English Online Learning during Pandemic; Perception across Personality, by Senior High School Students in Probolinggo

Nafiatun Ainia Asy'ari[1], Bambang Yudi Cahyono[2], Sintha Tresnadewi[3]
[1,2,3]Universitas Negeri Malang, Indonesia
E-mail: nafia.ainia@gmail.com

Article Info	Abstract
	This study aims to describe the perception of senior high school students in Probolinggo toward the implementation of English online learning during the coronavirus disease (Covid-19) pandemic according to their personalities. This study used a quantitative descriptive method with a survey as the technique of gathering data. The study utilized online questionnaires on students' perceptions and students' personalities and involved 489 respondents from 7 state senior high schools in Probolinggo. The result indicated that the student's responses were mostly positive toward English online learning. It reached 88% of the respondents who responded positively to the implementation of English online learning. It was found that the students with extroverted personalities contributed more positive responses compared to the introverted students. The positive responses from the extrovert students gained 88% while 79% were the positive response from the introverted personality students.
Artikel Info	Abstrak
	Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa SMA di Probolinggo terhadap pelaksanaan pembelajaran bahasa Inggris online di masa pandemi virus corona (Covid-19) menurut kepribadiannya. Penelitian ini menggunakan metode deskriptif kuantitatif dengan teknik pengumpulan data survei. Penelitian ini menggunakan kuesioner online tentang persepsi siswa dan kepribadian siswa dan melibatkan 489 responden dari 7 SMA negeri di Probolinggo. Hasilnya menunjukkan bahwa respon siswa sebagian besar positif terhadap pembelajaran online bahasa Inggris. Hal tersebut mencapai 88% dari responden yang memberikan respon positif terhadap pelaksanaan pembelajaran bahasa Inggris online. Ditemukan bahwa siswa dengan kepribadian ekstrovert memberikan tanggapan yang lebih positif dibandingkan dengan siswa introvert. Tanggapan positif dari siswa ekstrovert memperoleh 88% sedangkan 79% adalah tanggapan positif dari siswa kepribadian introvert.

I. INTRODUCTION

The Covid-19 pandemic (Coronavirus Virus Disease 19) that was first found at the end of 2019 in China has changed the order of people's lives. Due to the impact of the emergence of this coronavirus in the field of education, the Minister of Education and Culture (Mendikbud) issued circular letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Diseases-19 (Covid 19). To break the chain of the spread of this virus, the government recommends closing learning activities in schools and starts implementing online learning (learning from home). Learning from home is different from learning activities at school. Teachers and students are not going to meet face to face or stay together in a room (Alaneme et al., 2010; Asy'ari, 2018; Pavalache-Iliea and Cocorada, 2014;

Indriana, 2011; Haradast and Baradaran, 2013, Jumrati, 2017).

A study that analyses the perception of Indonesian students toward online learning by Cahyawati and Gunarto (2020), stated that at the university level, around 40.5% of students are ready to adapt to the use of online lecture learning technology but around 59.5% object to this. However, for senior and junior high scholars, there is only 25-30 % are ready to adapt to online classes. It is also stated that there may be other affecting factors like students' characters. Perception must be viewed contextually, which means that attention should be given to the situation in which perception appears. The situation is a consideration that contributes to the process of forming a person's perception. According to Yunita and Maisarah (2020), after the individual is doing the interaction with the objects of the perception, the result

of the perception can be seen in two forms perception that is both positive and negative.

Positive perception is a perception that is shown in all knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize it. The statement of students could be claimed as a positive perception if the students choose 'Strongly Agree' and 'Agree' on the questionnaire. A negative perception is the perception of viewing an object and refers to circumstances in which the subject perceives the object captured and tends to reject it because it does not correspond to his personality. The negative perception is describing all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students could be said as negative perceptions if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire. Related to this research, the researcher explains and draws a conclusion based on these two forms of perception received whether it is positive or negative.

Some factors affect an individual's perception; such as age, intelligence, motivation, and per-sonality (Ellis, 1985). This research will focus on students' personality factors because personality helps gain confidence and positive impact on one's communication skills. This communication skill is needed due to the current condition that allows teachers and students to communicate in a virtual situation. Some theories on personality Carl and Jung's Theory, Myers-Briggs Test Indicator (MBTI) theory, Fraud's Theory, and Eysenk's Personality Theory, have been proposed by some experts (Ellis, 1986; Patsy Lightbown, 2000; Liyanage and Bartlett, 2013), and each theory has its model of personality traits. However, the personality types that have caught the attention of experts in the L2 research area are extraversion and introversion (Bayne, 2004). Extraversion is the tendency to socialize with other people, to be outgoing, and receive affirmation and self-esteem from others. Extroverted individuals obtain information by being more oriented toward the outer world of people, events, or things. On the other hand, introversion is the tendency to stay away from other people and avoid getting very involved in social activities (Ashton, 2013).

