Investigating Students' Perception on Online Learning: A Comparative Study of Gender-Based EFL Learning During Covid-19 Pandemic

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Abstract

This study aimed to to find out students' perceptions of online learning based on gender and level of education. This research was conducted at Universitas Muhammadiyah Sorong. This study used qualitative research method and used descriptive qualitative as the design. Participants in this study were 22 students. The instrument used were questionnaire and interview. The data analysis technique used in this study was descriptive statistics and used a five-point Likert scale for the questionnaire. Also, the data that had been collected will be calculated by using Simple Tabulation. Result showed that both male and female have a positive tendency towards implementing online learning in terms of teaching materials and the students' interaction. The result showed that both male and female junior high school students have a positive tendency towards implementing online learning in terms of the dimensions of English teaching materials. From the dimensions of the learning environment and student interaction, male students' perceptions tend to be more positive than female students. Based on the result it can be concluded that students have positive perception on online learning.

Keywords: Perception, Online Learning, Gender

1. Introduction

The outbreak of the Covid-19 pandemic which hit more than 200 countries globally is a challenge for educational institutions. In anticipation of that issue, the government issued various policies such as social distancing and physical distancing. This condition requires the community, including students and educators, to stay at home, worship, work, and study at home (Jamaluddin et al., 2020).

This condition requires educational institutions to innovate in the learning process; one of these innovations is online learning. The Ministry of Education and Culture (Kemendikbud) replied to this by issuing circular letter No. 15/2020 on Guidelines for the Implementation of Home Learning in the Emergency of the Spread of Covid-19. In this circular, the purpose of the implementation of learning from home is to ensure the fulfillment of the right of students to obtain education services during the emergency of the pandemic era, protect the citizens of the education unit from the adverse effects of the pandemic, prevent the spread and the transmission of the pandemic in the education unit and ensure the fulfillment of psychosocial support for students, educators, and parents.

School is the place where the activities of gathering and interacting between teachers and students that can be a means of spreading Covid-19. To protect students from exposure to Covid-19, the various regions set policies for learning from home. Home study policies are implemented while engaging educators and students in online learning.

Nowadays, online learning is the top choice due to pandemics. Online learning is an internet-based learning method. Online learning is a learning approach whose implementation is not face-to-face in the classroom but through information technology using internet facilities. Using an internet connection, it is hoped that learning activities can facilitate the interaction between teachers and students even if they do not face-to-face in the classroom.

Online learning is one of the solutions needed by educators and students in the Covid-19 pandemic. Teaching-learning activities between students and teachers do not need to be present in the classroom. They are just internet connections and supporting applications to carry out learning, and

online learning can be conducted from wherever students and educators are. Because of the ease and the practicality of the virtual learning system or online learning, it is not surprising that many institutions of using an online learning system. Thus, the learning continues even from home (Adijaya & Santosa, 2018).

However, whether learning activities in online learning have the same nuances or close to the learning activities in face-to-face learning? There are several problems faced in online learning; teaching materials, learning interactions, and learning environments (Fortune et al., 2011). One part that plays an important role in learning is teaching material. Is the teaching material used in online learning suiting the students' needs? Is the instruction in the teaching material used in online learning is easy for learners to understand? And so on.

Learning interaction also plays an important role in the teaching and learning process. Su et al. (2005) explained that interaction has an important role in the learning process because, in the teaching and learning process, relationships need to be built between teachers and students to be appropriately delivered. Based on the explanation, it means that learning interactions are highly important built in the learning process. The learning environment also has an important role in helping students in the learning process because it can be encourage (Ado, 2015).

Based on the study above on the issue that may appear in online learning, i.e., about teaching material, student interaction, and the learning environment, researchers are interested in exploring these things in English online learning. The researcher is interested in investigating student perceptions of online learning based on gender. The students' perceptions can be used later as material for evaluating the advantages and disadvantages of English online learning by the teacher, and gender will differentiate between men and women perceptions. Chen (2003) stated that the students' perception is very important for evaluating teaching and learning effectiveness.

