



Students' Perception of Learning English with E-Learning During Covid-19 Pandemic

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ARTICLE INFO

Article history:

Received May 31, 2023

Revised June 7, 2023

Accepted June 24, 2023

Available online June 27, 2023

Kata Kunci :

E-Pembelajaran, Sistem Manajemen Pembelajaran, Mahasiswa UIB, Persepsi, Kesulitan

Keywords:

E-Learning, Learning Management Systems, UIB Students, Perception, Difficulties

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi dan kesulitan mahasiswa Universitas Internasional Batam dalam belajar bahasa Inggris online dengan menggunakan E-Pembelajaran (Sistem Manajemen Pembelajaran), faktor faktor kesulitan apa saja yang mempengaruhi UIB students dalam pembelajaran menggunakan E-Pembelajaran selama pandemi Covid-19. Penelitian ini dilakukan dengan menggunakan metode kuantitatif. Partisipan dalam penelitian ini adalah mahasiswa Universitas Internasional Batam yang berjumlah 100 mahasiswa dengan angkatan 2019-2021 dari berbagai jurusan. Data diperoleh dengan menggunakan kuesioner. Untuk mengevaluasi data, peneliti menggunakan skala Likert dan mengkategorikannya dalam bentuk sangat setuju, setuju, tidak setuju dan sangat tidak setuju.

Hasil persepsi penelitian ini menunjukkan bahwa banyak dari mahasiswa UIB memiliki persepsi positive terhadap penggunaan E-Pembelajaran pada pembelajaran bahasa Inggris online selama pandemi Covid-19, hal ini didukung oleh faktor persepsi dari pertanyaan no 9 bahwa materi pembelajaran yang ada pada E-Pembelajaran UIB yang mudah diakses dimana saja, rata rata dari pertanyaan ini adalah 3.49. Namun dari hasil penelitian ini ada 5 faktor kesulitan yang mempengaruhi mahasiswa UIB yaitu (1) pertanyaan 15 : pernyataan motivasi rendah saat belajar online menggunakan E-Learning dengan rata-rata data 2,77. (2) pertanyaan 12 : pernyataan kurang memahami tentang fitur E-Pembelajaran dengan rata-rata data 2,57. (3) pertanyaan 20 : pernyataan peningkatan kuota internet pada penggunaan E-Pembelajaran dengan rata-rata data 2,48. (4) pertanyaan 18 : pernyataan Penggunaan E-Pembelajaran untuk

belajar bahasa Inggris selama pandemi ini tidak nyaman dengan rata-rata 2,29. (5) pertanyaan 19 : pernyataan Sulit mengakses jaringan internet di tempat E-Pembelajaran dengan rata-rata data 2,27.

ABSTRACT

This study aims to find out the perceptions and difficulties of Univesitas Internasional Batam students in learning English online using E-Learning (Learning Management System), what are the difficult factors that affect UIB students in learning using E-Learning during the Covid-19 pandemic. This research was conducted using quantitative methods. Participants in this study were Universitas Internasional Batam students totaling 100 students from the 2019-2021 batch from various majors. Data was obtained by using a questionnaire. To evaluate the data, the researcher used a Likert scale and categorizes it in the form of strongly agree, agree, disagree, and strongly disagree. The results of the perception of this study indicate that most of UIB students have a very positive perception with the use of E-Learning in online English learning during the Covid-19 pandemic, this is supported by the perception factor from question no 9 that the learning materials in UIB's E-Learning are easy accessed anywhere, the average of these questions is 3.49. However, from the results of this study, there were 5 difficulty factors that affected UIB students, namely (1) question 15: low motivation statements when studying online using E-Learning with an average data of 2.77. (2) question 12: statement of lack of understanding about E-Learning features with an average data of 2.57. (3) question 20: statement of increasing internet quota on the use of E-Learning with an average data of 2.48. (4) question 18: statement Using E-Learning to learn English during this pandemic is uncomfortable with an average of 2.29. (5) question 19: the statement that it is difficult to access the internet network at E-Learning sites with an average data rate of 2.27.

