



STUDENTS' PERCEPTIONS OF USING E-LEARNING IN LEARNING ENGLISH

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Abstract

This research aims to find out students' perceptions of using E-Learning on learning English which includes students enthusiasm of E-Learning, advantages / disadvantages of E-Learning, and students expectation of E-Learning. This research is a qualitative descriptive study. The subjects of this research are the teacher and 15 students from 8B class of SMPN 1 Puncu. Data collection in this research was carried out in three ways, namely: observation, interviews, and documentation. The results of this research are: students' interest in learning English using E-learning amounted to 80% of the total students. The students who gave a positive response from questions that the researchers have given. Researchers draw the conclusion that students are enthusiastic to follow E-learning, The advantages felt by students is the ease in time management, accessible from anywhere, the material reached can be very wide. Meanwhile for disadvantages felt by students is the lack of direct interaction, unstable internet connection and difficulty in understanding the material. While in the bad experience of students' and teachers, are internet quotas expensive, devices used are inadequate, mastery of technology is still low, time management is still not good, and the medium of communication isn't well organized, Expectation from students in the future more consistently. Students also expect can be further developed and all students can be more fluent in the mastery of E-learning support devices, and they expect teachers can explain the material more clearly and also they can meet virtually face to face

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INTRODUCTION

In the development of the learning system also undergoes a variety of advances, one of which is by modernizing the learning system. The development of E-learning concept in Indonesia is characterized by the emergence of sites that serve the teaching and learning process based on computers and networks in all corners of the region both from free and commercial (Adawi, 2014) and E-learning also continues to grow in line with the technological advances (Najib, 2014). With the concept of E-learning, there are also problems faced by students, one of which is the utilization of internet networks for learning that is far from ideal due to various obstacles (Budiaman, 2010). Furthermore, there are actually many advantages given in the concept of E-learning.

In fact, in every use of new things that in its context is the application of E-learning will give rise to perceptions, both positive and negative perceptions in their application. Perception is a sensing process, which is the process of receiving stimulus by individuals through sensory devices or also called sensory processes. But this process does not stop just like that, but it will be stimulus and become a perception (Walgito, 2010). According to Suranto (2011) Perception is an important point in communicating, which means a carefulness in perceiving success in communicating or understanding new things. On the other hand, if it fails to perceive something will lead to failure in communicating or understanding a new thing commonly referred to as mis-communication. With a perception in the minds of students, both positive and negative perceptions resulting from the use of E-learning will affect their English learning.

In this era of globalization, English defense is considered very important to be given to students in school, because in general English is considered as the language of world communication. English itself becomes the language of world communication so that almost no country does not learn it as a language of communication for people who are in the scope of education or business. With this, it is necessary to realize that English should be mastered by the students to the maximum. According to Izzan (2010) There are various ways that educators can hone the skills of students to be more proficient in English, some of which are providing intensive English subjects and providing extracurricular activities in schools.

Based on the research context, the research questions is formulated as follow : 1) How students' response for English language learning using the E-learning? 2) What are the advantages and disadvantages of using the E-Learning in English language learning? 3) How students expectation about learning English using the E-Learning?

METHOD

This research is a qualitative descriptive study using a case study approach. According to Sugiyono (2017), Case study research method is a method of research to thoroughly examine an event, program, activity, or process either against one individual or one particular group. Therefore, in this study, researchers want to examine more deeply about the perception of learners on the use of E-learning in English language learning that will focus on the enthusiasm, advantages and disadvantages of using E-learning, as well as the expectations of learners when using E-learning in English language learning. The researcher have a very important role to being the main instrument of researchers also play an important role in the success and sustainability of this study, so that the data obtained can be valid and easy to analyze. In this study, researchers took the object of research on grade 8B students at SMPN 1 PUNCU.