According to Stephen & Timothy (2009), perception is an individual process of organizing and interpreting sensory impressions to give meaning to the environment. The theory gives the idea that perception is an attempt to see a person's opinion towards a situation that occurs around people based on things that can felt.

According to Puspitawati (2013), gender can be interpreted as differences in status, roles, functions, and responsibilities in men and women due to social formation (construction) culture embedded through the socialization process from one generation to the next. There are some opinions from the researcher who said that gender differences might give different on students' perceptions. Furthermore, according to Bagata (2020), men and women have different perceptions of online learning. The result showed a significant difference between females and males in the use of online learning platforms.

Male students' perception is more positive than females in using online learning platforms. Through the process of perceptions, the researcher would know students' opinions towards online learning during the Covid-19 pandemic based on their gender. Online learning itself is a new phenomenon in the covid-19 pandemic era (Sari et al., 2020).

2. Method
Design

This study used descriptive qualitative approach. This method was chosen because the research carried out was related to ongoing events and concerning current conditions. In the descriptive method, the researcher can compare certain phenomena to be a comparative study.
Therefore, the used of descriptive-comparative methods in this study is to compare students' perceptions based on gender.

Participant

The researcher used the random sampling technique to select the participants. The participants of this research were 22 students of English Language Education Department at Universitas Muhammadiyah Sorong, which is 11 males and 11 females students. The researcher chose the participants because the researcher wants to investigate the different perceptions of the students based on gender in English online learning during the Covid-19 pandemic.

Data and Source of Data

The data of this research consists of primary data dan secondary data. Primary data were from questionnaire and interview of participants of the research. While secondary data collected from library study.

Data Collecting Technique

The data of this research were collected through interviews and questionnaires. First, The questionnaire was distributed to all of the participants of this research through Google Form with a closed-ended questionnaire. The questionnaire is adapted from (Zuriati & Briando, 2020). Moreover, the researcher provided 5 responses that could be select by the students. The researcher provided 5 degrees of agreement options to be selected for each item in the questionnaires later on. The degrees of agre ement used in the questionnaire were based on likert-scale with five degrees of agreement. The scales were strongly agree, agree, neutral, disagree, and strongly disagree. These scales used to count the total score of closed-ended questions from each respondent or students. The data that had been collected will be calculated by using Simple Tabulation. The data obtained and processed are presented in table form to determine the tendency of students' perceptions on online learning based on gender. Furthermore, the researcher interviewed two students of English Education Department. The researcher interview the participants by calling them using the whatsapp application. The researcher used structured interview.

Data Analysis Technique

The data analysis technique used in this study was descriptive statistics. It means that the data were statistically analyzed and interpreted descriptively. Thus, after collecting the data, those were counted and analyzed statistically. After that, the data were computed to know the percentage. This study used a five-point Likert scale for the questionnaire because it was recommended to accommodate the response.

3. Result and Discussion

Result

The questionnaire used Fortune's theory, which had three indicators: teaching material/teaching mode, student interaction, and learning environment/atmosphere. The data that had been collected will be calculated by using Simple Tabulation. The second instrument continued to be interviewed. The data from the interview was collected to support the data of the questionnaire. To obtain the information, the researcher used a structured interview. The data that had been gathered will be presented below;

Teaching material/Teaching mode

The result from the student questionnaire concerning the teaching material/teaching mode would be showed below;

Table 3.1 Happy with English Online Learning Mode

Answer	SMP Al-Izzah		SMA Al-Izzah		English Education Department	
	%		%		%	
	M	F	M	F	M	F
Strongly Agree	29	29	20	0	0	9
Agree	29	29	40	60	46	0
Neutral	29	42	40	40	36	64
Disagree	13	0	0	0	9	27
Strongly Disagree	0	0	0	0	9	0