1. INTRODUCTION

In 2019, the outbreak of Covid-19 appeared detected in the city of Wuhan, China. A virus emerged called the Covid-19 pandemic. WHO declared this disease a pandemic and started entering Indonesia on March 2, 2020. Not only in Indonesia but the whole world is feeling the impact. To avoid the impact of this pandemic, the government urges the public to close all outdoor activities anywhere, and those who want to

travel must wear masks, wash their hands with soap and prevent the spread of infection at a distance to protect themselves so that COVID-19 can be minimized (Sarmigi, 2020).

The Covid-19 pandemic has also had an impact on education in Indonesia such as: (1) In the study of the coronavirus, face-to-face is limited to counter the spread of the virus. (2) School facilities are closed, and learning is not effective, its solution is online learning so that the learning process can be implemented. Especially Universitas Internasional Batam campus which has urged students to stay at home. Therefore, learning will be carried out online equipped with several applications on the web such as Microsoft Teams, Edmodo, Zoom, and also *E-Learning*. This regulation has been in effect since the beginning of 2020. At the beginning of online learning, all students felt they were not used to it, and many of them complained about the situation that came to them, namely learning online at home. But on the other hand, there are several obstacles when online learning takes place, such as the loss of the network, no quota, and others, as a result, it often happens that some students are late for class and learning is not optimal (Laily, N. 2017). However, Universitas Internasional Batam once distributed free quotas to all UIB students, so that all students can take part in learning well and maximally.

In this era, the internet becomes an important part of the student in the learning process. We as students should be able to integrate or use the internet as well as possible. From the internet, students can add more potential resources to develop and improve their English language skills. Many internet facilities can help students to keep learning effectively even if only at home, there are several supporting applications but one of the internet facilities that are widely used by students of Universitas Internasional Batam now is *E-Learning*:

(Pranoto, 2009) said that the use of *E-Learning* can support implementation of the learning process, enhance student uptake of taught material, and increase student active participation. There are several differences between Online Learning and *E-Learning*, Online learning is learning that uses the internet, intranet and extranet, or learning that uses a network of computers that are directly connected and have a wide scope. While *E-Learning* literally means learning by electronic means. There are various types of electronic means such as radio, tape / audio, interactive television, CD-ROM, computer set, LCD projector, and others. This shows that the *E-Learning* method is not only an electronic medium connected to a computer network, (Suhaemy, 2014) said that *E-learning* is web-based, because in order to be accessible to many media such as PCs and mobile phones that are in accordance with WAP standards, without installing we can already access *E-Learning* and do not need a license when using a web-based application.

The reasons of this research is to investigate UIB students perception of learning English with *E-Learning* as a tool, students mostly during pandemic spend their time using *E-Learning*, that it might effect their English ability. The researcher have seen the current situation, namely the Covid-19 pandemic in Indonesia, *E-Learning* is very influential on student learning during a pandemic like this. The researcher want to find out about the views of UIB students who use *E-Learning* as a means of learning English. They agree or disagree to use *E-Learning* as a tool during this pandemic.

This research is motivated by research gaps in previous studies. Based on research conducted by (Lisa Rakhmanina, Feny Martina & Halolo, Syafryadin, 2020) and (IGA ANGGRAINI, 2021) they concluded that "Students' have a favorable outlook on online learning in the midst of the Covid-19 pandemic, Online learning English During the Covid-19 pandemic", there were many benefits, such as being able to study independently and not depend on the teacher. However, it is different from research (Nurhakiki, N., & Sari, 2021) where some factors affect students' perception of online English learning such as lack of motivation and students' environment. The difference between this research and previous research is that this research focuses on the use of *E-Learning* as a medium for learning English used by UIB students during the Covid-19 Pandemic and also examines what factors of difficulty affect the use of *E-Learning*.