Observation in this study to see the enthusiasm of students in using E-learning during English learning is underway. From there, researchers can prove that students are enthusiastic in the use of E-Learning during English language learning. On observations, researchers want to see the activeness of students in english learning using E-learning. there are 10 points observed by researchers based on checklist observations. The activities observed are as follows :

Table 1
Framework of Observation

VARIABLES	INDICATOR OF QUESTION	QUESTIONS NUMBER
Students Enthusiasm Learning English Using E-Learning	Question related to attention	1, 2, 3, 4
	Questions related to interest	7, 8, 9, 10
	Question related to facilities and infrastructure	5, 6

Source : Data Proccesed, 2021

According to Sugiyono (2019) The interview guide contain the framework and outline of the subjects that serve as the basis for asking questions to research respondents. These guidelines used during the process of interviewing research subjects to explore as much information as possible about what, why, and how to relate to the given problem. This guideline is an outline of the research questions that will be asked to students as the main informants in this study. The interview guidelines used in this study are structured interviews using Google Forms as a media to deliver the list of question, cause of pandemic the researchers can't do face to face interviews. Researchers create a grid of interview guidelines first before drawing up interview guidelines, in this interviews has 13 questions for the student and 8 questions for the teacher.

Documentation method is to look for data on things or variables in the form of notes, transkrip values, books, newspapers, magazines, minutes, inscriptions, agendas, meetings, and so on. Using this method of documentation, the observed things are living objects and inanimate objects. In this case the researchers collected the necessary data in the form of Whatsapp Group screenshot and also Google Classroom Screenshot of English subjects students in grade 8 at SMPN 1 Puncu. In this case, the researchers will observe focused on Whatsapp Group and Google Classrooms which are used in 8th grade English subjects to see the enthusiasm of students at a time when the continuity of the English learning process with E-Learning is underway using several points in the check list observation that has been compiled earlier. The data analysis techniques in this study use the Miles and Huberman model. As a safe disclosed by Miles and Huberman quoted by Sugiyono (2017) suggests that qualitative data analysis activities run interactively and take place continuously until complete, so that the data obtained is saturated. This analysis is done by: Data reduction, display data, and conclusion drawing or verification. According to Sugiyono (2017) triangulation technique is a way to test the credibility of data obtained by checking data obtained from the same source with different methods. In this case, researchers use data sources in the form of In-depth interviews, observation checklists and documentation in the form of screenshots of Whatsapp Group and Google Classroom.

RESULT AND DISCUSSION

The researcher collected the data to answer research questions:

The Students' Enthusiasm for English Language Learning Using E-Learning

From all the data that has been collected by the researchers has been in accordance with the observations that have been done before. The data from the observation results based on observation checklist, that the researchers have compiled stated as follows, that students look active and enthusiastic during learning English using E-learning. This can be proven from the first student to respond to the assignment given by the teacher, the second underarm teacher gives a question during the process of transferring material to the progress student responding to the question given by the teacher, the three students are seen paying attention to the explanation of the material provided by this teacher can be proven by the interaction in WhatsApp Group, the fourth when teachers give assignments through Google Classroom most students seem enthusiastic in doing this task can be seen from the response assignment in Google Classroom that most students do, fifth during the

learning process often students ask because there is still an explanation given by the teacher that is still unclear by the student, the sixth at the time of learning began many students who ask the teacher to look again at the material on the learning before umnya, and lastly when the teacher reviewed the learning materials that had been delivered on that day some students were asked to be given if indeed the teacher did not give assignments on that day. From the three data sources that have been obtained by the researchers, namely observations and documentation and interview data have been in sync with the theories that have been used by researchers. Researchers draw the conclusion that students are enthusiastic about learning English using E-learning.

The Advantages and Disadvantages of Using E-Learning in English Learning

In the findings data found by the researchers when interviewing grade 8 students of SMPN 1 Puncu, there are several advantages that have been felt by the students, among them are 72.73% of students feel the ease in managing their time more flexibly and efficiently, as is the case when learning in the classroom that the time is limited when they use E-learning in English learning they can learn at any time without being limited by time. In addition, with the implementation of E-learning during English language learning they can also access materials both provided by teachers and materials that they do not understand can be from anywhere as long as there is still an internet connection to access these materials. Not only that, they think that with E-learning they can search for material that they do not understand from the internet or other learning applications so that their insights can be broader. From some of these responses there are also students who think they should not be ashamed in learning English because they are quite in one place with an internet connection they can already collaborate with their friends.