Based on the data from table 3.1, from the first question of the teaching material part on the questionnaire, the researcher found that student in junior high school who answered Strongly Agree were 29% male students and 29% female students. The students who answered Agree were 29% male students and 29% female students. The students who answered Neutral were 29% male students and 42% female students and then, the students who answered Disagree were 13% male students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% male students. The students who answered Agree were 40% male students and 60% female students. The students who answered Neutral were 40% male students and 40% female students. There are not students who answered Disagree and Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 9% female students and the students who answered Agree were 46% male students. The students who answered Neutral were 36% male students and 64% female students. The students who answered Disagree were 9% male students and 27% female students and the students who answered Strongly Disagree were 9% male students.

Based on the data above, students in junior high school both male and female tend to agree that they happy with English Online learning mode. Students in senior high school both male and female agree that they happy with English Online learning mode. While, male students in English education department tend to agree that they happy with English Online learning mode, but female students tend to disagree that they happy with English Online learning mode.

Table 3.2 Happy with Variety in English online learning

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	14	14	0	0	0	9
Agree	43	71	60	20	45	36
Neutral	29	14	40	0	45	45
Disagree	14	0	0	80	0	9
Strongly Disagree	0	0	0	0	9	0

Based on the data from table 3.2, from the second question of the teaching material part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 14% male students and 14% female students. The students who answered Agree were 43% male students and 71% female students. The students who answered Neutral were 29% male students and 14% female students and then, the students who answered Disagree were 14% male students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Agree were 60% male students and 20% female students. The students who answered Neutral were 40% male students and the students who answered Disagree were 80% female students. There are no students who answered Strongly Agree and Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 9% female students. The students who answered Agree were 45% male students and 36% female students. The students who answered Neutral were 45% male students and 45% female students. The students who answered Disagree were 9% female students and the students who answered Strongly Disagree were 9% male students.

Based on the data above, students in junior high school both male and female agree that they happy with English online learning in a variety of multimedia formats and effective and varied online discussions. In senior high school male students agree that they happy with English online learning in a

variety of multimedia formats and effective and varied online discussion, but female students disagree. While, students in English education department both male and female students tend to agree that they happy with English online learning in a variety of multimedia formats and effective and varied online discussions.

Table 3.3 Materials Delivered Easy to Understand

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	29	29	20	0	0	0
Agree	43	29	40	40	27	0
Neutral	29	29	0	60	36	64
Disagree	0	14	40	0	27	27
Strongly Disagree	0	0	0	0	9	9

Based on the data from table 3.3, from the third question of the teaching material part on the questionnaire, students in junior high school who answered Strongly Agree were 29% male students and 29% female students. The students who answered Agree were 43% male students and 29% female students. The students who answered Neutral were 29% male students and 29% female students and then, the students who answered Disagree were 14% female students. There are no students who answered Strongly Disagree. Based on the data above, both male and female students felt that the materials delivered by teachers in English online learning are easy to understand.

Students in senior high school who answered Strongly Agree were 20% male students. The students who answered Agree were 40% male students and 40% female students. The students who answered Neutral were 60% female students and the students who answered Disagree were 40% male students. There are no students who answered Strongly Disagree.

Meanwhile, students in English education department who answered Agree were 27% male students. The students who answered Neutral were 36% male and 64% female students. The students who answered Disagree were 27% male students and 27% female students. The students who answered Strongly Disagree were 9% male students and 9% female students. There are no students who answered Strongly Agree.

Based on the data above it can be concluded that students from junior high school both male and female students agree that the material delivered by teachers/lecturers in English online learning is easy to understand. In senior high school, male students agree that the material delivered by teachers/lecturers in English online learning is easy to understand, but female students tend to disagree. While in English education department, both male and female students tend to disagree.