Think of Covid-19 pandemic conditions in Indonesia, it requires students and teachers to continue learning at home. Therefore, researcher want to explore online learning used by students at Universitas Internasional Batam today by using *E-Learning* as an English learning media. More precisely the researcher wants to know: (1) What the students' perception of learning English by using *E-Learning*? and (2) What are the students' difficulties with their *E-Learning*?

There are previous studies related to this research, from (Nurhakiki, N., & Sari, 2021) English language and literature department, faculty of languages and arts, Universitas Negeri Padang. They conducted the research with entitled "*Students Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools*" which discuss students at junior high school have some factors affect which is have lack of motivation, lack of computer skills, students' inflexibility, and students' surroundings. The data from this

research was obtained from literature reviews, theories, observations, and short interviews with some students.

At the end of the research, the writer concludes that certain factors affect students' perceptions of online English teaching, such as lack of motivation, students inside or around, student instability, and lack of computer skills (Pratiwi, T. L., 2022). Further changes, regulations, innovations, and assessments are needed to reduce or eliminate these factors that affect the performance and experience of students learning online English. It is known that from previous research was conducted to examine the perceptions of junior high school students in online learning during the Covid-19 Pandemic. However, in this study, researchers will conduct perception research on UIB students in online learning using *E-Learning (Learning Management System)* during the Covid-19 pandemic.

2. METHODS

In this research, the researcher will use Quantitative method, according to (Sugiyono, 2017) Quantitative research is a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, data analysis is quantitative or statistical, with the aim of testing the established hypothesis. The researcher collected the data by using close-ended questionnaire that contains questions about their view of *E-Learning*. During this Covid-19 pandemic, the researcher utilized this method to describe the students' perceptions and students' difficulties with using *E-Learning* to study English (Marsevani, M., 2021). Then, the data was objectively described based on the questionnaire.

According to (Valunaite Oleskeviciene & Sliogeriene, 2020) they defined a questionnaire is a prepared form with a compilation of questions that are distributed to the respondents to answer certain questions. The questionnaire is one of the tools that is mostly used by the researcher in conducting the research. The format of the questionnaire in this research is formulated with closed-ended questions. (Dawson, 2002) claimed that closed-ended questionnaires were used in quantitative research to generate statistical data.

Thus, in this study there were 20 questions divided into 2 main criteria, namely students perceptions (numbers 1-11) and students' difficulties (numbers 12-20). The perception questions in this questionnaire have been modified from (Abdi Priyono Ilyas, n.d.) and (Kriswanda Krishnapatria, 2020), the questions for difficulties in the questionnaire have been modified from (Marzuki et al., 2021) and (Septi Riyani, Bony Irawan, 2022). Followed by a set format where the respondent can only answer the choices given and the questionnaire in this study is a closed question designed with a Likert Scale. This is the most common tool for measuring the level of agreement with the questions given, from strongly agree to strongly disagree with respondents' attitudes, opinions, perceptions of the phenomenon (Taherdoost, 2019) the advantage of using closed-ended questionnaires with Likert scale measurements is that data collection is easier.

The researcher will used a formula (Sugiyono, 2016) that the questions were measured and analyzed using a Likert scale. From highly disagree to strongly agree.

The questionnaire were distributed online via WhatsApp groups and also via Instagram, after which the questionnaire was distributed to 100 students. The participant was asked to react on a four-point likert scale ranging from "strongly agree" to "strongly disagree". After completing the average score obtained from all respondents with formula in excel. The score is then adjusted to the assessment available according to the Likert scale, which category the test results fall into with the average score that has been obtained. The researcher analyzes the data used a four-point Likert Scale with the choices scale 1 for Strongly Disagree, scale 2 for Disagree, scale 3 for Agree and scale 4 for Strongly Agree from (Chua Chine Nee, 2020), then researcher will be accumulated, selects significant things, and concentrates on what matters.