II. METHOD

This research used a quantitative descriptive design with a survey as the method to obtain data. The quantitative descriptive design was used because there is no manipulation in the dependent variables. This research design is to describe the condition that exists or the process that was going on. Descriptive research that involves quantitative data commonly uses survey design (Latief, 2017). Survey research is typically used to describe opinions, attitudes, preferences, and perceptions of people's interests to the researcher. The population is usually large so that random sampling technique is required. The instruments involved in the survey are usually questionnaires, tests, observations, or sometimes interviews (Cohen & Manion, 1994).

This research was undertaken in some senior high schools in Probolinggo. The targeted students were senior high school students. Based on the data from the department of education in Probolinggo, Probolinggo has 188 senior high schools. This number is the total amount of state and private high schools in Probolinggo. There are 19 state senior high schools in Probolinggo and the rest are private senior high schools spreading in 24 regencies. The samples were chosen randomly. Among the 19 state senior high schools, seven of them were chosen as the samples. Furthermore, the school names from the lottery were determined as the samples of this study. The school's name was not stated authentically to avoid inconvenience from several parties, as an alternative, the school names were written as SCHOOL 1, SCHOOL 2, SCHOOL 3, SCHOOL 4, SCHOOL 5, SCHOOL 6 and SCHOOL 7. Seven schools were chosen because the targeted respondent was at least 50 students for each school. So, the researcher could have more than 300 responses from the respondent that met the criteria of a survey.

The instrument used in this research was a close-ended questionnaire. The used question-naire is a closed questionnaire that refers to the implementation of online learning during the Covid 19 pandemic across personality types. The questionnaire consists of two groups of questions which were divided into two sections. The first questionnaire discusses students' perceptions of the implementation of online learning and the second questionnaire discusses the students' personalities. The questionnaire was adapted from Use and Aydin (2014), Sumarno and Tatik (2018), Almagno (2017), Brereton, Schaefer, Y, Bordilovskaya, and Reid (2019), and Ulker (2019). The researcher did the adaptation to those previous studies because they were all needed and related to developing the ques-tionnaire for this research. The adaptation of the questionnaire was done by the researcher to

meet the need of this research. The question-naires cover several categories. These include questions portraying students' perspectives toward online learning, and pulling out their experiences during the learning processes until the assessment.

The second section of the questionnaire discussed the students' personalities. The blue-print of the personality-type questionnaire was developed based on the dimensions of the extrovert and introvert personality types proposed by Lieberman and Rosenthal (2001), Dornyei and Skehan (2003), Swanberg and Martinsen (2010), and Dewaele (2013) who were rooted from the notions of extraversion and introversion introduced by Carl Jung. The dimensions were elaborated into indicators and sub-indicators which could represent the varia-bles of extroverts and introverts. The researcher chose the Carl Jung theory instead of other theories mentioned in the background of this research because those theories were the branch theories of this Carl Jung theory. After collecting the data from the questionnaires, the researcher, first, categorized the students' answers based on their perception of online learning and decide the number of students who gave positive or negative responses toward the implementation of online learning. After finding the results on the students' perception of online learning, this is to answer the first research question on how students' perception of online learning. Second, the data was then further analyzed based on the students' personalities. The researcher used Microsoft Excel to count the data. The results of the whole calculation are to meet the second research question, to which personality does online learning give more benefits?

The questionnaire of students' perception had 15 question items. The maximum score of the questionnaire was 60 while the minimum score was 11. The range between the maximum and the minimum score was found 45. Furthermore, to find the interval, the range was divided by the options in the questionnaire. This questionnaire had 4 options, so that was found the interval was 11. After finding the interval, then it was needed to make the score range. The students' score from item number 1-15 was added and considered as the total score of each student. It showed that the student's response that had a total score between 15-26 was considered a very negative response, between 27-37 was said a negative response, between 38-48 included to

positive response while the 49 – 60 was said to be a very positive response.

