

Students' Perception on Learning English By Using E-learning

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Abstract :

The background of the problem of this research is the obstacle on learning process during pandemic Corona Virus Dieses (COVID-19). It caused traditional learning process or face to face in class move to using E-learning. The using of E-learning in learning English automatically makes the teacher and students shock. It caused the teacher and students there is no the knowledge about the way to do learning process by using E-learning. Thus, it carried out the differences students' perception on learning English by using E-learning.

The purpose of this research is to know students' perception on learning English by using E-learning related to the learning purpose, assignment and feedback. It caused the first experience for the students doing learning process using E-learning especially that used network.

This research was survey research. The data were collected by online questioner. The subjects of this research were students of IPA Class at Third Grade of MAN 2 Padang Panjang with the total 111 students and students who will be used as research samples 28 students. In analyzed the data used quantitative descriptive techniques with percentages and mean formula.

The result of this research was the researcher conducted with the title students' perception on learning English by using E-learning at third grade of MAN 2 Padang Panjang. The researchers did this research because to know what are students' perception on learning English by using E-learning related to learning purpose, assignment and feedback. The result of this result is good. It caused the mean of learning purpose 72,29%, assignment 70,28%, and feedback 60,03%. It means the average of each indicator was 67,6% based on interpretation data 61% - 80% is good category..

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Introduction

In the middle of March the government releases a handbill. In this handbill number 440/2436/SJ point 1 B declare that "Learning process, training and orientation is conducted through long distance education by using technology and information." This handbill is released because there is a pandemic. Therefore, learning process changed to learn through long distance education.

During pandemic learning process is changed. Change in this case means the way. The ways to learn, usually students and teacher did learning process at the school in the class but during pandemic it have been changed. Change to long distance learning. According to Mackenzie, Postage, Schupham in Suparman and Zuhairi long distance education based on its mission is an idea in creating an opportunity for people who is hindered to learn in the classroom. It is because of some reasons that are: limitation in acquiring formal education, material, cost, and retarded area. Moreover, Indrayati states that long distance education is an education in which the learning process is conducted by people in different place and time. This activity needs some instructional media such as, television, radio, recording, telephone, and computer. In conclusion, long distance education can be defined as learning process that is not needed the classroom.

Long distance education does not need the classroom but need the other media for instance internet, television, and mobile phone. These media include to e-learning. Almarabeh says that e-learning is a learning that uses information and communication technology such as internet, mobile phone, learning management system, television, radio, and others in order to enhance the teaching and learning activities. Generally, people use internet and mobile phone in various applications for example, whatsApp, google classroom, and zoom cloud meeting. Those all applications are used to overcome educational problem during pandemic. In fact, teachers and students are not already prepares about this system. They were difficult to do the effective learning because they did not ever have any experiences of learning process outside the classroom through e-learning.

E-learning has two types. The first is synchronous. Synchronous is a type of e learning that students and teacher do learning process at the same time. The second is asynchronous. In asynchronous students can learning any time. Hence, between synchronous and asynchronous has different process in learning.

E-learning is one of the ways to make students still learning before pandemic. The learning goals in learning process have the same goals even thought different ways to learn. It means learning process by using e-learning has the learning goals also. Learning goals can be measured through three aspects. The first is cognitive aspect. In cognitive aspect the teacher measure about activity in brain such as knowledge, comprehension, application,

analysis, synthesis, and evaluation. The second is affective aspect. In affective aspect that measured is about attitude and value. The last is psychomotor aspect. Psychomotor aspects relate to skill and practice after get the learning experience. It can be concluded, learning goals can be measured through three aspects.

In cognitive, affective and psychomotor aspects are relates the way teacher measure it. Assignment is one of the ways to measure three aspects above. Assignment is important part in learning activity. Assignment can show the student understanding about the material. Beside that the teacher needs to give the feedback based on students' assignment.