The disadvantages felt by students during the learning of English using E-learning will be described as follows the disadvantages they feel most is the absence of direct interaction between teachers and students. In addition, with the implementation of E-learning during their English language learning they also feel an understanding of the material they can not master that could have happened due to the lack of direct interaction between teachers and students. Not only that, because of the geographical location of SMPN 1 Puncu which can be said to be classified as a remote area so that many students there still do not have a stable internet connection when E-learning takes place. However, there is also a small part of the response given by students who are netted during data retrieval using interviews that students do not feel some of the disadvantages mentioned above, they feel they can follow E-learning activities smoothly without being constrained at all.

The second factor in the focus of research on advantages and disadvantages of English learning using E-learning felt by students is the experience about the obstacles faced by students on learning English using E-learning. The data obtained by researchers is that most of the students, about 81.82% have an unstable internet connection so they are often left behind online meetings while E-learning is in progress. Not only that, the price of data quota that is still relatively expensive for them is also an obstacle for them. In addition, because the material shared by the teacher is often not only a video link but also a pdf file or other files that require students to download the material because of this if the student's mobile phone has specifications that are still relatively low will have difficulty in downloading and storing materials or tasks that have been given by the teacher. For a small number of students, there are also those who experience mobile phones that they have damaged when learning using E-learning. In addition, the material provided by the teacher who menurtu them the material should be easier to understand when there is an interaction between the teacher and students directly becomes difficult to understand because of the absence of direct interaction. But there are also students who are not constrained at all when learning English using E-learning.

The Students Expectations About Learning English Using E-Learning

In this indicator, researchers received 2 responses submitted by students to their expectations about the process of Learning English using E-learning in the future as well as expectations about the media used during English language learning using E-learning in the future and some responses from students are students' response to the process of learning English using E-learning for the future, as follows they expect the E-learning process in the future can run more consistently either from the teacher or the students themselves. Some students also expect the implementation of E-learning in the future can be further developed and all students can be more fluent in the mastery of E-learning support devices, be it computers or mobile phones. Students also expect that in the future the application of E-learning teachers can explain the material more clearly and also they

can meet virtually face to face with the teacher and when the assignment by the teacher they can do the task on time.

For students' response to expectations about the media used during English learning using E-learning following a response from students, students expect that the implementation of E-learning can be better and also they expect that the E-learning application used can be more accessible and can provide more complete features to meet the needs of students. E-learning applications are also expected to contain more creative and innovative content to meet the needs of students and encourage students to be more excited during the learning. New features with a wider scope are expected by students for the future because with it, students can be more encouraged to explore learning materials with more passion

CONCLUSIONS

After getting the result, the researcher makes the conclusion of this research. Then, suggestions are also given to the lecturer as a consideration in the next time, for the university students and the future researcher. 1) In student's enthusiasm is divided into 4 factors, namely attention, interest, learning process, facilities and infrastructures. On the attention factor states that most of the students have understood about E-learning, and the initial perception of E-learning on English language learning has formed in the minds of students. It has also been in accordance with the initial steps for the formation of perception in the minds of students. On the interest factor states that in fact students have an interest in learning English using E-learning. But it does not close the possibility that for a small percentage of students also feel less interested in learning English using E-learning. All opinions of these students have been met to shape the perception of the student himself. In response from teachers can also be proven that students' interest in learning English using E-learning amounted to 80% of the total students interest in learning English using E-learning. 2) The first conclusion that researchers found about the advantages felt by students is the ease in time management, accessible from anywhere as long as there is an internet connection, the material reached can be very wide, and can also collaborate easily with friends and even strangers. For disadvantages felt by students is the lack of direct interaction between teachers and students during learning, unstable internet connection and also students difficulty in understanding the material that has been delivered by the teacher. While in the bad experience of learning English using E-learning on the obstacles faced by students and teachers, are such as poor internet connection, internet quotas are still expensive, devices used are inadequate, the level of mastery of technology is still relatively low, time management is still not good, and also the medium of communication between teachers and students is not well organized. 3) Expectation from students about the process of learning English using E-learning for the future is that they expect the E-learning process in the future can run more consistently either from the teacher or the students themselves. Some students also expect the implementation of E-learning in the future can be further developed and all students can be more fluent in the mastery of E-learning support devices, be it computers or mobile phones. Students also expect that in the future the application of E-learning teachers can explain the material more clearly and also they can meet virtually face to face with the teacher and when the assignment by the teacher they can do the task on time.

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