The questionnaire on students' personalities was calculated in the same way as the perception results calculation. The researcher first calcu-lated the total score of each student to then be claimed as extrovert or introvert. The researcher used reverse theory to calculate the results of the student's personality questionnaire. The rever-sed score was the score of the introvert per-sonality question items. This was done to get a valid number as the calculation for counting the students' scores. Reversed scoring means that the highest score for extrovert personality is 4 by choosing the "Strongly Agree" option. Meanwhile, the highest score for the introverted personality was 1 by choosing the" Strongly Agree" option. The maximum score from the 20 items of per-sonality questions was 80, while the minimum score was 20. The range between these was 60 and then was found that 15 was the interval of the scores. Starting from the lowest score which was 20, made the students who had a total score between 20 – 35 claimed as highly introverted students. The students with a total score of 36 – 50 were claimed to an introverts. The students who had a score between 51 – 65 were said as extrovert students, while those who scored above 66-80 were said to be highly extrovert students. In other words, the higher the scores of the students, the more extroverted they were and vice versa.

III. RESULT AND DISCUSSION
A. Result
1. Students' perception of online learning

The online questionnaire received 489 responses from 489 students. The 489 students came from the students of 7 state senior high schools. 42 students were from SCHOOL 1, 60 students were from SCHOOL 2, 59 students were from SCHOOL 3, 51 students were from SCHOOL 4, 124 stu-dents were from SCHOOL 5, 94 students were from SCHOOL 6 and 59 students were from SCHOOL 7. These students partici-pated in the study without being forced or under any pressure. The researcher empha-sized at the start of the questionnaire that it is voluntary; therefore she could not manage the total number of students that participated from each school evenly. By the results, 53 of the respondents' respon-ses were categorized as very positive responses to online learning. Also, it was

found that 377 students gave positive responses to the implementation of online learning. For the negative responses, only 59 of the responses were classified as an objection to the implementation of online learning at the senior high school level.

2. Students' Perception toward Online Learning Across Personality Types

The questionnaire on students' personalities had 20 question items. These question items covered introvert and extrovert personalities. 10 statements in the questionnaire described extroverted personality, and the other 10 statements described introverted personality, in calculating the results, the researcher used reverse scoring and set the extroverted personality as the positive one (high score) and the introverted personality as the negative one (low score). In other words, the higher score the students' got from the questionnaire calculation, the more extroverted they were. While the lower score the students' got, the more introverted they were. the result identified that was found 0 students with a highly introverted personality, 90 students with an introverted personality, 271 students with extrovert personality and the rest 28 students had a highly extrovert personality.

B. Discussion
1. Students' Perception toward Online Learning

One of the concerns regarding the impact of Covid-19 school closure is the effectiveness of this teaching and learning model. In this research, students' point of view is described. The researcher found out that students' perception of online learning was portrayed by the responses of the 489 respondents to the questionnaire. It was found that the responses were mostly positive toward the English online learning processes. 88% of the respondents' score on their perception of online learning was above 38-60. Abdelrahman (2020) described perception as the process of putting signals or information into the human brain, as well as the fact that people constantly build connections with their surroundings through perception. The human senses of sight, hearing, taste, and smell are used to make this link. According to Blake (2006), perception connects people to the world they live in and shapes their understanding of it. They also stated that perception was important because it provided people with a useful view of the world, where useful means being able to interact effectively within the environment.

The sub-themes of the students' viewpoint had been broken down, revealing some new points of view. The majority of students gave positive comments on technological mastery. One of the influential aspects must be the advancement of technology, which is increasingly becoming more prevalent in human existence. Today, technology is used in practically every aspect of human life, including education. As a result of this circumstance, the phrase "modern learners" or "modern students" was formed. The majority of today's students are conversant with the use of technology. As a result, they are referred to as modern learners. Modern learners, according to Alarcon (2013), are students who are inextricably linked to digital life. There is a connection between the way learners live and the way learners learn. Since the students were all familiar with the technological tools that can support their study, at this point, difficulties were not found during the learning processes. The students agreed that technological tools were not the obstacles to their English learning processes.

In contrast to their mastery of technology, the student's responses to the internet connection were not positive. They implied that their internet connections were generally unreliable. It means that one of the challenges in conducting online learning is the lack of an internet connection (Wei & Chou, 2020., Reimers, et al. 2020., Chang & Fang, 2020). It was also noted that bad network connectivity, broadband troubles, and being disconnected in between classes were the most common challenges faced by students. Although taking an online class is the greatest option, most students cannot afford to do so. The students came from all around the country, with some hailing from remote areas where access to the internet is still limited. Because some of the respondents demand a huge quota to use the internet, they choose

to turn off the camera during the teaching and learning process to save their quota.