According to Apreuebo in Windarsih state that Feedback is information that athletes would receive from coach/trainer or environment regarding the level of their motor skill or performance. It serves as a round work for the athletes learning development. Feedback also can give the certainty to students. It means students can get the feedback from their assignment and they will know their assignment good or not.

Furthermore, learning English by using e-learning has the learning goals likes learning in the class. To know learning goals has done achieve or not the teachers needs to measure it. Measure the learning goals can be done by measure three aspects. They are cognitive, affective and psychomotor and to measure that teacher needs give the assignment. It can be concluded to know the leaning goals can be reached or not the teacher need tom measure all of the part of learning process.

In this education era learning process is doing by using some electronic tool for instance using television, computer, and cell phone. Based on online interview with some students at third grade in MAN 2 Padang Panjang almost student using cell phone with some application there. The application they are use in learning English are zoom cloud meeting, whatsapp, google foam, and youtube. According to the explanation above about type of e-learning the application that students use in learning English can be classified. Zoom cloud meeting and WatsApp include in synchronous type. It caused the using of zoom coud meeting and whatsapp appropriate with the definition of synchronous. Google foam and youtube include in asynchronous. Because these application used after the teacher give the command. It means these application will students used after get the instruction to do something from the teacher. It is usually after the time of their learning process schedule. Thus, every application in cell phone that students use in learning process can be categorized based on the use of application.

E-learning is a learning process that use electronic as a learning media for instance mobile phone, internet, and etc. According to Almarabeh, e-learning is a learning that uses information and communication technology such as internet, mobile phone, learning management system, television, radio, and others in order to enhance the teaching and learning activities. According to Almarabeh, E-learning is a unifying termed to describe the fields of online learning, web-based training and technology delivered instructions. Jenkins and Hanson in Almarabeh, indicated that E-learning facilitated and supported the learning process through information and communication technologies. According to Maslin in Almarabeh, defined E-learning is when use information and communication technologies (ICTs) for knowledge seeking or delivering we refer this method as E-learning. Thus, E-learning is a technology tool that used internet to learning.

a. Modes of E-learning

Mode is a form or type. Mode in E-learning has two. They are distance learning and computer assisted instruction that usually people use. According to Ruiz in Meirani stated, there have been two common e-learning modes: distance learning and computer assisted instruction. Distance learning uses information technologies to deliver instruction or materials to learners who are at remote locations from a central site. Computer assisted instruction also called computer-based learning and computer based training uses computers to aid in the delivery of stand-alone multimedia packages for learning and teaching. These two modes are subsumed under e-learning as the Internet becomes the integrating technology. Hence, Elearning have two modes distance learning and computer assisted instruction.

b. Type of E-learning

In E-learning not only has the mode but has the type also. Type or kind in Elearning has two. They are Asynchronous and synchronous. According to Mahanta and Ahmed, there are two types interaction between learner and tutor or learner and learner in e-learning. The first one is synchronous interaction. In this type require all the participants of online interaction at the same time. Examples include internet voice telephone, video teleconferencing, text based chat system, text based virtual learning environment, and net based virtual auditorium or lectures room system. The second one is asynchronous interaction. In this type all of participant have freedom of time and location to participate it. Examples include e-mail, discussion forum, and bulletin board system. Thus, synchronous and asynchronous are type interaction of e-learning.

1. Synchronous

According to Fita et al, synchronous virtual e-learning tools are those intended for online studies that permit the real-time interaction between students and teachers using some kind of communication channel, like chat, voice or videoconferencing. SVL tools create a virtual classroom in which students may ask and teachers can reply instantly, making learning a so-called synchronous experience. As compared with asynchronous e-learning tools, the student experience that they are not taking lessons alone, rather they can interact with other classmates and their teachers during the class.

Furthermore, synchronous Virtual e-Learning tools (SVL), also known as webinar tools, can overcome this limitation as they provide, for instance, the opportunity to watch the teacher and talk to him/her share documents instantly and directly follow what the teacher types onto the computer (as in a e-blackboard). Therefore, synchronous tools are able to provide an experience similar to that of a regular class or a meeting, and are useful for tutorships, on-line courses, regular courses (for students who cannot physically attend the class), or seminars provided by colleagues in videoconferencing format. International companies worldwide are adopting SVL, not only for meetings but also for training and refresher courses aimed at their employees, being webinars more and more common. With these tools, companies save on travelling expenses and can access knowledge and technology in an efficient way.

