STUDENTS' PERCEPTIONS ON E-LEARNING USE IN FOURTH AND SIXTH SEMESTERS OF ENGLISH DEPARTMENT IN UMPO

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ABSTRACT

This research is qualitative descriptive research with the subject are the fourth and sixth semesters of the English Department at the Muhammadiyah University of Ponorogo (UMPO). Semesters four and six each consist of 16 students. So the total number of respondents was 32 students. The data collections were questionnaires, observation, and interviews to find out student's perception of E-learning use, E-learning element, and the impact of students in E-learning use. The results of the study show that according to students' perception E-learning is effectively carried out in lectures because with E-learning, students can access lecture material wherever and whenever. Besides, by using E-learning, the learning resources and learning activities of students are also diverse because E-learning is equipped with attractive features. One of the E-learning platforms used by English Department lecturers at Muhammadiyah University in Ponorogo (UMPO) is Bebas UMPO (MOODLE), Google Classroom, Edmodo, and Whatsapp. There are some standard features from applications/platforms that used by lecturer: Features from Bebas UMPO are "*Forums", "Quizzes", "SCORM packages", "Resources", and "Assignments"*; feature from Google classroom is "*Classwork"*; part from Edmodo are *"Chatting,"* and *"Quiz"* and feature from Whatsapp is *"Group chat"*. The result of the study is students more active in responding during lecture activities using E-learning.

Keywords: Students' perception, E-learning

INTRODUCTION

Nowadays, the world has entered the era of globalization with rapidly developing information technology. The development of information technology can improve performance and enable various activities to be carried out quickly, precisely, and accurately so that it will increase productivity. Besides, the development of information technology has also influenced many fields of life, one of which is the field of education, especially in learning English (Kenning, 2007: 4).

The utilization of ICT in learning English is closely related to the use of computers. ICT tends to be preferred term replacing IT (Information Technology) because it shows the importance of electronic communication such as e-mail, web, and videoconferencing, as well as computer aspects (Nour, 2015: 45). One of the widespread ICT used nowadays is E-learning. The term "e" or the abbreviation of electronics in E-learning is used as a term for all technologies used to support teaching efforts through internet electronic technology (Fee, 2009: 13). According to (Fee, 2009: 14-15), E-learning is an educational system that uses electronic applications to support teaching and learning with internet media, computer networks, or stand-alone computers.

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Based on the preliminary study, in the English department of the Muhammadiyah University of Ponorogo, E-learning is also commonly used by the lecturer in their learning activity. It occurs because lecturers aware that using ICT, in this case, using E-learning, can be more exciting and useful. E-learning that is commonly used by the English department's lecturers is Edmodo, and platform (Bebas UMPO).

From the explanation above, the researcher wants to know about the student's perception of E-learning use. In this study, the subject of the research is fourth and sixth-semester students in the English department of the Muhammadiyah University of Ponorogo, because the English department lecturers commonly used ICT in teaching. ICT devices widely used in these learning activities are Smartphones and computers. Utilization of ICT in learning activities, for example: using PowerPoint presentations, holding a discussion forum via Whatsapp, gathering assignments via E-mail, a reference source of learning from watching Youtube and others.

This research is to find out about students' perception of E-learning use, to find out E-learning elements, and to find out about the impact that students got from the use of E-learning.

LITERATURE REVIEW

Perception is essentially a cognitive process experienced by everyone in a way understanding information about their environment, both through vision, hearing, appreciation, feeling, and smell (Salkind, 2008: 778). Everything that is obtained in the environment, whether they are seen, heard, lived, felt, and smelled, will be processed as information to act. Perception is the individual's way of seeing, interpreting, concluding, and reacting to an object obtained through the process of sensing, organizing, and interpreting the item.