Furthermore, any learning process must include some processes that cover materials and assignments from the teacher to the students throughout the class. Based on the student's experiences during the online learning process and assessment, it was discovered that they had difficulty accessing the teacher's materials and assignments. The students claimed that their English teachers did not use diverse forms of media, as evidenced by the fact that 25% of respondents refused to agree with the statement in question 7. The absence of media use to transform messages from the teacher to the students could be the source of the difficulty. Any type of learning media was said to be essential in facilitating the learning process. The media is called a medium of learning, according to Arsyad (2007), if it carries messages or information targeted at containing instructtional or teaching goals. In line with this, he defined media as "any types of facilitators employed by humans to transmit or convey ideas or opinions so that ideas or opinions can be presented up to the intended receiver".

Books, tape recorders, cassette recorders, video cameras, video recorders, films, slides, and photographs were not the only learning material available today. Learning systems such as Google Classroom, Edmodo, Schoology, and others have evolved from today's learning media. They're learning management systems that assist teachers in distributing materials and assignments to students. In contrast to the higher education sector (university), each university must have a well-organized online platform. Unfortunately, the platform was not available in the majority of senior high schools. As a result, depending on the teacher, a diversity of learning platform media was used during the learning process. It was possible that each teacher would use a different learning technology to deliver materials and tasks, causing students to struggle with the learning process since they were unsure of the learning platform. Ironically, Adnan & Anwar (2020), Agung & Surtikanti (2020), and Aquariza (2020) mentioned in a previous study that WhatsApp was the most prevalent platform or application used by teachers to interact, share and present materials, and submit assignments.

Furthermore, using a learning management system (LMS) as a medium for teaching and learning helps teachers and students perform better in the classroom. Most LMS offered features including a method for submitting student assignments, an attendance list to check for student presence, walls to display key materials and other complimentary materials, group phone or video conferences, and sharing the teacher's screen with the students. Another way that learning media might help with the learning process is by allowing students to share their assignments with their peers. As a result, group conversations could take place during online learning as well. Side with the features of any LMS, the use of LMS is expected to ease both teachers and students reach learning outcomes.

The purpose of online learning and offline classes was to help students develop their skills. Listening, writing, reading, and speaking are the four basic skills in English. Several statements in the questionnaire were meant to reflect the student's progress during the online learning process. The statements received largely good responses from the students. This means that the majority of students were able to enhance their skills even if they do not attend offline classes. Students could still use online learning to improve their skills. Aside from the four skills mentioned above, the speaking skill received 33% objection from the students. It means, the students agreed that they could develop their listening, writing and reading skills, but not their speaking skills. Even online learning gave students the freedom to listen to additional audio, such as English songs and other audio suggested by the teachers, that this way should have helped them develop their listening and speaking skills, 159 students disagree that their speaking skills are improved during online learning. This is related to Aquariza (2020) research finding that showed among 40 students, 67% of them claimed as being successful in developing writing skills rather than their speaking skills. Also, the estimation of academic growth trajectory conducted by

the researchers at Northwest Evaluation Association (NEWA) showed the potential decline of the extended pause of academic instruction during the Covid-19 school closure on the speaking scores of the students were quite significant (Adedoyin et al., 2020).

Not only audio, but the internet also offers a vast number of essays for students to practice their reading and writing skills. Through online learning, students reading and writing skills have improved because they can access lots of materials and are free to look for references and inspiration online. This was proven since the students mostly agreed to give positive responses. This statement is supported by Gan (2011) that stated online learning provided an unparalleled opportunity to gain unlimited access to online course materials and develop their reading and writing skills. Unfortunately, despite the numerous positive responses to online learning, students still prefer to study in a classroom rather than online because they require a real-time and unrestricted social connection. The findings of this study showed that the majority of respondents disagreed with the statement that highlighted how online learning provided them with the same opportunities as offline classrooms. This fact was backed by Galyen (2011), who claimed that the existence of online learning or technological-based learning does not imply that it should be used to replace the traditional classroom learning model, but rather to complement it by improving content and advancing educational innovation. Deli & Allo (2020), Adedoyin et al., (2020), and Alawemleh et al., (2020) in their research also stated that the students needed online learning since online learning gave them the chance to cope with ICT, allowing the students to browse unlimited materials, and more flexible. But still, the existence of offline classes is also needed to make the explanation in the online meeting become clearer.