Karen et al state that, synchronous learning is live, real-time (and usually scheduled), facilitated instruction and learning-oriented interaction. I've emphasized "learning-oriented interaction" in order to differentiate synchronous learning from lecture, product demonstrations, and other "knowledge dispersal" activities. my opinion (backed by plenty of research findings), the interaction is essential to learning. Thus, synchronous e-Learning is synchronous learning that takes place through electronic means.

2. Asynchronous

Papachristos et al explained asynchronous means that the students can interact at any time without teacher presence. Most of online course use this type. It caused asynchronous can used everywhere, every time that make the learner more flexible to learn. This type gives the freedom for learner to participate the learning process for instance, freedom time of time and place.

Method

This study was survey research. The population of this study are students of second grade of MAN 2 Padang Panjang. The instruments of this study are interview and online questioner. To collect the data the researcher given link of online questioner to the sample of this study. After that tabulate the data, calculate percentage, and finding mean.

Result

The collected data of this research is based on percentage from students' answer of the questioner. The questionnaire consists of 30 items where the answer has been provided to be chosen by the respondents. The questionnaire has been spread to 28 respondents. The data descriptions of the students' perception on learning English by using E-learning as follows.

1. Description of The Data

This research was conducted in MAN 2 Padang Panjang at Third Grade of IPA classes and 28 sample from the 25% of population. The researcher used online questioner to collect the data. The final research of the data is numerical data because the kind of the research was survey research through descriptive quantitative.

The data was in form questionnaire which relates to students' answer in questionnaire. In distributing the online questionnaire, the researcher gave explanation and time to the students to answer the questionnaire honestly. The researcher found the description of the students' perception on learning English by using E-learning.

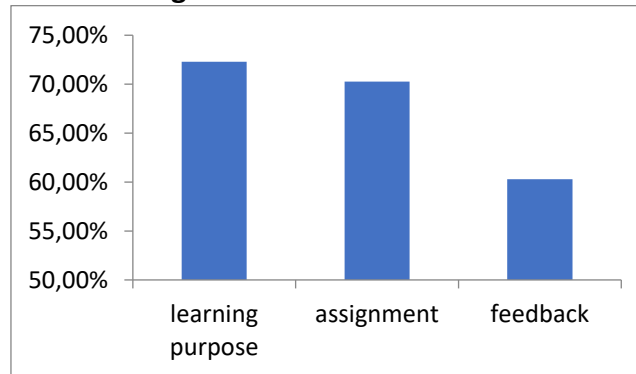
The first step after the researcher got the data, the researcher calculated the frequencies and the percentages of each indicator. To find the percentages of each question, the researcher use the formula which is proposed by Anatutoifah. After got the percentages of the each statement, the researcher found the frequencies for every statement in the questionnaire to got the percentage the final result. More detailed description of the students' perception on learning English by using E-learning could be seen on the chart below.

According to the research question about the students' perception on learning English by using E-learning the researcher described with general explanation. Students' perception

on learning English by using E-learning have chosen into three indicators. There are learning purpose, assignment, and feedback.

According to the students' answer for questionnaire there are 30 questions for students' perception on learning English by using E-learning. The chart below shows the percentage of three indicators and each indicator with different level of frequency. The description of the data about students' perception on learning English by using E-learning at third grade of MAN 2 Padang Panjang are as follow:

The Chart 4.1 : General Percentage of Students' Answer



Source: research data

The chart above explained the total percentage of the students' perception on learning English by using E-learning. The highest was learning purpose (72,29%), assignment (70,28%) and the lowest was feedback (60,3%). The percentage was gotten by finding the average of each indicator that chosen by the students. The total percentage above would be revealed further in the analysis of the data. For more detail description in each frequency, the chart above divide frequencies into always, often, sometime, seldom, and never.