Table 3.4 Learn Independently and Creatively

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	14	29	20	0	9	18
Agree	43	29	40	40	27	45
Neutral	29	29	40	20	55	36
Disagree	14	14	0	40	0	0
Strongly Disagree	0	0	0	0	9	0

Based on the data from table 3.4, from the fourth question of the teaching material part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree namely, 14% male students and 29% female students. The students who answered Agree were 43% male students and 29% female students. The students who answered Neutral were 29% male students and 29% female students and then, the students who answered Disagree were 14% male students and 14% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% male students. The students who answered Agree were 40% male students and 40% female students. The students who answered Neutral were 40% male students and 20% female students and the students who answered Disagree were 40% female students. There are no students who answered Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 9% male students and 18% female students. The students who answered Agree were 27% male students and 45% female students. The students who answered Neutral were 55% male students and 36% female students. The students who answered Stongly Disagree were 9% male students. There are no students who answered Disagree.

Based on the data above it can be concluded that students from senior high school both male and female students agree that English online learning directs them to learn independently and creatively. In senior high school, female students agree that English online learning directs them to learn independently and creatively, but male students disagree. While in English education department both male and female students agree that English online learning directs them to learn independently and creatively.

The result from the student questionnaire concerning the learning environment/atmosphere would be showed below;

Table 3.5 Learning English Online is More Fun

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	0	29	0	0	18	0
Agree	43	0	0	20	18	18
Neutral	43	14	80	80	55	45
Disagree	14	57	0	0	9	27
Strongly Disagree	0	0	20	0	0	9

Based on the data from table 3.5, from the fifth question of the learning environment/atmosphere part on the questionnaire, the researcher found that the students in senior high school who answered Strongly Agree were 29% female students. The students who answered Agree were 43% male students. The students who answered Neutral were 43% male students and 14% female students and then, the students who answered Disagree were 14% male students and 57% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Agree were 20% female students. The students who answered Neutral were 80% male students and 80% female students and the students who answered Strongly Disagree were 20% male students. There are no students who answered Strongly Agree and Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 18% male students. Students who answered Agree were 18% male and 18% female students. The students who answered Neutral were 55% male students and 45% female students. The students who answered Disagree were 9% male students and 27% female students. The students who answered Strongly Disagree were 9% female students.

Based on the data above it can be concluded that male students in junior high school agree that English learning process is more fun with online learning but, female students disagree. In senior high school, male students tend to disagree, but female students tend to agree. While in English education department male students tend to agree, but female students tend to disagree.

Table 3.6 Learning English Online is Easy

Answer	SMP Al-Izzah		SMA Al-Izzah		English Education Department	
	%		%		%	
	M	F	M	F	M	F
Strongly Agree	14	0	0	0	0	0
Agree	14	0	0	40	9	27
Neutral	43	0	60	60	36	55
Disagree	29	86	40	0	36	0
Strongly Disagree	0	14	0	0	18	18

Based on the data from table 3.6, from the sixth question of the learning environment/atmosphere part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 14% male students and students who answered Agree were 14% male students. The students who answered Neutral were 43% male students. The students who answered Disagree were 29% male students and 86% female students, and then students who answered Strongly Disagree were 14% female students.

Students in senior high school who answered Agree 40% female students. Neutral were 60% male students and 60% female students. The students who answered Disagree were 40% male students. There are not female students who answered Disagree dan Strongly Disagree.

Meanwhile, students in English education department who answered Agree were 9% male and 27% female students. The students who answered Neutral were 36% male students and 55% female students. The students who answered Disagree were 36% male students. The students who answered Strongly Disagree were 18% male students and 18% female students. There are no students who answered Strongly Agree.

Based on the data above it can be concluded that male students in junior high school tend to agree that learning English online is easier than learning face-to-face but, female students disagree agree. In senior high school, male students tend to disagree that learning English online is easier than learning face-to-face but, female students tend to agree. In English education department male students disagree that learning English online is easier than learning face-to-face while female students tend to agree.