The rapid growth of ICT has encouraged various educational institutions to utilize E-learning systems to increase the effectiveness and flexibility of learning. The term "e" or the abbreviation of electronics in E-learning is used as a term for all technologies used to support teaching efforts through internet electronic technology (Fee, 200913-14). According to (Fee, 2009: 14-15), E-learning is an educational system that uses electronic applications to support teaching and learning with internet media, computer networks, or stand-alone computers. From the definitions above, the researchers can conclude that E-learning is one of the learning methods currently being developed by utilizing computers as learning media, in addition, to provide an innovation that has a substantial contribution to increase the quality of teaching and learning process.

Learning Model System is one of the most widely used E-learning platforms. LMS or E-learning platform or Learning Content Management System (LCMS) is an application that automates and virtualizes the teaching and learning process electronically. With the development of E-learning, there are currently many LMS available, both commercial and Open Source (Babo & Ana, 2012: 165). Examples of LMS that are Open Source are Edmodo, Moodle, Dokeos, and Schoology.

METHOD

Qualitative research is a research conducted to capture the meaning (meaning/understanding) of an event, symptoms, facts, events, reality, or a particular problem. According to Creswell (2009:175-176), qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. In this research, the researcher uses a descriptive qualitative research method that aims to describe existing phenomena, both natural phenomena and human engineering.

The qualitative research model used as a reference is a qualitative research model, according to Creswell (2009:15). The first step is that the researcher must identify what problems he wants to research. After the problem has been identified, the next step is to look for the complete theoretical study that discusses the problem to be studied. The researcher must also know the purpose of conducting the research, so the objectives to be achieved from the examination must be clear so that the researcher has an apparent reference. After determining the goals of the study, the next step is to collect data. This data collection process can use several methods, for example, through questionnaires, interviews, and observations. After the data is collected, the next step is data analysis. The process of analyzing this data has many threats, depending on what type of research the researcher chooses. One example of a data analysis method is descriptive qualitative, in which the collected data will be clearly and completely described. The final step is to report the results of the research data that has been previously analyzed to become a complete study.

This study took place at the Muhammadiyah University of Ponorogo (UMPO). The School of Education is located in the Ponorogo. The participant of this study is fourth and sixth-semester students of the English Department at the Muhammadiyah University of Ponorogo. There were a total of 32 participants. The reason why researchers chose 4th and 6th-semester students of the English language study program at Muhammadiyah University Ponorogo as the object of research is that the 4th and 6th semesters have taken several courses that are taught by lecturers with a learning system that utilizes E-learning. Therefore, to avoid widening the object of research, the focus of research is to study semester 4th and 6th only. This study will be held in February-August 2020.

In this research, the researchers use three techniques in collecting data. They are questionnaires, interviews, and observation. The questionnaire sheet was distributed to the 4th and 6th semesters to find out information that the researcher needs. Researchers use the interview to get complete information that not catch in the questionnaire. The last researchers use observation to find out information about the E-learning class that operates by the English department lecturer so that the researcher knows their E-learning class activity and interaction also the feature application that the lecturer use in the E-learning class.

Data analysis in this research was carried out through three activities that coincided, they are data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2018:246). Qualitative data analysis is an ongoing, repeated, and continuous effort. The problem of data reduction, data presentation, and concluding is a series of analysis activities that follow one another.

FINDINGS AND DISCUSSION

Students' perceptions on E-learning use in fourth and sixth semesters of the English department

Students' perceptions of the use of E-learning in English students semester 4th and 6th Muhammadiyah University Ponorogo could be seen from several aspects. They were E-learning use, E-learning activity, E-learning content, E-learning assessment, E-learning advantages, and E-learning disadvantages. According to Salkind (2008: 778), the perception was essentially a cognitive process that was experienced by everyone in a way understanding information about their environment, both through vision, hearing, appreciation, feeling, and smell. In this study, researchers want to know Students' perceptions in E-learning use by investigating what they have seen, heard, or felt in E-learning activity.

