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## An Analysis Of Students' Attitude In Online English Learning At Fifth Semester Of English Education Study Program In UIN Sjech M. Djamil Djambek Bukittinggi

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**Abstract:** The purpose of this study was to find out the students' attitude in Online English learning using zoom at fifth semester of English education study program in UIN Sjech M. Djamil Djambek Bukittinggi. This study used a quantitative approach with a survey design. The population of this study were the students of English education study program at fifth semester academic year 2021/2022, consisting of 127 students from 4 classes. The researcher used simple random sampling technique because the population in this study was more than one hundred so sample in this study was 25% or 32 students. In collecting the data, the researcher used an instrument in the form of a questionnaire. The results of this research related to students' attitude in online English learning using zoom at the fifth semester of English education study program in UIN Bukittinggi academic year 2021/2022 show that some of students had negative and positive attitudes. Based on the findings, the negative attitude that students generally did was turned off the zoom camera when did other activities during English class using zoom with a percentage of 100%. Sometimes most of them felt sleepy while learning English using zoom with a percentage of 90.6%. Besides, they were also had positive attitude such as they liked to speak English in English class on zoom with percentage of 62.5%. So, in general indicated that the students of English education study program at fifth semester academic year 2021/2022 in UIN Sjech M. Djamil Djambek Bukittinggi had negative attitude in learning English online using zoom.

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### INTRODUCTION

Corona virus pandemic (Covid-19) was a contagious that was discovered in Wuhan, China in December 2019. This virus entered Indonesia in March 2020 and caused many aspects to be affected, one of which was the aspect of education. In this aspect, the

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government has changed the learning system from face to face to online learning. The purpose of implementing the online learning is to avoid crowds in a school or educational institution in order to minimize the spread of the corona virus.

Online learning was a distance learning process that using web and internet. As maintained by Arifmiboy (2022) argues that online learning is a learning process that is done electronically using computers and network-based media. It means that online learning is a distance learning process that using web internet as media in learning. Nowadays, there are several media used in online learning, one of them is Zoom.

Zoom is an application with virtual face-to-face interaction via video conferencing. This application is equipped with various features such as video, microphone, room chat, raise hand, applause, etc. Siska Oktaviani (2021) argues that the Zoom application can be used on laptop and smartphone for free with a maximum capacity of 100 participants with a time limit to 40 minutes and no time limit with paid Zoom application. So, Zoom application is widely used as a learning media when online learning because this application can be operated via laptop or smartphone and the participant capacity is large.

The use of zoom in online learning allowed us to interact with many people such as lecturer and other friends. Everyone has different character and attitude. The character is related to attitude. According to Baron and Bryne in Vishal Jain (2014), attitude is long-term clusters of feelings, beliefs and behavior tendencies directed against specific people, ideas, objects or group. And according to Oktavia (2020), an attitude is a set of opinions or beliefs around an object or situation. So, attitude relate to how the feel, belief and behave toward an object.

The learners' attitude toward an object can be influenced by several factors. The factors such as culture, significant other, mass media, educational institutions or religious institutions, emotional factor. Besides, other factor that can influence attitude is personal experience. Without having experience at all with an object, it tends to form a negative attitude towards the object. On the other hand, experience with an object gives rise to response. This response shapes a someone's attitude, but wheater that attitude is positive or negative depends on various other factors (Zuchdi, 1995). So, personal experience can influence someone's attitude and that experience can be obtained if someone has experienced it before.

In addition, Latif Ahmad (2012) argues that attitude has three components, which are cognitive, affective and behavioral component. The cognitive component is the ideas or beliefs that somebody have about attitudinal object. It is related to understanding about an object. The affective component refers to the emotions or feelings about attitudinal object. It influences person's further actions towards the attitude object. The last component of attitude is behavioral or conative component. It is intentions or dispositions to action and behavior directed towards the attitude object.

Furthermore, there are some examples of attitude in online English learning when using zoom application such as some students turning off the zoom camera, sometimes they do other activities when online English learning using zoom. Dharma in Thamrin (2020) argues that when learning using zoom, the students become more focused on listening to individual or group presentation in more pleasant conditions so it is considered more effective in increasing their understanding. In fact, sometimes some students lack focus when online English learning using Zoom. It is proven by some students sometimes do other activities while using zoom and they do that when the zoom camera is off so the lecturer don't know what they are doing. Besides, another example related to attitude is some students are late to

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join zoom when English learning.

Researcher has conducted preliminary research by using interview in September 2021. The researcher interviewed some students of English education in fifth semester (academic year 2021/2022) and found some information. The first, some students often turned off the camera when using zoom in online English learning. They gave different reasons related to it such as felt sleepy and some of them turned off the zoom camera so they could followed the learning while lying down. So, there were the reasons they turned off the zoom camera.

The second, some students did other activities when they have zoom with the lecturer. Other activities that were sometimes carried out by some students were various such as eating, watching, opening social media, cleaning the house, washing. They did that because they were bored. In addition, some students were late to join zoom when English learning. The reasons they were late such as oversleeping, forgetting the zoom schedule.

