian besar siswa menjadi bingung dan tidak dapat memahami materi karena guru hampir tidak memberikan penjelasan lebih lanjut. Mereka tidak dapat menikmati pembelajaran bahasa Inggris. Para siswa dengan mudah mengakses atau masuk ke dalam media *Geschool* dan mengakses tugas yang diberikan. Namun, mereka tidak bisa mendapatkan lebih banyak akses ke referensi atau bahan bacaan. Tidak familiar dengan *Geschool* juga menjadi salah satu kendala yang dihadapi siswa dan butuh waktu untuk menguasai aplikasinya. Siswa juga mereka tidak termotivasi dan malas untuk mengikuti pembelajaran menggunakan *Geschool*.

**Kata kunci: Pembelajaran Online Bahasa Inggris; Persepsi Siswa; *Geschool***

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# CHAPTER I

## INTRODUCTION

### **A. Background of Knowledge**

English had been a crucial language to learn around the globe in Indonesia. It was one of the main subjects included in the 2013 curriculum (K.13/Kurtilas) which was used at the secondary level. In junior high school, for instance, learning English aimed to develop students' ability to understand important information. As mentioned in Spolsky & Sung (2015), the English language in the 2013 curriculum used two types of objectives: (1) core competence (Kompetensi inti), which focused on moral and character development as well as psychomotor and cognitive aspects; and (2) basic competence (Kompetensi Dasar), which focused on the contents of each subject's knowledge. Another goal of the 2013 curriculum was to give a response to the discovery of a PISA (Programme for International Student Assessment) study that Indonesian students had the lowest reading ability among their neighbors (Ilma & Pratama, 2015; Prasetianto, 2014).

Based on the Regulation of the Ministry of Education and Culture (Permendikbud) no. 81A concerning the implementation of K.13/Kurtilas, it stated that the learning process according to the curriculum of 2013 provided opportunities for the students to be able to develop any pattern of learning that occurs inside the two-way interaction between the teachers and students. In the teaching-learning process, junior high school students were taught to possess the four language skills such as listening, speaking, reading, and writing. In addition to grammar and vocabulary mastery, the teachers asked the students to do "role

play” to improve their speaking skills, write some paragraphs for writing improvement, play some videos to improve listening comprehension and read a simple story to develop reading comprehension. The teachers also asked the students to develop more new vocabulary from text and draw the grammar pattern of English based on the sentences. Those were normal English teaching and learning processes for junior high schools in Indonesia.

These processes had been switched since March 2020 into what people call "covid-19 pandemic". It was a situation when teachers and students were no more engaged in the teaching and learning process in the same room called class. However, they were separated by the screen layer. It was caused by the Covid-19 pandemic that has happened in Indonesia for about years and still goes on. Since then, The Ministry of Education and Culture had decided that classroom activities were not allowed for health issues to prevent the virus from spreading. It did not mean the academic process had to stop permanently. The learning activities were switched to online learning which students were supposed to school from home.

Therefore, the schools had to find an alternative way how to teach and learn English activities kept going such as applying distance learning or online learning in this new normal era. A study conducted by Chun, et al. (2016) defined distance learning as an education system in which learners are separated from teachers and the learning process used various resources through Information and Communicative Technology (ICT). This was an effective and efficient way to learn whenever and wherever which helped the teaching-learning process still going on in the Covid-19 pandemic. Allen & Seaman (2017) stated that online learning was a learning system in that students and teachers do not need to meet

face to face directly. By using online learning, the students did not need to come to the classroom so they could slowly stop spreading the virus. While doing online learning, they could access instructional materials by sitting next to the screen. The material would be uploaded through e-learning media that only required internet access and the tools that were available for it, such as smartphones, PC, notebooks, etc.

Further, due to the covid-19 pandemic that had been going on since 2020, the massive potential of using online learning techniques had increased. It could not be overstated how important it was to keep up with the rapid advancement of technology to facilitate the teaching and learning process. However, not all students and teachers in Indonesia were familiar with the e-learning system. Because of the unpreparedness of the system, the majority of teachers, students, and staff were not prepared to deal, which presented its own set of challenges. It became unusual and hard, necessitating adaptability.