301 of the respondents or 61% of them objected to the statement that online learning gave them the same chance of learning as offline classes. It is believed that online learning gave the students benefits of learning, but there were still some

activities in the offline classes that could not be implemented in online learning as supporting activities for their study. This fact portrayed the common statement by George Curous that said, technology will never replace great teachers, but technology in the hands of great teachers will be transformational. Also, technology will not replace teachers, but teachers without technology will be replaced.

Since the respondents of this research were coming from different areas; mountainous areas, remote areas, and urban areas, the researcher compared the score of the students based on the school area. The underlying idea is that the researcher found inequality in the results among schools. It was found that among 7 schools, only 1 school responded negatively toward online learning. The school was SCHOOL 1. If it is seen by the school's location, Bantaran is located in the southern probolinggo. It could be said a rural area. Some research about a rural area by Hoxha & Duraku (2020), and Huang (2020), had stated that the internet connection in a rural area tends to be unstable, and the teachers lack technological knowledge. This finding was also supported by the school's area whose students gave the highest negative response to online learning. This school was SCHOOL 6. Even though the average score of this school is above 38 which was said as positive, this school had 31 of 94 students or 33% of them rejected the implementation of online learning. If it is seen by the school's location, SCHOOL 6 is located in Bromo mountainous areas, remote areas, and urban areas were mostly positive toward online learning. But when it is analyzed deeper, it was found that the students who live on mountain slopes. Therefore, could be interpreted that students from rural/mountainous area tend to be unwilling the use online learning.

This fact is supported by the factors that influence someone's perceptions. Perception is influenced by individual experience factors in observing an object. With the individual's need for something, it will also affect the individual in perceiving the object (Kormos, 2012). According to Tiene (2000), two factors influence a person's perception, namely as follows: Internal factors, namely factors related to

one's abilities that come from the relationship of personality, intelligence (knowledge), and physicality. And External factors, namely stimuli and characteristics that stand out in the environment as the background of the object which is a roundness or unity that is difficult to separate, among others: social and environmental. It turned out that the environment also affects the student's performance in the learning process. To the finding, the total of all responses from the students who stayed in mountainous and rural areas tend to reject the use of online learning. Again, even though some negative responses were found, the percentage of students who responded positively to online learning reached 88 % and the rest 12 % disagree to respond positively to the online learning implementation. This result answered the first research question on how the students' perception of online learning. It could be claimed that the students' responses were positive.

2. Student's Perception based on their Personality

The results of this research showed that personality traits play an important role in learning situations in particular and education in general. Far too often, schools and teachers ignore the personality of students. Little is known about the individual differences in student experiences and expectations of the COVID-19 crisis and the resulting school closures. Yet, as the crisis may have uniquely impacted students, knowledge about their personalities is highly relevant. Funder (1997) defined personality as an individual's characteristic pattern of thought, emotion, and behaviour, together with the psychological mechanisms (hidden or not) behind those patterns. In another definition by Liyanage & Bartlett (2013), personality was a set of underlying traits that determine how an individual typically behaves, thinks and feels. Aquariza (2020) by comparing who performs better between the introvert and the extrovert in writing subjects stated that introverted students performed better. Abdelrahman (2020) stated that students with high extroversion are more likely to miss attending school during school. Students of any personality might miss school. They should miss meeting face-to-face with their friends and teachers.

As well as extrovert, and introverted personalities gave rejections to the statement of online learning gave them the same chance as face-to-face meetings. Besides, the research result in Asselman et al., (2020) that stated students with highly extroverted personalities are more likely to learn new skills during the COVID-19 supported the research finding of this study. It was found that the students with extroverted personalities agreed that they could develop their English skills during online learning. Since the findings of these previous research resulted in different conclusions, still, the assumption on the effects of personality does matter. But it might differ from whom and when the research was conducted. In this research, it was found that from 489 respondents, 28 students were highly extroverted, 371 students were extroverted students and the rest 90 students were introverts. The extrovert students dominated not only the results of this questionnaire but also dominated the positive responses toward the implementation of online learning. It was found that the highest very positive response was from the highly extroverted students, while the highest negative response was from the introverted personality. this fact raised an assumption as the more extrovert a student is, the better performance she/he has in online learning.