From the aspect of use, the majority of students stated that lecturers had used E-learning in their classroom as well as asynchronous learning. Sometimes the lecturer was unable to attend class because of several things so that they use E-learning to help the

continuity of learning. From the student's perception, it was known that lecturers had used E-learning in learning in their classrooms.

Learning activities in E-learning were very diverse. The existence of E-learning adds to the ease of language learning. This language learning consists of four main aspects, namely speaking, reading, listening, and writing. In every part of language learning that uses E-learning has a variety of activities. Some kinds of E-learning activities that could be applied in language learning were watching videos, discussions, playing games, summarizing, reading, listening to the audio, and presentation use PPT. According to students E-learning activities that were most often done were the percentage using PPT. The results of the presentation would usually be discussed together by lecturers and students.

From the aspect of the content of the material, students stated that the material in E-learning was quite simple and easily absorbed by students. This statement was following the opinion of (Fee, 2009: 31-33) that the material in E-learning was easily absorbed because it uses images, video, audio, and animation. Furthermore, to deepen the knowledge of teaching materials, students could find additional information from various sources that were available online.

Assessment in E-learning consists of individual assignments and group assignments. In personal projects, students were usually given questions, article writing assignments, essay writing assignments, summarizing tasks, and others. As for group assignments, it could be in the form of projects to make video conversations in English, debate, and others. From Students' perceptions, it could be seen that the most frequent assessment conducted by lecturers in E-learning was an individual assignment.

According to (Fee, 2009: 13-14), E-learning was an electronic learning or learning activities that utilize ICT. Now E-learning has been widely used by educators in implementing learning activities. E-learning has several advantages which could be accessed anywhere, students could repeat the material independently, extensive learning resources, provide many opportunities to practice for students, could be accessed at any time, makes it easy for students to collect assignments and students could get feedback directly from jobs that they collected. From Students' perceptions, it could be seen that the essential advantage of E-learning was that E-learning could be accessed anywhere and anytime, or in other words, the material in E-learning was available 24 hours per day (Fee, 2009: 31-33). So, students were not limited by place and time in participating in learning using E-learning as long as they have an internet connection.

However, besides having advantages, E-learning also has shortcomings or obstacles in its application. Here are some of the disadvantages of E-learning, namely internet quota expenditure, which was burdensome for students, internet connections that were difficult to reach, especially for students who live in rural areas. The students get more assignments than material, students' understanding of the material provided was significantly reduced, and others. From some of the shortcomings of E-learning above, the problem of internet quota and the internet connection was the problem most often faced by students. Apart from some of the weaknesses of E-learning above, students state that learning to use E-learning was more effective than learning without E-learning. This statement was obtained from the results of the questionnaire that had been filled out by students. Even though the difference ratio was very thin, there was 17:15.
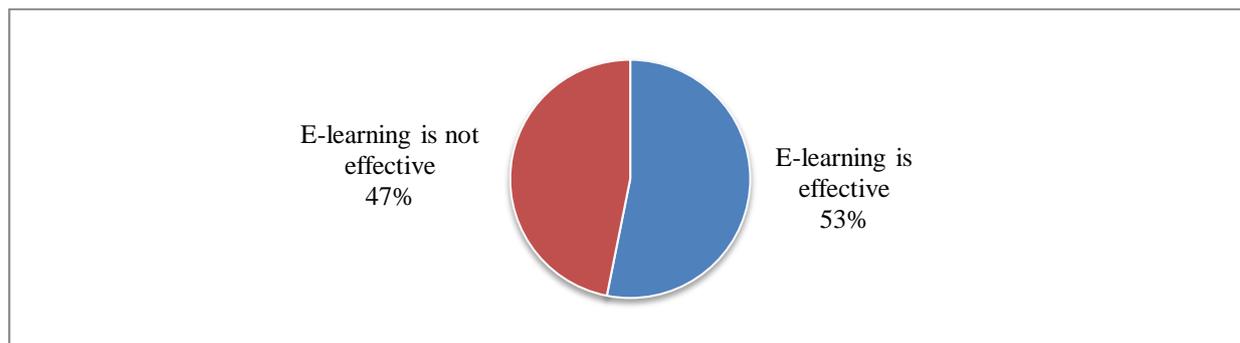
Chart 1: Students' score of E-learning disadvantages

Lecturers used e-learning elements in the fourth and sixth semester of English department

Google classroom, Whatsapp, Edmodo, and Bebas UMPO were some of the platforms/applications commonly used by English lecturers in E-learning. The reason lecturers chose that four applications as the applications that they used were these four applications have features that were exceptionally complete and easy to use for supporting learning activities.