The challenges of using online learning had already found their way throughout the globe since then. According to the Kenyan study, as mentioned by Tarus et al. (2015), there were three major challenges to e-learning. Inadequate ICT infrastructure, a lack of technical skills, and financial constraints were all factors. In addition, the primary challenges of e-learning system adoption, according to Aung and Khaing (2015), were a lack of ICT knowledge, insufficient network infrastructure, and a lack of content creation. According to Kanwal and Rehman (2017), it was discovered that system features, internet experience, and computer self-efficacy were the major barriers to effective e-learning system



adoption in Pakistan. In conclusion, the issues were a result of insecure technology.

Moreover, to accommodate the pattern of online learning, the use of educational-based apps needed to be considered. One of the apps that can be used for teaching and learning English was *Geschool*. According to Dewi (2013), *Geschool* was an education-based application in which there were various features related to educational services and education. *Geschool* was specifically designed to create feature services friendship by collaborating from various existing features, so that could be operated as a proper and well-proportioned social media for students, teachers, and parents.

*Geschool* was one example of e-learning applications that can be used for online learning. Through *Geschool*, learners were able to interact, discuss, share information, and communicate. There were some features of *Geschool* to use such as *my room, my class, archive, explore, libary, and try out*. The application did not provide only the materials but also try-out test. The learners were able to study and take tests that were uploaded by the teachers and their scores or ranking were shown if the teachers set them. In addition, students' attendance was automatically checked by the application itself.

Nevertheless, the users of *Geschool* were not as many as the other online learning applications such as Google classroom, since it needed further development of its features as an education-based application. It was classified as a non-open-access application that schools must have registered first in order to use the app. There were also not many studies yet conducted about learning toward *Geschool*. The studies about learning toward the use of *Geschool* showed

that there were some issue about using *Geschool* as media learning. Anggraini (2021) conducted about the use of *Geschool* in learning on subject of art and culture fine arts mentioned that there was no further explanation from teachers because *Geschool* not provide feature that allowing teacher and students doing the face-to-face via online. Rasikh (2021) mentioned the problem encounter the effectiveness of Application *Geschool* media evalutaion of learning. It found that *Geschool* was not effecive enough to be used as a medium for evaluating students learning outcomes which was measured based on the results of significance there was no significant difference from the use of *Geschool* media and paper. In addition, Vela (2021) in her thesis about the use of *Geschool* in Learning Indonesian, mentioned that the problems was lack of motivation to learn Bahasa Indonesia and also the students who cannot master *Geschool* yet made them confused.

*Geschool*, being an education-based application, was expected to help the teaching-learning process for English learning at SMPN 1 Gunung Talang by improving students' performance in the English learning language. However, during teacher training at SMPN 1 Gunung Talang, it was discovered that teachers and students, particularly in the English course, had certain issues when utilizing the *Geschool*. Even though the school had selected to use the *Geschool* as the main media for delivering teaching and learning materials, it was found that there was lack of explanation of the lessons and no innovation for delivering the lessons.

One of the features, such as the material panel, still required additional improvement because there was no space for the students and teacher to interact.

Thus the discussion section that was always in face-to-face learning was not presented in *Geschool*. It was kind of wasting time and less efficient because the students and teachers had to move from one application to another. In sum, because of the limited features of this application, the teachers found it difficult to rate the students' engagement in the teaching and learning process and the lesson were not delivered properly. The another problem was accessibility, such as accessing the application, the material, and the connection to the *Geschool*.

Personal factors were not an exception. Some students cannot afford to acquire a smartphone or meet their internet limit, as well as those who lived in remote areas with no or slow internet access. As a result, some students continued to come to school to take their assignments. Then, one of the choices was to use materials created by other teachers from various schools. Despite the fact that there was an alternative, the English teachers at SMPN 1 Gunung Talang preferred to design their materials because the majority of resources offered were not based on a syllabus and were not structured. It also happened during try-out or daily-test in which students needed to come to school to do the tests. Those were the limitation of using *Geschool* in terms of personal factors so far in the school.