The second research question of this research was aimed to answer which how is the student's perception of online learning across personalities. it was found in this research that the extrovert personality students gave better positive responses than the introverted ones. 8 students of highly extrovert students, 40 students of the extrovert personality, and 5 students with the introverted personality gave very positive responses. 16 of the high extroverts, 295 of the extroverts and 66 of the introverts gave a positive response. 4 of the high extroverts, 36 of the extroverts and 19 of the introverts gave a negative response to online learning. From the data above, even though there was inequality in the number between the introvert and the extrovert students, the result showed that the percentage of the extrovert students

who gave positive responses was 8 % higher than the positive responses from the introvert students. This result is the answer to the second research question that students' perceptions toward online learning were mostly positive from both personalities. The extrovert contributed 88,5% of them, while the introvert contributed 79 % of them to respond positively toward the implementation of online learning.

After analyzing each question item of the students' perception questionnaire, the researcher found two additional highlighted points. the first was the extrovert personality students gave more positive responses on the items that stated their experience in sharing their opinions or thoughts with their classmates during the English online learning. As extrovert personalities are more sociable compared to introvert personalities extroverts personality could share their thoughts and opinions better even during online classes. The extrovert personality is more flexible and tends to accept other opinions and thoughts (Bayne, 2004). On the contrary, even the introverted personality students did not give a very good response to the above statement, the extrovert personality had the highest positive response reaching 93% on the statement that they could develop their reading skills. In the last four questions on the questionnaire that discussed the students' skill development, both of the personalities agreed that their skills were well developed during the online classes. the interesting point was on the reading skill that received highly positive responses from the introverted personality students. It implied that students with introverted personalities could develop their English skills, especially reading skills at the most. Introvert personality students could develop their reading skills better than extrovert personality students.

The research by Hasan and Yuliati (2018) about predicting the reading comprehension ability between the extrovert and the introvert personality stated that the introvert personality's ability is more predictable rather than the extrovert personality. In terms of reading skills, Gass and Selinker (2008) argued that the stereotype of an introvert is someone happier with books than with other people, while the stereotype of an extrovert is the opposite. Finally, since personality affects the success of learning, teachers must recognize the students' personalities. online classes benefited both of the personalities not equally in every aspect. One of the personalities may be more benefited and the other one may be less benefited. The extrovert personality had more chances to share their opinions about their assignments with their classmates compared to the introverted personality. while the introverted personality could develop their reading skill better than the introverted personality. Extrovert personality students who are more sociable tend to get more effective learning in offline classes. Also, the introverted personality also put many rejections on the online class.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

This study revealed that students' perceptions were split into positive and negative perceptions based on the findings and results of the discussions mentioned earlier. More than half of the respondents were responding positively to the implementation of English online learning. They claimed that they could still improve their English skill during online learning. But still, obstacles could not be hindered. It was found that the students mostly have trouble with their internet connections. It was supported by the school that had a negative response to the implementation of English online learning was SCHOOL 1 which was located in the mountainous area of Probolinggo. It could be concluded that the mountainous area tends to give more rejections to the implementation of English online learning. Additionally, the obstacles during the online classes were found in the usage of media that was used by the teacher to support the learning process. The students claimed that the teacher did not use various kinds of media during the learning process. Also, if the students were given the option to choose between conducting online and offline classes, students tend to choose offline classes.

The extrovert personality type dominated the results of the personality type questionnaire. Most of the students (359 students or 73%) that answered very positively and

positively to the online learning perception questionnaire were from the highly extro-verted and the extrovert personality types. This number increased by the positive response from the introverted personality and reached 88 %. So, there were only 12 % negative responses from the three personality types. Factually, both personalities benefited in a different ways. The extrovert personality benefited from their access to easily share their assignments with their classmates. While introverted personality students could improve their reading skills better during online classes. Since the highest positive response was from the extrovert personality, by this metric, it can be deduced that the students who responded positively to online learning were generally extroverted. In other words, students with extroverted persona-lities gain more benefits from online learning than students with an introverted personality.

The result of this study can only be generalized to the population/respondents involved in this research. However, different research areas or different levels of education may lead to different results. The result of this study may be used as an additional reference for conducting English online learning for further implementation of online classes. The highlighted obstacles found in this research could be taken as considerations as preven-tion of conducting English online learning.