Table 3.7 Courageous and Confident

Answer	SMP Al-Izzah		SMA Al-Izzah		English Education Department	
	%		%		%	
	M	F	M	F	M	F
Strongly Agree	29	14	0	40	9	0
Agree	29	14	20	40	27	36
Neutral	43	43	80	20	55	45
Disagree	0	29	0	0	0	18
Strongly Disagree	0	0	0	0	9	0

Based on the data from table 3.7, from the seventh question of the learning environment/atmosphere part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 29% male students and 14% female students. The students who answered Agree were 29% male students and 14% female students. The students who answered Neutral were 43% male students and 43% female students. The students who answered Disagree were 29% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 40% female. The students who answered Agree were 20% male students and 40% female students. The students who answered Neutral were 80% male students and 20% female students. There are no students who answered Disagree and Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 9% male students. The students who answered Agree were 27% male students and 36% female students. The students who answered Neutral were 55% male students and 45% female students. The students who answered Disagree were 18% female students and the students who answered Strongly Disagree were 9% male students.

Based on the data above it can be concluded that in junior high school, male students tend to agree that they more courageous and confident when learning English online, but female students tend to disagree. In senior high school, male and female students tend to agree that they more courageous and confident when learning English online. While in English education department both male and female students tend to agree that they felt more courageous and confident when learning English online.

Table 3.8 Have No Internet Access Problem

Answer	SMP Al-Izzah		SMA Al-Izzah		English Education Department	
	%		%		%	
	M	F	M	F	M	F
Strongly Agree	43	0	20	0	9	55
Agree	43	57	20	60	27	27
Neutral	0	29	40	40	27	9
Disagree	14	14	20	0	18	9
Strongly Disagree	0	0	0	0	18	0

Based on the data from table 3.8, from the eighth question of the learning environment/atmosphere part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 43% male students. The students who answered Agree were 43% male students and 57% female students. The students who answered Neutral were 29% female students. The students who answered Disagree were 14% male students and 14% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% male students. The students who answered Agree were 20% male students and 60% female students. The students who answered Neutral were 40% male students and 40% female students. The students who answered Disagree were 20% male students and there are no students who answered Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 9% male students and 55% female students. The students who answered Agree were 27% male students and 27% female students. The students who answered Neutral were 27% male students and 9% female students. The students who answered Disagree were 18% male students and 9% female students and there are 18% male students who answered Strongly Disagree

Based on the data above it can be concluded that students from junior high school to senior high school, both female and male students agree that they have no internet access problems and find it easy to find internet access in their home. While in English education department, male students tend to disagree and female students agree.

Students Interactions

The result from the student questionnaire concerning the student's interactions would be showed below;

Table 3.9 Interaction with Teachers/Lecturers

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	29	0	0	20	0	0
Agree	29	14	80	40	9	9
Neutral	29	29	20	20	55	73
Disagree	14	57	0	20	18	18
Strongly Disagree	0	0	0	0	18	0

Based on the data from bable 3.9, from the ninth question of the students' interactions part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 29% male students. The students who answered Agree were 29% male students and 14% female students. The students who answered Neutral were 29% male students and 29% female students. The students who answered Disagree were 14% male students and 57% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% female students. The students who answered Agree were 80% male students and 40% female students. The students who answered Neutral were 20% male students and 20% female students. The students who answered Disagree were 20% female students and there are no students who answered Strongly Disagree.

Meanwhile, students in English education department who answered Agree were 9% male students and 9% female students. The students who answered Neutral were 55% male students and 73% female students. The students who answered Disagree were 18% male students and 18% female students. The students who answered Strongly Disagree were 18% male students. There are no students who answered Strongly Agree.

Based on the data above it can be concluded that male students in junior high school tend to agree that learning English online makes them easy to interact with teachers but, female students disagree. In senior high school, both male and female students tend to agree that learning English online makes them easy to interact with teachers. While in English education department both male and female tend to disagree.