Based on the interpretation data in chapter three learning purpose and assignment was good category, and feedback was enough category.

2. Analysis the Data

Analyzing of the data is useful to answer the research question in this research. The question is answered by analyzing the questionnaire. The items in questioner were 10 for learning purpose, 10 for assignment, and 10 for feedback. Each item had five options. There are always, often, sometime, seldom, and never. The researcher analyzed the data through finding percentage and mean of the data.

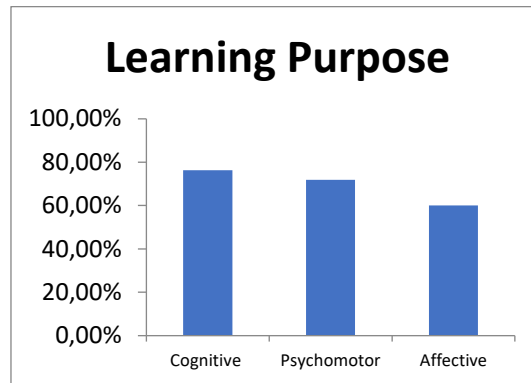
Based on the questionnaires of respondent answered, the researcher found how the level of students' perception on learning English by using E-learning at third grade of MAN 2 Padang Panjang. The result of the respondent answer could be seen in the following chart below:

a. Learning purpose

The first is Learning Purpose. In learning purpose consist of three domains. There are cognitive domain, psychomotor doain, and affective domain. The detailed description in frequencies of learning purpose it can be seen in the chart below:

Chart 4.1

The Percentage of Students' Perception on Learning English by Using E-Learning Related to Learning Purpose



Source: research data

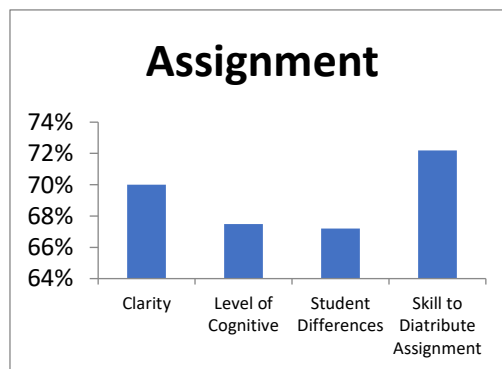
Based on table of learning purpose above described the percentage of learning purpose. There are three domains of learning purpose. The first was cognitive domain with 76,25%. The next was psychomotor domain with 71,95%, and the last was affective domain with 60%. The higher percentage was cognitive domain with 76,25%. The lowest percentage was affective domain with 60%. The mean of this indicator was 69,4%. It can be concluded the students' perception on learning English by using E-learning related to learning purpose was good based on interpretation data 61% - 80% was good.

b. Assignment

The second indicator is Assignment. In this indicator consist of the clarity, consider the student differences, and skill to distribute the assignment. The detailed of the percentage from assignment can be seen on the chart below:

Chart 4.3

The Percentage of Students' Perception on Learning English by Using E-Learning Related to Assignment



Source : Research Data

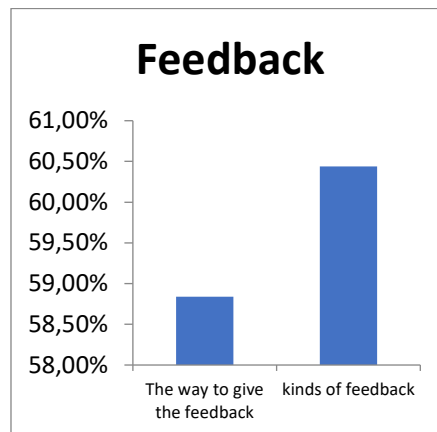
Based on chart above students' perception on learning English by using E-learning consist of four aspects should be consider on the learning process related to assignment. There are clarity with 70%, level of cognitive with 67,48%, student differences with 67,2%, and skill to distribute the assignment with 72,2%. The highest percentage was skill to distribute the assignment with 72,2% and the lowest percentage was consider to the student differences with 67,2%. The mean of this indicator was 69,22%. It can be concluded the students' perception on learning English by using E-learning relate to assignment was good category based on the interpretation data 61% - 80% was good category.