The main features in the Google class were the following *"Forum", "Classwork",* and *"Members".* The *"Forum"* feature contained all posts from lecturers, both materials, assignment topics, and specific material as the discussion material. The next part was *" Classwork",* in this feature, all post archives from lecturers both consisting of assignments and lecture materials were available adjusted according to the order in which they were posted. The last part, *"Member",* in this feature contained the names taken in courses in Google classroom. Of these three features, *" Classwork"* were the features most often used by lecturers to send course materials and assignments for their students.

The features available on the Whatsapp application were the reciprocating messages in the form of documents, images, audio, and video, both privately / personally or in groups. Lectures that use the Whatsapp application were usually done through the Whatsapp group. So in a class, there was one group following the name of a particular course contains all students along with lecturers supporting the study. When the lecturer wanted to give lecture material or assignments could be done by sharing them through the Whatsapp group, which would automatically be accepted by all students in the class Whatsapp group. This application was a support application of E-learning, which had the most specific features so that it is the easiest to use.

Edmodo features commonly used by lecturers of English study programs are "*Chatting"* and "*Quiz"* features. In the "*Chatting"* feature lecturers usually send lecture material, then students were asked to respond or comment. As for the "*Quiz"* feature, lecturers usually gave quizzes to the students with a certain limited-time, and students were asked to complete the examination before the time limit expires because when the quiz time limit was over, then students could not access the quiz.

Bebas UMPO was one of the E-learning platforms owned by Universitas Muhammadiyah Ponorogo and powered by MOODLE with exclusive features to support E-learning. Here were some of the features found in the Bebas UMPO platform: *Attendance, BigBlueButtonBN, Choice, Database, E-voting, External tools, Feedback, Forums, Glossary, Quiz, Chatting, Learning, Questionnaire, SCROM package, Survey, Virtual programming lab, Wiki, Workshop, Books, Files, Folders, Label, Page, URL, and IMS content.* Some features of the Bebas UMPO that were commonly used by lecturers of English education courses were *Forums, Quizzes, SCORM packages, Resources,* and *Assignments.*

The *Forum* feature was better known as the discussion forum and resembles the chat feature, which allows discussion activities between lecturers and students related to a lecture topic. The *Quiz* feature provides the facility for lecturers to be able to design a

collection of questions in the form of multiple choices, true-false and short answer questions. These questions would be stored in the question bank, which could be categorized and reused. The *SCORM packages* feature was a facility that allows lecturers to be able to create packages containing web pages, graphics, Javascript programs, Flash presentation slides, videos, sounds, and any content that could be opened in a web browser. *Resource* features were features that are used by lecturers to add lecture source material in addition to the summary of the material provided. This source feature consists of several types, such as books, files, folders, IMS content package, Labels, Page, and URLs. Facility *Assignment* feature that allowed lecturers to be able to give assignments in the form of questions, preparation of papers, reports, and so on.

Furthermore, the task is collected by uploading the facilities provided in the assignment section. The types of files that could be sent were word documents, spreadsheets, images, audio, and video clips. Then the teacher could saw and assessed assignments that have been sent by students.