Table 3.10 Interaction with Friends

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	0	0	0	20	9	0
Agree	14	14	20	20	0	18
Neutral	29	14	80	0	55	55
Disagree	57	71	0	60	27	27
Strongly Disagree	0	0	0	0	9	0

Based on the data from table 3.10, from the tenth question of the students' interactions part on the questionnaire, the researcher found that the students in junior high school who answered Agree were 14% male students and 14% female students. The students who answered Neutral were 29% male

students and 14% female students. The students who answered Disagree were 57% male students and 71% female students. There are no students who answered Strongly Agree and Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% female students. The students who answered Agree were 20% male students and 20% female students. The students who answered Neutral were 80% male students. The students who answered Disagree were 60% female student and there are no students who answered Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 9% male students and the students who answered Agree were 18% female students. The students who answered Neutral were 55% male students and 55% female students. The students who answered Disagree were 27% male students and 27% female student. The students who answered Strongly Disagree were 9% male students.

Based on the data above it can be concluded that male and female students in junior high school disagree that learning English online makes them easier to interact with friends. In senior high school, male students tend to agree that learning English online makes them easier to interact with friends, but female students disagree. While students in English education department both male and female tend to disagree.

Table 3.11 Expressing the Problems in English Online Learning

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	14	0	0	20	0	0
Agree	29	14	20	20	0	45
Neutral	29	29	80	20	45	45
Disagree	29	57	0	40	45	0
Strongly Disagree	0	0	0	0	9	9

Based on the data from table 3.11, from the eleventh question of the students' interactions part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 14% male students. The students who answered Agree were 29% male students and 14% female students. The students who answered Neutral were 29% male students and 29% female students. The students who answered Disagree were 29% male students and 57% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% female students. The students who answered Agree were 20% male students and 20% female students. The students who answered Neutral were 80% male students and 20% female students. The students who answered Disagree were 40% female students. There are no students who answered Strongly Disagree.

Meanwhile, students in English education department who answered Agree were 45% female students. The students who answered Neutral were 45% male students and 45% female students. The students who answered Disagree were 45% male students. The students who answered Strongly Disagree were 9% male and 9% female students. There are no students who answered Strongly Agree.

Based on the data above it can be concluded that male students in junior high school tend to agree that expressing the problems faced in learning English to teachers/lecturers is more comfortable through online classes but, female students disagree. In senior high school, male students tend to agree, but female students tend to disagree. While in English education department, male students tend to disagree that expressing the problems faced in learning English to lecturers is more comfortable through online classes but female students tend to agree.

Table 3.12 Teacher/lecturer Answer Question Clearly and Precisely

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	29	14	0	60	0	0
Agree	29	57	80	20	9	27
Neutral	29	29	20	20	45	55
Disagree	14	0	0	0	27	18
Strongly Disagree	0	0	0	0	18	0

Based on the data from table 3.12, from the twelfth questions of the students' interactions part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 29% male students and 14% female students. The students who answered Agree were 29% male students and 57% female students. The students who answered Neutral were 29% male students and 29% female students. The students who answered Disagree were 14% male students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 60% female students. The students who answered agree were 80% male students and 20% female students. The students who answered Neutral were 20% male students and 20% female students. There are no students who answered Disagree and Strongly Disagree.

Meanwhile, student in English education department who answered Agree were 9% male students and 27% female students. The students who answered Neutral were 45% male students and 55% female students. The students who answered Disagree were 27% male students and 18% female students. The students who answered Strongly Disagree were 18% male students. There are no students who answered Strongly Agree.

Based on the data above it can be concluded that students from junior high school to senior high school both male and female students agree that the teacher/lecturer always answers their questions clearly and precisely when English online learning. While in English education department, male students tend to disagree and female students tend to agree.