3. RESULT AND DISCUSSION

The distribution of the questionnaire was carried out for 2 months, the author's practical reason is that this period of time is enough to distribute the questionnaire to all students from 2019 to 2021 to get the number of students who have been determined precisely and accurately. The survey was distributed from 21 November 2022 to 10 January 2023. As a result, the participants who filled out the questionnaire were 110 UIB students, but because according to the provisions at the beginning, accurate and precise participants could only count 100 students. This is related to the accuracy of data and student semesters. It is known, only students from class 2019 to 2021 are experiencing online learning with *E-Learning* during

this pandemic. Meanwhile, in the questionnaire data, there are 10 students in class 2022, which means that these students cannot be counted.

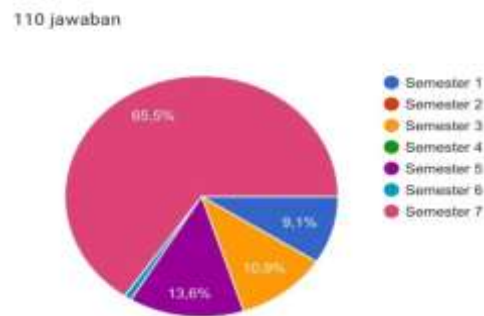


Figure 1. Students' UIB Semester

1. Students' Perceptions of E-Learning

Based on the results of the excel table above, it can be concluded that the highest scale of factors that affect UIB students' perceptions of using *E-Learning* is from question number 9, which is regarding "learning material from UIB *E-Learning* is easy to access anywhere and anytime". The average of question no 9 is 3.49 and this belongs to the category of strongly agree, this shows that most of UIB students choose to strongly agree with the perception that "learning material from *E-Learning* UIB is easy to access anywhere and anytime." (kudos, 2002) expressed the view that teachers or lecturers can post learning materials and assignments that students must complete to certain places on the web for students to access. If needed, the teacher/tutor can also give students access to certain study materials and exam questions which students can only access once within a certain period of time. (Roberts, P.W. and Dowling, 2002) also argues that learning that is packaged electronically and made accessible to students via the internet allows students to interact with these learning resources anytime, anywhere.

During COVID-19, students learned to use *E-Learning* independently at home, doing assignments given through *E-Learning*, interacting with teachers and friends in discussion forums, and so on. In this case, the ease of accessing learning materials on *E-Learning* can greatly facilitate and benefit students to learn to use *E-Learning* during the Covid-19 pandemic. This shows that many UIB students have a very positive perception on the using *E-Learning* during the Covid-19 pandemic.

2. Students' Difficulties of E-Learning

Based on the results of the excel table above, it can be concluded that there are 5 highest scale of factors that affect UIB students' difficulties in using *E-Learning*, which from (1) question 15 the statement is *low motivation to study online using E-Learning*, the average of data is 2.77. (2) question 12 the statement is *a lack of understanding about the features of E-Learning*, the average of data is 2.57. (3) question 20 the statement is *an increase internet quotas on E-Learning use*, the average of data is 2.48. (4) question 18 the statement is *The use of E-Learning for learn English during this pandemic is not convenient*, the average of data is 2.29. (5) question 19 the statement is *It is difficult to access the internet network in place of E-Learning*, the average of data is 2.27.

This shows that most of UIB students have a positive factors which is agree about this 5 difficulties. The results of this study indicate that the learning motivation of students who take part in online learning in the midst of the Covid-19 virus pandemic situation has decreased because some factors such as : (1) lack of understanding features *E-Learning*, (2) increase internet quotas, (3) the use of *E-Learning* for learning english during Covid-19 is not convenient, (4) it is difficult to access internet network in place of *E-Learning*.