Impact that fourth and sixth semester of English department students got from the use of E-learning

Learning using E-learning gives influence to students. The impact obtained by students from learning to use E-learning could be divided into two sides; there was a good impact and bad impact. These good impacts, for example, increase student enthusiasm for learning, increase courage in expressing opinions in forums, increase confidence in asking questions, increase time discipline, and increase the sense of responsibility. The explanation above was following Zhang's statement (in Ghavifekr & Rosdy, 2015), E-learning could improve students' confidence in communicating and expressing opinions or ideas. E-learning has an effect in the form of increasing discipline and responsibility following the statement of Tavangarian (in Zhao, 2011: 68), which states that students must have high motivation and sense of responsibility in learning E-learning. It is because several tasks were collected with limited time, so discipline was needed in this case.
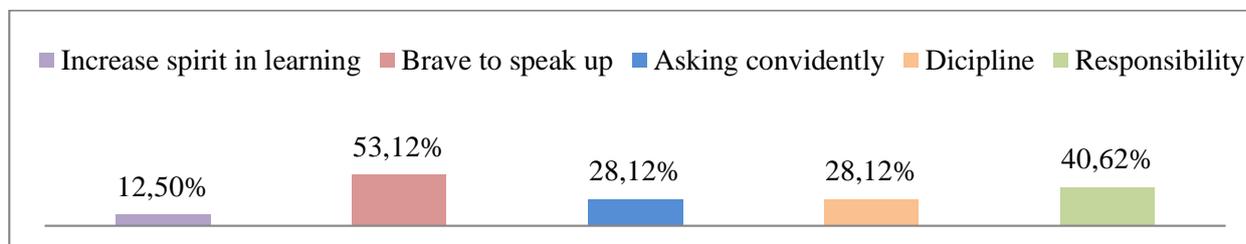

Chart 2. Students' score of the impacts from E-learning use

CONCLUSION

This research was conducted to determine Students' perceptions about the use of E-learning in lectures. This chapter would present conclusions, and suggestions from the thesis were compiled.

The main finding of this study was that E-learning was considered beneficial by students, especially helping them in learning activities. The reason E-learning was considered useful was that E-learning could be accessed anywhere without limits, as long as they have an internet connection. Besides being accessible anywhere, E-learning could also be accessed anytime. So, students could access learning material whenever they want without a time limit. With the two main advantages of E-learning, the lecturer tries as much as possible to use of E-learning for lectures.

Other findings from this research were about the elements used by English lecturers in the fourth and sixth semesters. Component, in this case, consists of features in

applications/platforms that lecturers use in learning by using E-learning. There were several E-learning applications/platforms were Google classrooms, Bebas UMPO (MOODLE), Whatsapp, Edmodo, Schoology, and Dokeos. However, from the many choices of E-learning applications/platforms, the most widely used by lecturers in lectures were Google classroom, Bebas UMPO, Whatsapp, and Edmodo. It was because these four platforms had a user-friendly system. The feature on the Google classroom platform that is commonly used by lecturers is "*Classwork" (*assignment, Quiz-assignment, Questions, and material)*.* Parts of the Bebas UMPO that are widely used by lecturers of English education were *Forums, Quizzes, SCORM packages, Resources,* and *Assignments.* The feature commonly used by lecturers in E-learning on the Whatsapp application is the *"Group chat".* It allows lecturers to be able to share materials such as documents, images, audio, and video, as well as enabling direct chat interaction between lecturers and students. Whereas Edmodo features that are commonly used by lecturers of English study programs are *"Chatting"* and *"Quiz".*

The latest finding from this research was to know about the impact of learning using E-learning for students. The effect obtained by students from learning to use E-learning could be divided into two sides. There was a good impact and bad impact. These good impacts, for example, increase student enthusiasm for learning, increase courage in expressing opinions in forums, increase confidence in asking questions, increase time discipline, and increase the sense of responsibility. While the bad impacts obtained by students in E-learning learning was that students find it difficult to understand the material due to the lack of explanation from lecturers, students were burdened with the number of tasks given by lecturers. Students were increasingly lazy to think and dependence by browsing on the internet and others. E-learning also made students less interacting with teachers and fellow students.

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