Based on the problems above, it is important to do this research related to students' attitude in online English learning at fifth semester of English education study program in UIN Sjech M. Djamil Djambek Bukittinggi

## **RESEARCH METHOD**

This research used quantitative approach and the design was survey. The population of this research was all of the fifth semester students' academic year 2021/2022. The total population of this research was 127 students. In summary, the researcher took 25% of the population as sample. So, the sample in this research was 32 students. In this research, researcher used simple random sampling and technique used by the researcher in taking the sample is lottery. The data of this research was collected by questionnaire. It was in form of Indonesian language so the respondents can easily understand the statements. The questionnaire contain statements related to components of attitude and to know students' attitude when they have Zoom in online English learning. The data were collected by distributing the questionnaire to the respondents. In distributing questionnaire, the researcher made it in Google Form and shared it in Whatsapp Group. Then, the researcher gave the time to respondents to fill it. After getting the data, the researcher analyzed the questionnaire' data and make conclusions.

## **RESULTS AND DISCUSSION**

Attitude is one of the important thing in learning. It related to how the behave toward an object. According to Thurstone, "attitude as the degree of positive or negative affect associated with some psychological object" (Allen L. Edwards, 1957). An individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favorable attitude toward the object. An individual who has associated negative affect with the same psychological object would be said to dislike that object or to have an unfavorable attitude toward the object. Thus, the researcher tried to know what is students' attitude in Online English learning using zoom at fifth semester academic year 2021/2022 of English education study program in UIN Sjech M. Djamil Djambek Bukittinggi.

The researcher conducted a descriptive research to describe the phenomena in numerical data in order to get the detail information. Then, the instrument to collect the data was questionnaire with using Guttman scale to measure students' attitude. To find the result of research, the data were analyzed with using percentage. The students' attitude in Online English learning using zoom at fifth semester academic year 2021/2022 of English education study program in UIN Sjech M. Djamil Djambek Bukittinggi was analyzed by using three components.

The are three components of attitude to know students' attitude (Vishal Jain, 2014).

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### 1) Affective Components

The first component of students' attitude is affective. Santana (2017) states that the affective components group the feelings and emotions associated with the object of attitude. In affective component, the students like to speak English in English class on zoom with a percentage of 62.5% and it means the students had a positive attitude in this point. Then, the students says that studying English using zoom made them had bad mood so they didn't like to answer English questions voluntarily with a percentage of 75% and it means the students had a negative attitude in this point. The students were not shy to speak English in English class on zoom with a percentage of 65.6% and it means the students had a positive attitude in this point. The students like hearing friends use English when explaining a topic on zoom with a percentage of 68.8% and it means that the students had a positive attitude in this point. The students can't concentrate on learning English using zoom with a percentage of 78.1% and it means that the students had a negative attitude in this point. The students were not annoyed when the lecturer corrected their speaking mistakes in English class when using zoom with a percentage of 90.6% and it means that the students had a positive attitude in this point. The students can't stand learning English using zoom for long with a percentage of 81.3% and it means that the students had a negative attitude in this point. They said studying English using zoom makes them lazier with a percentage of 68.8% and it means that the students had a negative attitude in this point. They said learning English using zoom make them sleepy with a percentage of 90.6% and it means that the students had a negative attitude in this point. They answered studying English using zoom can't increase student's enthusiasm with a percentage of 75% and it means that the students had a negative attitude in this point. The last, 50% students log in early on zoom when online English learning and 50% students were not, it means the students had neutral attitude in this point.

### 2) Cognitive Component

The second component of students' attitude is cognitive. Santana (2017) states that cognitive component include the thoughts and beliefs of people about the object of attitude. In cognitive component, the students didn't use room chat feature to asking the meaning of difficult word with a percentage of 59.4% and it means that the students had a positive attitude in this point. Then, they were not focus to learn English using zoom with a percentage of 90.6% and it means that the student had a negative attitude in this point. They also answered learning English using zoom was not effective with a percentage of 71.9% and it means that the students had a negative attitude in this point. They last, they said zoom camera needed to be turned on when the lecturer explain the material in English class with a percentage of 87.5% and it means that the students had a positive attitude in this point.

### 3) Behavioral / Conative Component

The third component of students' attitude is behavioral/conative. Santana (2017) states that behavioral component include intentions or dispositions to action, as well as behaviors directed towards the object of attitude. In behavioral/conative component, all respondents answered that sometimes they turned off the zoom camera when do other activities during English class using zoom with a percentage of 100% and it means that the students had a negative attitude in this point. Then, sometimes they were late to join zoom when English class with a percentage of 87.5% and it means that the students had a negative attitude in this point. Also, sometimes they turn off the zoom camera when the lecturer has started asking questions to students in English class using zoom with a percentage of 56.3% and it means that the students had a negative attitude in this point. They were confident to speak English in English class on zoom with a percentage of 53.1% and it means that the student had a positive attitude in this

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point. The last, 50% respondents rarely pay attention when their friends using English to explain the material and 50% respondents pay attention it.

After conducting this research, the researcher found the students had positive, negative and neutral attitude in some point related to attitude in online English learning.

### **CONCLUSIONS**

Based on the results of this research, the students had negative attitude in 11 points, positive attitude in 7 points and neutral attitude in 2 points. The negative attitude that students generally do is turned off the zoom camera when did other activities during English class using zoom with a percentage of 100%. And also, most of students felt sleepy while learning English using zoom with a percentage of 90.6%. Sometimes most of them were also late to join in zoom during learning with a percentage of 87.5%. So, it can be concluded that the students of English education in fifth semester academic year 2021/2022 had negative attitude in online English learning while using zoom because they did not fill the online learning standards.

Based on the result of the research, the researcher suggests that students should have a positive attitude in online English learning. Then, creating positive environment during online English learning is important in order to make students have positive attitude in online English learning.

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