B. Saran

This study's findings provide theoretical support for teachers who are undertaking or planning to conduct online learning, as well as future researchers. Although the current study adds to the expanding body of evidence about the relationship between students' personalities and their perceptions of online learning, it does have several limitations that should be acknowledged. The first goal of this research was to look into the overall relationship between personality and online learning perception. To determine the exact design components of online learning that are influenced by distinct personality types, a more in-depth research study is required. Second, this study collected data using self-reported questionnaire responses, which could lead to response bias. It's possible that adding interviews and modifying this to include a qualitative component will make the results more relevant and explain those things that had or didn't have the statistical backing

we observed as being ambiguous in terms of their value. Improving the overall value of the piece by including more information regar-ding the relevance of these issues in the words of a sample of responders would give this study a lot more power. To investigate the findings gained from survey results, future research projects should integrate qualitative data (e.g., interviews). It is advised that more research be done on the effects of different personality types on learning and perfor-mance in online environments.

DAFTAR RUJUKAN

Abdelrahman, M. (2020). Personality Traits, Risk Perception, And Protective Behaviours of Arab Residents of Qatar During The COVID-19 Pandemic. *International Journal of Mental Health and Addiction*, 12 (3), 1–12. https://doi.org/10.1007/s11469-020-00352-7

Adedoyin, Olasile Babatunde & Soykan, Emrah. (2020). Covid-19 Pandemic and Online Learning: Challenges and Opportunities. Interactive Learning Environments. *Journal of Language Teaching Research*, 4 (2), 20-35. https://doi.org/10.1080/10494820.2020.1813180

Adnan, M. & Anwar,K. (2020).Online Learning Amid The Covid-19 Pandemic: Students' Perspectives. *Journal Of Pedagogical Sociology And Psychology,* 2 (1), 13-20. https://doi.org/10.33902/JPSP.%202020202 61309

Agung, A. S. N., & Surtikanti, M. W. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM : Jurnal Sosial Dan Humaniora*, 10 (2), 225–235. https://doi.org/10.31940/soshum.v10i2.1 316

Airaksinen, J., Komulainen, K., Jokela, M., & Gluschkoff, K. (2020). Big Five Personality Traits And COVID-19 Precautionary Behaviors among Older Adults in Europe. *International Journal of Mental Health and Addiction,* 3 (1), 30-38. https://doi.org/10.31234/osf.io/rvbjf

Alawamleh, et al. (2020). The Effect of Online Learning on Communication Between Instructors And Students During Covid-19 Pandemic. *Asian Education and Development Studies*. 1 (10), 11-28. https://doi.org/10.1108/AEDS-06-2020-0131

Altunkaya, H., & Ayranci, B. (2020). The Use of Edmodo in Academic Writing Education. *Journal of Language and Linguistic Studies*, 16 (1), 112-123. https://doi.org/10.17263/JLLS.712659

Andriana, Y. (2021). Elementary School Students' Character Conditions During Online Learning. *Jurnal Pendidikan Dan Pengajaran,* 54 (2), 199-206. https://dx.doi.org/10.23887/jpp.v54i2

Asselmann, E., Borghans, L., Montizaan, R., & Seegers, P. (2020). The Role of Personality In The Thoughts, Feelings, And Behaviours Of Students In Germany During The First Weeks Of The COVID19 Pandemic. *Plos One,* 15(11), 54-67. https://doi.org/10.1371/journal.pone.0242904

Aquariza, N.R (2020). Who Performs Better In Essay Writing, Introverts Or Extroverts? A Case Study Of 3rd Semester EFL Students. *Jurnal Inovasi Pendidikan,* 1 (7), 20-34. https://doi.org/10.47492/jip.v1i7.253

Bali, S., & Liu, M. C. (2018). Students' perceptions toward online learning and face-to-face learning courses. *Journal of Physics: Conference Series,* 1108 (1), 222-245. https://doi.org/10.1088/1742-6596/1108/1/012094

Bailey, D., Almusharraf, N., & Hatcher, R. (2021). Finding Satisfaction: Intrinsic Motivation For Synchronous And Asynchronous Communication In The Online Language Learning Context. *Education and Information Technologies*, 26 (3), 34-46. https://doi.org/10.1007/s10639-020-10369-z

Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research,* 5 (4), 12-25. https:///doi.org/10.29333/pr/7937

Bączek, M. Z., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2021). Students' perception of online learning during the COVID-19 pandemic: A survey study of Polish medical students. *Journal Medicine,* 100 (7), 129-240. http://dx.doi.org/10.21203/rs.3.rs-41178/v1

Bayne, R. (2004). *Psychological types at work: An MBTI perspective: Psychology@Work series*. London, UK: International Thomson Business.

Bhagat, K. K., Wu, L. Y., & Chang, C. Y. (2019). The impact of personality on students' perceptions towards online learning. Australasian Journal of Educational Technology, 35(4), 98-108. https://doi.org/10.14742/ajet.4162

Best, J.W., Khan, J.V. (2003). *Research in Education (9th Ed.)* Boston: Pearson Education Inc.