(Gusti, 2016) revealed that students may be less motivated to learn. Low or lacking learning motivation can hinder activities, causing poor-quality learning outcomes. This can usually happen because a student has less motivation to learn quickly, easily gets bored, sleepy, and also passive. It can be concluded that from the several aspects above, it can affect difficulties in English. One of the most influencings is the *lack of*

understanding of the features of E-Learning, this can cause students to find it difficult to get English material and it is difficult to start discussions with lecturers.

As it is known that everyone has different levels of motivation to learn. Some students are intrinsically motivated to learn - their interest in learning is stronger than any external factor. Other students have extrinsic motivation - their desire to learn depends on external factors, such as how well they are doing in class. In fact, most learning occurs because of extrinsic motivation - children and youth are often motivated to learn by things like rewards or punishments. Teachers need to find ways to motivate students to get the most out of them. The first effort to increase learning motivation is that the teacher can carry out creative learning exercises and create a pleasant learning atmosphere. The next step is that the teacher can invite students to interact through discussion forums and reward students when students have interacted. These efforts are aimed at increasing UIB students' learning motivation when using *E-Learning*.

4. CONCLUSION

Based on data analysis and discussion in the previous chapter, it can be concluded that the research results have answered 2 questions in the research question above. This can be seen from the most of UIB students have a very positive perceptions on the use of *E-Learning* in online English learning during the Covid-19 pandemic. On average, there are most factors that affect UIB students perceptions to strongly agree on the use *E-Learning* as a learning medium, in part because of *learning materials in UIB E-Learning are easy to access anywhere*.

However, from the results of the difficulties discussion, showed that UIB students have low motivation on the use of *E-Learning* during Covid-19 because there are some factors that affect UIB students difficulties, such as (1) lack of understanding features *E-Learning*, (2) increase internet quotas, (3) the use of *E-Learning* for learning English during Covid-19 is not convenient, (4) it is difficult to access internet network in place of *E-Learning*.

Based on the research results, the researcher tries to provide some suggestions for this research. These suggestions are listed below:

1. For English Teacher

Learning in *E-Learning* will be more effective if there is an interaction between the teacher and students, this aims to measure how well the teacher teaches students and how well students understand the subjects taught by the teacher.

2. For Students

If students experience problems while studying online with *E-Learning*, students can seek advice from the teacher. Motivation to learn is driven by the ability to provide energy and enthusiasm to carry out learning actions to achieve the desired direction and goals, this motivation must be owned by student participants to achieve their learning goals. The motivation index can be achieved through the desire to succeed, encouragement and need to learn, and hopes and aspirations for the future although motivation can be seen in the appreciation of learning, fun learning activities, and a supportive learning environment.

3. For Government

The management or the government should formulate policies to further optimize the implementation of this *E-Learning* by providing subsidies in the form of internet quotas so that they are more accessible to students and can increase student learning

4. ACKNOWLEDGE

The author encountered a lot of ups and downs in the journey of completing this thesis. The author has obtained lots of advice, assistance, and encouragement from various parties. Thus, the author would like to express gratitude to all parties who have helped and supported during the process:

1. God Almighty, for His blessings and mercy, the author can complete this practical work report properly.
2. The honorable Prof. Iskandar Itan, SE, MM. as the Rector of Universitas Internasional Batam.

3. Leil Badrah Zaki, S.Pd., M.Pd. as the Head of Undergraduate Program of English Language Education of Universitas Internasional Batam.
4. Desty Febria, S.Pd., M. TESOL as the author thesis advisor who has provided advice and assistance so that the author can complete this thesis on schedule.
5. The English lecturers at Universitas Internasional Batam who have become the participants and helped the author in the process of completing this thesis.
6. The author's beloved husband, Heru who have supported the author's emotions and nagging during writing of this thesis.
7. The author's family who have always served delicious food so the author can stay healthy to accomplish this thesis.
8. The author's best girlfriend and college peer, Rika and Fibiyani who has always supported and kept updated the author while completing this thesis.

May God Almighty shower blessing for all parties. Hopefully, this practical work report can also be useful for all parties.

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