THE EMOTIONAL EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH USING ONLINE PLATFORM DURING THE COVID-19

*Nurlita Malota[1], Mukrim [2], Zarkiani Hasyim[3]

[1,2,3] English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

*lithamalota@gmail.com

ABSTRAK

Tujuan penelitian ini adalah mencari tahu pengalaman emosi siswa dalam pembelajaran bahasa Inggris menggunakan platform online di tengah masa Covid-19. Penelitian ini adalah studi kasus tunggal. Data diperoleh melalui hasil wawancara dan dokumen. Partisipan dalam penelitian ini adalah tiga siswa SMAN 3 Luwuk. Peneliti menganalisis data secara tematik seperti yg dikemukakan oleh Braun and Clarke, 2006. Hasil penelitian menunjukkan bahwa pembelajaran online bahasa Inggris memengaruhi pengalaman emosi siswa. Siswa mengalami emosi positif seperti kebahagiaan. Kebahagiaan berasal dari guru yang memberikan timbal balik dan penjelasan sebelum memberikan tugas, mengizinkan siswa untuk mengirim tugas di platform yang mereka inginkan, menjelaskan materi melalui Zoom, dan tidak memberikan tugas setiap pertemuan. Namun, mereka juga mengalami emosi negatif seperti frustrasi, kemarahan, dan kecemasan dalam pembelajaran bahasa Inggris menggunakan platform online. Siswa merasakan frustasi karena bagi mereka belajar bahasa Inggris secara online itu sulit. Kesulitannya adalah siswa harus membeli kuota internet, tidak bertemu secara langsung dengan guru, memiliki keterbatasan waktu, bosan karena selalu menggunakan Zoom, banyaknya ganguann, dan kartu memori cepat penuh karena banyaknya dokumen yang didapatkan dari guru mereka. Dengan demikian, emosi negatif mengurangi waktu yang diivestasikan siswa dan banyaknya pengetahuan yang diperoleh dari process belajar. Penyebab perasaan positif adalah guru. Sementara itu, perasaan negatif disebabkan oleh biaya kuota internet dan koneksi internet.
Kata Kunci: *Pengalaman Emosi, Pembelajaran Bahasa Inggris, Platform Online*

ABSTRACT

The aim of this study was to find out the emotional experiences of students in online learning English using online platform in the middle of Covid-19. The research was a single case study. Data were garnered from the results of interviews and document. The participants in this study were three students at SMAN 3 Luwuk. The researchers analyzed the data thematically as proposed by Braun & Clarke, 2006. The finding showed that online learning English affected the emotional experiences of the students. The students experienced such positive emotions as happiness. The happiness came from the teacher who provided feedback and explanation before giving tasks, allowed the students to send their tasks on platform they wanted, explained the material through Zoom, and did not provide tasks in each meeting. However, they also experienced such negative emotions as frustration, anger, and anxiety in English learning using online platform. They perceived frustration because of online English learning was difficult for them. The difficulties were the students had to purchase internet quota, not meeting in person with the teacher, having limitation of time, feeling bored due to always use Zoom, getting much disturbance, and their memory filled up fast because of getting many files from their teachers. Thus, the negative emotions decreased the students' time invested and the amount of knowledge gained form learning process. The cause of positive feeling was teachers. Meanwhile, the negative feelings were caused by internet quota expenses and internet connection.

Keywords: Emotional Experiences, English Learning, Online Platform

INTRODUCTION

The COVID-19 pandemic has affected every aspect of our lives, including the education field. One of the first actions taken by governments is the closing of schools. These closures can prevent transmission and new cases (Bayham and Fenichel, 2020). World Health Organization (WHO) recommends stopping activities that can cause crowds that can potentially enlarge the infected cases. For this reason, in the context of education, conventional learning that gathers many students in one room needs to be reviewed for implementation. Hence, it needs to minimize physical contact between students and other students or between students and teachers. Online learning becomes an alternative form of learning during the COVID-19. Online learning is when learners use the internet to access learning resources, interact with the content, teacher, and other students, and get support during their learning to obtain knowledge for the construction of understanding and personal growth (Anderson, 2008). This online learning becomes a solution that offers for survival during the COVID-19 pandemic (Bilecen, 2020).