Table 3.13 Actively Participate in English Online Discussion

Answer	SMP Al-Izzah %		SMA Al-Izzah %		English Education Department %	
	M	F	M	F	M	F
Strongly Agree	29	14	20	40	18	9
Agree	57	43	80	40	27	73
Neutral	14	29	0	20	27	18
Disagree	0	14	0	0	18	0
Strongly Disagree	0	0	0	0	9	0

Based on the data from table 3.13, from the thirteenth question of the students' interaction's part on the questionnaire, the researcher found that the students in junior high school who answered Strongly Agree were 29% male students and 14% female students. The students who answered Agree were 57% male students and 43% female students. The students who answered Neutral were 14% male students and 29% female students. The students who answered Disagree were 14% female students. There are no students who answered Strongly Disagree.

Students in senior high school who answered Strongly Agree were 20% male students and 40% female students. The students who answered Agree were 80% male students and 40% female students. The students who answered Neutral were 20% female students. There are no students who answered Disagree and Strongly Disagree.

Meanwhile, students in English education department who answered Strongly Agree were 18% male and 9% female students. The students who answered Agree were 27% male students and 73% female students. The students who answered Neutral were 27% male students and 18% female students. The students who answered Disagree were 18% male students and the students who answered Strongly Disagree were 9% male students.

Based on the data above it can be concluded that students from junior high school to university level both male and female students agree that they actively participate in the discussion in English online learning.

Discussion

This part presents the discussion of the data analysis on this study provided in previous results. This section discusses the outcome of the study. In this study, the researcher used two measures to collect the data; first, the researcher gave the questionnaire to the participant online. After the questionnaire was shared, then the researcher interviewed six students that were selected. The researcher calculates the questionnaire data using simple tabulation, coding the data before knowing how much percentage of the participant in each indicator of Fortune's theory. After that, the researcher reducing the amount of data of interview that frequently happened as the first step. Second, the researcher put the data from reducing to data display into the essay. Third, the researcher concluded.

The researcher would like to discuss the gap between this current research and Rojabi's (2020) research. In Rojabi's research, he would like to explore the EFL students' perceptions of online learning via Microsoft Teams in English class. In his research, he found that online learning via Microsoft Teams is categorized as something new for the students, but this interaction and learning environment motivated students to participate in online learning, as a result, they can more straightforward comprehend the learning materials.

The researcher will discuss this research based on the indicators on the questionnaire, which are teaching material, learning environment, and students' interactions.

Teaching Material

One of the parts that hold an important role in learning is teaching materials. Teaching materials presented must meet the ideal criteria for students, including Content that suits the needs of students, systematic teaching materials that make it easier for students to learn it (Zuriati & Briando, 2020). Based on the data gathered in the dimensions of teaching materials, Students in junior high school, both male and female students, give a positive perception in the implementation of online learning. Female students felt happy with the English online learning mode. They also like English language material in online learning because it varies with videos and pictures and is easy to understand. Learning English online also makes them more independent and creative because they can study independently at home. Male students also felt happy with the English online learning mode because they can study anywhere and anytime, even though they do not go to school. They also like the material on online learning because it is varied using video and easy to understand. They also become more independent and creative; for example, they can do them themselves without assistance when given assignments by the teacher.

Students in senior high school, both male and female students, tend to give positive perceptions. Female students felt happy with the English online learning mode because studying at school or home is not much different because the material uses songs, films, and materials easily available on the internet. The material on online learning is also easy to understand. They also feel that learning English online requires them to study independently and also develop more creativity. Male students also felt happy with the English online learning mode because it is fun and not dull. They are also happy because the material is varied, and the material is easy to understand. Online learning also makes them more independent and creative.

Moreover, students in the English education department, both male and female, also give a positive perception in the implementation of online learning English. Female students are happy with the English online learning mode because students can also learn digital technology and learn English.

Material on online learning is also easy to understand. Online learning also makes female students more independent and creative because they often look for some material by themselves when studying. Male students also like learning English online because they can divide their time between work and study. The material is also easy to understand, and students become more independent and creative because online learning requires students to be more independent and creative.