c. Feedback

The last indicator is feedback. In giving feedback there are two aspect about that. The first the way give and the second the feedback verbal, non verbal and variety. It can be seen on the chart below:

Chart 4.4

The Percentage of Students' Perception on Learning English by Using E-Learning Related to Feedback



Source : Research Data

Based on chart above students' perception on learning English by using E-learning related to feedback consist of two aspects should be consider on the learning process. There are the way to give the feedback with 58,84%, and kind of feedback with 60,44%. The mean of this indicator was 59,64%.it means the percentage of this indicator included to the enough category. It is caused in the interpretation data 41% - 60% was enough category. It can be concluded the students' perception on learning English by using E-learning relate to assignment was good category based on the interpretation data 41% - 60% was enough category.

Discussion

There are several things that can be noted down related to the student's perception on learning English by using E-learning. E-learning is the kind of learning process that use electronic as a media. This is included computer, television, cellphone, laptop, and many others that used network or not. In this case E-learning that students and teacher use to do learning and teaching process is the network media. It is caused there is pandemic in Indonesia (covid 19). Because of that the government asked to all of instance of education use E-learning, but it is trigger the differences perception and opinion from the students related to the using of E-leaarning on learning English.

According to Omrod in Meirani said distance education has become an opportunity and concern for many colleges and universities. It refers to technology-based instructions in which the students are at the location physically separated from their teacher during the class of teaching and learning process. Especially, distance education was created for the students who were unable to attend school. It means E-learning appropriate in Indonesia situation to keep do teaching and learning process during pandemic.

To know students' perception on learning English by using E-learning related to learning purpose. There were three domains. The first was cognitive. Usually, in cognitive domain there were some stages of thinking. It is Kwon Taxonomy Bloom. In taxonomy bloom showed six stage process of thinking. There were knowledge, comprehension, application, analysis, synthesis, and evaluation. Thus, in cognitive domain told about the stage process of thinking.

The second was psychomotor domain. In psychomotor domain talked about the practice of the learning material. Especially, in learning English be better if practice the material directly. Hence, psychomotor domain is one of the aspect of learning purpose.

The last was affective domain. Affective domain related to the moral value the student. For instance, student needs to be discipline student. Likes, used uniform, arrive at school on time did not late, respect to the teacher, and etc. Thus, affective domain was one of the important domain in learning process.

The next is about assignment. Assignment was one of the important steps in teaching and learning process. It is caused the assignment was the tool to measured student understanding. The last was feedback. Feedback is the important one in teaching and learning process. It caused feedback can give the stimulus to the student to build students motivation. In learning process by using E-learning the student need to get the feedback. To make student know how far their understanding about the material. Hence, learning purpose, assignment, and feedback was the important thing in teaching and learning process that should be improved.

This research is aimed to answer the research question, to answer the research question, researcher conducted a descriptive research to describe the phenomena in numerical data in order to get the detail information. Then, instrument to collect the data is online questionnaire with using likert scale. To find the result of research, data are analyzed with using percentage and mean formula. From the finding of the research, it shown the student's perception on learning English by using E-learning related to learning purpose, assignment, and feedback was 67,62%. Based on interpretation data 61% - 80% is good category. It means the result of the data is good category.

Conclusion

Based on the finding and discussion that presented on the previous chapter it could be concluded that students at IPA Class Third Grade of MAN 2 Padang Panjang have some perception about using E-learning on learning English. It was conducted by mean score of each indicator. Students' perception on learning English by using E-learning relate to learning purpose was good category with 72,29% , assignment was good category with 70,28%, and feedback was enough category with 60,3%.

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