In the current condition, there are several learning groups held by schools during the COVID-19, by conducting distance learning in full and utilizing a variety of online learning education platforms. However, some schools are still implementing semi-daring, where assignments are sent via message application, and there is no direct interaction, particularly for those who do not have internet access. Online learning may affect to the emotions of students. Emotional experience is closely related to the psychological well-being of someone towards the situation that is happening. Ryff (1989) points out six factors that can influence the psychological well-being of someone, namely self-acceptance, autonomy, positive relations with others, environmental mastery, purpose in life, and personal growth. The Covid-19 pandemic affected the emotional experience of international students in terms of the dissertation guidance process, psychological, mental state, relationships with family, finance, and spirituality (Suprihatin, Istiqomah, Meilani, and Khoiriyah, 2020).

METHOD

To answer the research questions, the researchers employed a single case study research in exploring students' emotional in online learning. The participants were three students at SMAN 3 Luwuk. The researchers used three instruments, which are the interview guide questions, document, and recorder. Semi-structured interview was applied towards participants. Merriam (2009) defines a semi-structured interview as a type of interview either

all of the questions are more flexibly worded, or the interview is a mix of more and less structured questions. The interview was recorded by using recorder application. The aim is to help the researchers in analyzing the data from interview about emotional experiences of senior high school students in learning English using online platform during the Covid-19.

FINDINGS AND DISCUSSION

FINDINGS

Emotional Experiences of the Students

Happiness

Happiness is a state of showing feelings of pleasure and enjoyment. In other words, happiness has to do with the students' emotional experiences in senior high school when using online platforms in online learning English during Covid-19. The feelings of participants is drawn on the data below.

Bella was asked how she felt when learning English using an online platform during the Covid-19 pandemic. She responded:

> *"I always feel happy when attending learning English because our teachers are kind. Emm She always explains the material before giving tasks and that is through Zoom ...".*

The same reaction was noticed by John, who responded similarly when asked the same question. His exact response was:

> *"Especially English, as for English, I think it is good...I mean sometimes my teacher used Zoom in twelve grade ...so can focus, that is good if now the online one uses Zoom rather than face to face learning more visible what is showed by the teacher, what is explained".*

Rose desired the same feature of what she feels while having online learning English using online platform in Covid-19:

> *"Eh for me personally because I love English indeed. Eh, so I am quite enjoy because the teacher at my school teaches mmm not monotonous explaining, explaining but also sometimes giving feedbacks mmm to her students...Hmm it is just fun...".*

Frustration

Frustration is a kind of negative emotion that is feeling annoyed at being criticized. One example when the "frustration" affected the emotional experiences in online learning was described by Bella when she was asked regarding what else would she like to share about her emotions related to learning English in this circumstance, and she responded:

> *"For me, it is not easy nor hard, because we are not doing face to face learning with the English teacher, so it may be an obstacle..."*

Another participant, John, had brought up the same issue when he was asked the same question. He answered:

> *"Particularly English, English language. Mmm for me, it is difficult if online Kak, for me it is difficult when online, because when we have offline learning, of course there is a time when we know nothing, so we can ask to our friends, but if through Zoom I'm afraid of bothering the teacher... ".*

Another example of how frustration comes through online learning English is the experience described by Rose when she was asked how she feels when her teacher was attending the online learning. Specifically, she mentioned that:

> *"...in one week, there are twice English meetings, every day, every times she is attending, sometimes mmm I am bored, bored because always use Zoom and there is no rest time".*

Anger

Anger is a strong feeling that makes you want to hurt someone or be unpleasant because of something unfair or unkind that has happened. Anger led to John's experiences. When he was asked to share his thoughts of the challenges in English online learning during Covid-19, he answered:

> *"For me, the most part is expenses, Kak. It costs much money when online. When online, I do not use wifi, so I have to purchase internet quota, and also pay my tuition...Eh back then we used schools' tools, but now we practice using our own money...".*

Rose also showed the same response when she was asked what she feels when learning English using online platforms during the Covid-19, she responded:

> *"...Sometimes I feel less satisfied because we study through Zoom that only has 40 minutes, so I feel restricted".*

Anxiety

Anxiety is an uncomfortable feeling of nervousness or worry about something happening or might happen in the future. When Bella was asked what kinds of challenges she had experience in English online learning using platforms during the Covid-19, she answered:

> *" ...but we are not close to our teachers. Perhaps because of not having in person learning, so we feel reluctant to ask, even though we know that the teacher is kind. Maybe, because of this pandemic, we are not get used to it".*

The same issue was brought by Rose when she was asked the same question. She responded:

> *"Mmm, a lot...we are afraid to ask if only have minor obstacle. So, just the crucial one that will be asked. Meanwhile, the minor obstacle will figure it out by ourselves...".*

Factors of Emotional Experiences

Teacher

The first factor is the teacher. A teacher is a person who teaches students about certain subjects at school. This factor occurred when Bella was asked about how she felt when learning English using online platform during the covid-19, and she responded:

> *"When attending learning English, I always feel happy because our teachers are kind. Emm She always explains the material before giving tasks and that is through Zoom. She confirms often to her students who have not send their tasks...also she does not land us with sending the tasks. Sometimes, we transfer through LMS, but if we face difficulty, we can send through PC, and she does not provide tasks constantly...".*

Rose also showed the same idea when she was asked the same question. Her exact response was:

> *"Eh for me personally because I love English indeed. Eh, so I am quite enjoy because the teacher at my school teaches mmm not monotonous explaining, explaining but also sometimes giving feedbacks mmm to her students...Hmm it is just fun. The other things maybe there are some difficulties yah some difficulties mmm like if not understood, we could not contact the teacher, Kak...".*

Later on, when John was asked to share his feeling when an English teacher is attending the online learning, he answered:

> *"My feeling, honestly, I feel happy but, for example there is an old teacher, before her, there is Zoom but after Zoom she gives tasks, Kak. So, sometimes I feel burdened...when she is attending, it feels like the teacher only know how to finish her subject, but she does not know what do we feel...no rest time... So I feel burdened... ".*

Internet Quota Expenses

In this case, intenet quota expenses is related to the economic status of the participants. One example when the "intenet quota expenses" became the factor of the emotional experiences in online learning was described by Bella when she was asked regarding the challenges that she experienced in English online learning, and she responded:

> *"...because we use cell phone, beause we do not face to face, so the first is to fill the attendance list because of not in person learning. It might be an internet connection problem. And we should have quota, the challege is quota... ".*

Similarly, when John was asked about what kinds of challenges he experienced in online learning English, his exact response was:

> *"For me, the most part is expenses, Kak. It costs much money when online. When online, I do not use wifi, so I have to purchase internet quota, and also pay my tuition...Eh back then we used schools' tools, but now we practice using our own money...".*

Internet Connection

Internet connection is one of the stuffs that is very important in online learning. Internet connection became one of the factors of students' emotions. It was described by Bella when she was asked about her opinion of learning using some platforms that were used at schools like WhatsApp, Zoom, and LMS to support English skills during the Covid-19, Bella replied:

> "... because Zoom needs internet quota, sometimes we get a problem. For example, suddenly the internet connection is bad or not having quota...".

While in a question regarding what else about his emotions related to learning English in this circumstance, John answered:

> "Particularly English, English language. Mmm for me, it is difficult if online Kak, for me it is difficult when online... especially if the internet connection does not go well. Yes. So mmm we do not understand what is explained by the teacher, Kak. So, that is not a good part in online learning...".

Another participant, Rose, had brought up the same issue when she was asked about what kinds of challenges she experienced in online learning English. Her response was:

> "Mmm, a lot...Sometimes if getting bad connections, I feel angry, because wants to be serious in learning, but having an obstacle with the internet connection, so it bothers my mood ...".