Blake, R. a. (2006). *Perception.* New York: Mc-Graw-hill Companies.

Cahyawati, D., & Gunarto, M. (2020). Student perceptions of online learning during the Covid-19 pandemic: Barriers, level of agreement, materials, workload, attendance, and lecturer explanations (Persepsi mahasiswa terhadap pembelajaran daring pada masa pandemi Covid-19: Hambatan, tingkat kesetujuan, materi, beban tugas, kehadiran, dan penjelasan dosen). *Jurnal Innovis Teknologi Pendidikan,* 7(2), 150–161. https://doi.org/https://doi.org/10.21831/jitp.v7i2.33296

Chang, C. L., & Fang, M. (2020). E-Learning and Online Instructions of Higher Education during the 2019 Novel Coronavirus Diseases (COVID-19) Epidemic. *Journal of Physics: Conference Series,* 1574 (1), 203-233. https://doi.org/10.1088/1742-6596/1574/1/012166

Cirocki, A., Anam, S., & Retnaningdyah, P. (2019). Readiness For Autonomy in English Language Learning: The Case of Indonesian High School Students. *Iranian Journal of Language Teaching Research*, 7(2), 1–18. https://doi.org/10.30466/IJLTR.2019.120695

Deli, M., & Allo, G. (2020). Is The Online Learning Good In The Midst Of Covid-19 Pandemic? The Case of EFL Learners. *Jurnal Sinestesia,* 10(1), 1–10. https://doi.org/10.30466/ijltr.2019.120695

Ellis, A. (2003). Personality type and participation in networked learning environments. *Educational Media International,* 40(1e2), 20-35. https://doi.org/10.1080/0952398032000092152

Ellis, R. (1986). Understanding Second Language Acquisition. *Oxford: Oxford University Press.*

Eysenck, H. J. (1967). *The biological basis for personality* (Vol. 689). Transaction Publisher.

Eysenck, H. J., & Eysenck, S. B. G. (1964). *Manual of the Eysenck Personality Inventory.* London: University of London Press

Hoxha, L., & Duraku, Z.H. (2020) The Impact Of COVID-19 On Education and on the Wellbeing of Teachers, Parents, and Students: Challenges Related to Remote (Online) Learning and Opportunities for Advancing the Quality of Education. *Education and Information Technologies.* 18 (1), 40-62.

Huang, Y. (2020). Research on Online Education in the Midst of the COVID-19 Pandemic. *Journal of Advances in Education Research,* 5(2), 125–137. https://doi.org/10.22606/jaer.2020.52005

Jumariati (2017). *The effect of problem-based learning on the argumentative skills of students across personality types and English proficiency levels.* Unpublished Dissertation. Malang: State University of Malang.

Latief, M.A. (2017). *Research method on language learning: An introduction.* Malang: Universitas Negeri Malang (UM Press).

Moore, J. L., Dickson-Deane, C., & Nasution,S. (1996). *Metode Research.* Bandung: Bumi Aksara.

Moorhouse, B. L. (2020). Adaptations to face-to-face initial teacher education course "forced" online due to the COVID-19 pandemic. *Journal Education for Teaching: International Research and Pedagogy,* 3(2)*.* https://doi.org/10.1080/02607476.2020.1755205

Organization, W. H. (2020). World Health Organization (WHO). Retrieved in March, 18 2022 from https://www.who.int/emergencies/diseases/novel-coronavirus2019?gclid

Reimers, F., Schleicher, A., Saavedra, J., & Tuominen, S. (2020). *Supporting the continuation of teaching and learning during the Covid-19 pandemic: Annotated resources for online learning.* Paris, France: OECD Publishing.

Suryabrata, S. (2014). Personality Psychology (*Psikologi Kepribadian).* Jakarta: PT. Raja Grafindo Persada.

Yunita, W., & Maisarah, I. (2020). Students' Perception On Learning Language At The Graduate Program Of English Education Amids The Covid 19 Pandemic. *Linguists: Journal of Linguistics and Language Teaching,* 6(2), 107–120.

Wei, H.-C., & Chou, C. (2020). Online Learning Performance and Satisfaction: Do Perceptions and Readiness Matter? Distance Education. *Journal of Pedagogical Sociology And Psychology.* Volume 1 (1), 48–69. https://doi.org/10.1080/01587919.2020.1724768