It can be said that male and female students from junior high school to university students give a positive perception of teaching materials in online Learning English. It means the teaching materials presented already meet the ideal criteria for students that make it easier for students to learn.

Learning Environment

Another important part of learning is a learning environment. A good learning environment can help students be more passionate about learning and improving student motivation (Radovan & Makovec, 2015). Based on the data gathered in the dimensions of the learning environment, male students' perceptions in junior high school tend to be more positive towards online learning than female students. Female students find it more fun to study face-to-face because they can meet friends, and they also find it easier to study face-to-face because it is easier to ask the teacher. However, students feel more confident and courageous when learning English online. While male students find it more fun learning online because learning only via cellphone does not need to go to school and study anywhere. They are also more courageous and confident when learning English online. Both male and female students have no internet problem when learning online.

Meanwhile, students in senior high school, both female and male students, give a positive perception. Female students find it more enjoyable to learn English online because the material is varied, and they find it easy because they can join classes anywhere. They also felt courageous and confident when studying online. Male students also find learning English online fun and easy. When studying online, male students are more courageous and confident when speaking English because they do not make eye contact with the teacher and friends. Both male and female students also have no problem with internet access when learning online.

Students in the English education department, both male and female, attend to give a positive perception of the learning environment. Female students felt that online learning is quite fun because it is easy to access, and they can join classes anywhere. They are also more courageous and confident when learning English online. Male students also find learning English online fun because it saves travel costs and saves time. They are also more courageous and confident when studying online, but male students find it easier to learn English face-to-face. Both male and female students have no problem with internet access when learning online.

It can be said that the learning environment in online learning does support students in senior high school and students in the English education department, both male and female in English online learning. The learning environment in English online learning also does support male students in junior high school, but it does not support female students.

Students Interactions

In addition to teaching materials and learning environment, the part that also holds an important role in learning is student interaction. These interactions are not only between students and students but also between students and teachers. Lin (2015) stated that the interaction between students and students with teachers should always be built to improve communication and discussion about any activities in learning.

Based on the data gathered in the dimensions of students' interactions, male students in junior high school give a positive perception than female. Male students felt that interaction with teachers/friends is easy when learning English online. The teacher also always answers questions correctly and clearly. Male students also felt more comfortable expressing the problems faced in learning English in the online class and actively participate in the discussion in English online learning. While female students felt that easy to interact with friends and teachers when face-to-face learning. Female students also felt that when there is a problem in the learning process is better equalized directly so that it can be resolved immediately. Although they prefer interactions in face-to-face classes, they remain active in online English class discussions.

Meanwhile, students in senior high school, both female and male students, give a positive perception. They felt that interaction with the teacher while learning English is easy. When there is an assignment or material that students do not understand, students can directly contact the teacher via chat. The teacher also always answers questions. While interaction with friends is a bit difficult, especially when there is a discussion group. When there are difficulties in learning English, students are more comfortable communicating these problems during online classes.

Furthermore, in the English education department, female students give a positive perception towards students' interactions in English online learning. Female students felt that interaction with lecturers and friends when learning English is easy. The teacher also always answers questions clearly and accurately. Students are also active in online English learning discussions. When there are problems in learning English, female students are also more comfortable expressing problems online (via chat) because students feel embarrassed to speak directly. Male students tend to give negative perceptions. They felt that interaction with friends and lecturers when learning online depending on the lecturer/ friend. Sometimes there are lecturers /friends who respond to chat for a very long time when they want to ask about material that has not been understood when there are problems in learning English. They were more comfortable expressing problems directly because they feel more flexible.

It can be said that in junior high school, male students give a positive perception towards interaction in English online learning, but female students give negative perceptions. In senior high school, male and female students tend to give a positive perception. While in the English education department, male students give negative perceptions, but female students tend to give positive perceptions. Student interaction is beneficial to support students in the learning process.

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