DISCUSSION

The students' responses to the interview session show evidence that online learning English using some platforms during Covid-19 has positive emotion, that is happiness. It is claimed by the study of Susanto et al. (2020), showing that there is a positive emotion in online learning, in which the students feel happy, comfortable, and satisfied. This current study found that the students felt happy and enjoyed online learning English.

The second emotion affecting the students in learning English using the online platform during covid-19 is frustration. The result can be seen in the interview session where the students said that online learning is difficult. This findings was similar to O'Regan's study (2003), who said that the students felt frustrated in online learning. His study showed much of the frustration was associated with the technology, whether it was working, and how difficult it was to access.

The third is anger. It is claimed by the study of Kim, Park, and Cozart (2014) where one of the students was angry during math class that he wanted to log out of the course website. In this study, two out of three students experienced anger. For instance, John felt that online learning drained his heart. However, Rose said that she felt less satisfied with online

learning because the use of Zoom in each meeting was only 40 minutes which made her restricted.

The last emotion that the participants' experience is anxiety. The evidence found on the result of the interview with Bella and Rose. Bella claimed that she was not close with the teacher which made her felt reluctant to ask something, even though she knew that her teacher is a good person. However, Rose said having a question, she had to make sure that the question was quite essential to be asked because they had limited time in learning. Regarding this feeling, Wang, Zhao, and Zhang (2020) also found that students had an overall higher level of anxiety, and more students were identified as anxious one month after the new semester attending online learning.

From the result of the data obtained, the cause are teachers, internet quota expenses, and internet connections. The first factor is about the teacher. All the participants said that they are happy in online learning English because of the teacher. This factor about the teacher is also confirmed with a study conducted by (Dhawan, 2020). He mentions that participation by students is not enough, so educators must put considerable effort to increase student engagement, retain their attention, take feedbacks, and assess them in several ways. In this regard a good teacher is the one who understands the students, especially when having online learning, thus, they have positive emotional experiences.

The second factor is about internet quota expenses. In this case, when interviewed, two out of three students claimed that they have a problem with internet quota expenses. The family condition of the students affected to the online learning, which student from well-off family did not face a problem in purchasing internet data, while the other students who came from less fortunate family had a problem with the internet data. It is similar to the data findings of (Kundu, 2017). The study showed that the students from poor backgrounds had faced some challenges at home and at the same time may also keep feelings to themselves at young ages.

The last factor is regarding the internet connection. All the students felt that the internet connection bothered their learning process, and it was pretty difficult when doing online learning with a bad signal. For instance, Bella said that internet connection became an obstacle in online learning because when she used Zoom, suddenly the internet was bad. John, on the other hand, felt online English learning was difficult due to have a bad connection. The students' response is also confirmed by (Kearsley, 2002) who states that internet connection is an essential condition for taking an online course. If the students do not

have an internet connection and computer, online courses are not enjoyable and may be very frustrating for them.

After knowing students' emotional experiences in learning English using the online platform during Covid-19 at SMAN 3 Luwuk can also be used as a reference or evaluation to the teacher. Therefore, after reading from the results of this research and knowing students' emotional experiences, the teacher can consider what needs to be changed and what needs to be improved about the learning process, delivering material, and most importantly, when conducting English learning using the online platform.

CONCLUSION

After collecting and analyzing the data, the researchers conclude that the students perceived positive and negative emotions in learning English using online platform during the Covid-19 pandemic at SMAN 3 Luwuk. The positive emotion was happiness. All participants were happy because some reasons like their teachers allow them to send the tasks on platform that they want, explain the material, does not give homework every time, no need to purchase books, other equipment, gasoline, and have self–dependent in learning. The negative emotions in this research were frustration, anger, and anxiety. The students had some difficulties in online learning which made them frustrated. Those emotions are caused by some factors such as teacher, internet quota expenses, and internet connection.

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