In consequently, students' perception of using *Geschool* was needed to be analyzed to evaluate the use of *Geschool* in learning English. Perception could be defined as someone's point of view to notice and understand things that might be different from other people. In addition, Kumar (2020) stated that perception was the process to get information through the eyes, ears, nose, and skin called sensory receptors. The students' perception was very important, especially for the teachers to improve the teaching-learning process and to prepare the preferable online class

for further meetings. Thus, the result of the student's perception held an important role in this research.

According to the informal observation and experience of the researcher, some problems of using English appeared in terms of material understanding, the application accessibility, the time requirement, the usage of available features, and also the lack of learning equipment while learning English using *Geschool*. The researcher conducted the research title: ***“Students’ Perception toward the Use of Geschool in Learning English”*** related to lesson delivery, accessibility, media, features and material used, and personal factors. There were few studies about the use of *Geschool*, and specifically there was no study about students’ perception in English learning. The researcher hoped it might help the teachers to improve their teaching methods in the English teaching-learning process using online media called *Geschool* and the next researcher can continue the study about *Geschool* in other terms themes.

## **B. Identification of the Problem**

According to the background of the problem, the author found that there were some issues related to *Geschool* as online learning media, such as some problems of using English appeared in terms of material understanding, the application accessibility, the time requirement, the usage of available features, and also the lack of learning equipment and internet quota while learning English using *Geschool*. There were few studies conducted to students’ perception of using *Geschool* in learning, especially there was no study yet about students’ perception toward the use *Geschool* in learning English that made the researcher interested to conduct this research.

There appeared to gap in the body of the research on learning English learning. Thus, to close the gap, this study focused on the students' perceptions toward the use of *Geschool* in learning English related to lesson delivery, accessibility, media, features, and material used, personal factors.

### **C. Limitation of the Problem**

This research focused on students at SMPN 1 Gunung Talang. Based on the problems above, the researcher limits the scope of this study to investigate students' perceptions toward the use *Geschool* in Learning English.

### **D. Formulation of Research Problem**

From the limitations above, the problem of this research can be formulated into: What are students' perception toward benefits and challenges in using *Geschool* in Learning English at SMPN 1 Gunung Talang?

### **E. Research Questions**

Based on the formulation above, the research question can be formulated as:

1. What are the students' perceptions of lesson delivery toward the use of *Geschool* in learning English?
2. What are the students' perceptions of accessibility toward the use of *Geschool* in learning English?
3. What are the students' perceptions of media, features, and material used toward the use of *Geschool* in learning English?
4. What are the students' perceptions of personal factors toward the use of *Geschool* in learning English?

### **F. Purpose of the Research**

There are four purposes of this research, as follows:

1. To find out the students' perceptions of lesson delivery toward the use of *Geschool* in learning English.
2. To find out the students' perceptions of accessibility toward the use of *Geschool* in learning English.
3. To find out the students' perceptions of media, features, and material used toward the use of *Geschool* in learning English.
4. To find out the students' perceptions of personal factors toward the use of *Geschool* in learning English.

#### **G. Significant of Research**

##### 1. Theoretical Significance

This research was expected to give contribution and information about students' perceptions toward the use of *Geschool* in learning English at SMPN 1 Gunung Talang. This research was also expected to be a reference for further research about learning English toward the use of *Geschool*.

##### 2. Practical Significance

The researcher hoped teachers were able to use the information from this research in planning transformation manner of perception for EFL students, especially for junior high school students toward the use of *Geschool* in learning English. Furthermore, the teachers were able to mirror it in teaching and learning English.

#### **H. Definition of Key Terms**

##### 1. Perception

Perception can be defined as someone's point of view to notice and understand things that might be different from other people.

## 2. English Online Learning

English online learning was an English learning media that can be accessed online. The English learning process can be done whenever and wherever they were without going to class.

## 3. *Geschool*

*Geschool* was an education-based application in which learners could interact, discuss, share information, and communicate (Dewi, 2013).