Unraveling English Department Students' Perception of Using e-Learning

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Abstract
One of the most current issues in recent years is the development of integrating online learning in the classroom. In Indonesia, it is seen on the Act of the Minister of Education and Culture No. 109 Year 2013. This issue came from the problems on the availability, accessibility, quality, equality, and guarantee. Further, an effort conducted by the Ministry of Education is developing e-Learning platform at universities. As one of the universities who supports the government policy, the English Department of Universitas Lambung Mangkurat applies for this e-Learning program through the http://elearning.ulm.ac.id. As a result, there is a need to unravel students' perceptions in the implementation of this policy as one of the ways to see the successful standard and to explore students' views. Employing qualitative method, this study uncovered the foci of English Department students' view of the independent assessment, learning outcome, and evaluation of learning English online. Using a validated questionnaire and an interview, the results showed that e-Learning program supports students in learning English. It is seen from their perceptions of the independent assessment that the students gave a good response. On the learning outcome, the students responses were in the category of fair. Meanwhile, on the e-Learning evaluation, the students' responses were in the fair category. The availability, accessibility, quality, equality, and guarantee problems can be lessened through e-Learning. Thus, this study offers proof to other universities which are about to integrate e-Learning to improve and complete their face-to-face classroom.
Keywords: e-Learning in face-to-face classroom, English, students' perception

Introduction

In the digital era, many things are tried and developed to be accessed online and paperless. Many types of interaction such discussion, chats, email, document sharing, publishing, access, resources, questionnaires, assessment, portfolio, and institutional operations such as secretarial services are supported by the online technology (Dias et al., 2014 in Babula & Mareira, 2014). In the educational field, the applied technology is called online learning or e-Learning. Online learning itself is any learning that employs the Internet to facilitate the teaching and learning to students separated by time, distance, and both (Dempsey & Eck, year of publication, as cited in Reiser & Dempsey, 2002, p. 283).

In fact, as the other universities and countries worldwide such as the e-Learning Centre (i-LeC) of Universiti Teknologi MARA Malaysia (UiTM) which was established in December 2005 to serve as the core unit in initiating and implementing e-Learning on a campus-wide level (Endut, et al, 2010), Indonesia is also trying to develop its educational sector advancement by applying e-Learning since 2011. In Indonesia this issue is seen on the issuance of the education minister's decree (*Keputusan Menteri Pendidikan Nasional – kepmendiknas*) No: 107/U/2001 and the Act of the Minister of Education and Culture No. 109 Year 2013 that e-Learning provides higher educational services to society who cannot study directly, and it broadens the access and eases the service of higher education in teaching and learning as well as encourages the creativity and innovation.

One government consideration to encourage e-Learning implementation is for achieving the national target of APK (*Target 2015, Angka Partisipasi Kasar*) (KEMENDIKBUD, 2015) for university students (Kwary & Fauzie, 2017). The Directorate General of Higher Education (DIKTI) believes that by offering e-Learning, the number of Indonesian people studying in universities will increase rapidly. By 2014, it is expected that the APK will have reached 60%. In addition, if the use of online technology is accompanied by the institutional changes and society's necessity, it can produce the desired effect in terms of the learning process in formal and informal context (Punie et al., 2006 as cited in Balula & Moreira, 2014: 5). As a result, these Acts strengthen the universities parties to apply e-Learning in teaching and learning activities.

Nowadays, the development in integrating online learning in the classroom becomes one of the most current and potential issues in Indonesia. An effort conducted by the Ministry of Education is developing e-Learning platform at universities. As one of the universities who supports the government policy, the English Department of Universitas Lambung Mangkurat applies for this e-Learning program through Integrated e-Learning ULM (iE-ULM) which can be accessed on http://elearning.ulm.ac.id. Further, what becomes the concern of this paper is that there is a need to unravel the students' perceptions in the implementation of this policy as one of the ways to see the successful standard and to explore students' views. The problems on the availability, accessibility, quality, equality, and guarantee are the concerns of this paper to see whether or not the developed e-Learning platform is well-developed by meeting the students' expectations particularly in the independent assessment, learning outcome, and evaluation of learning English online. This study involved students as the subjects because their perceptions are the component that has not been covered in the developed e-learning. In other words, this e-

Learning has been planned and developed by experts in its field, handled by ICT experts in the field, and operated by lecturers. Yet, the students' view has not been taken into account.

The literature and previous studies on attitudes on the use of e-Learning are abundant. However, the concern of the current blended learning applied and developed at Universitas Lambung Mangkurat, Indonesia is still scarce. To name some, Kwary and Fauzie (2017) conducted a study on this field on students' achievement and opinions on the implementation of e-Learning for phonetics and phonology lectures at Airlangga University, Indonesia. Its e-Learning platform is AULA (Airlangga University e-Learning Application). The results showed that there is no significant difference between the results of e-Learning and those of classroom learning.

Armstrong (2011) conducted a study on the students' perceptions of online learning and instructional tools. The results showed that the students did not perceive the negative attributes of technology to be inherent. This result is in line with Kwary and Fauzie's study in 2017 showing that 85% of the students were satisfied with e-Learning implementation. It was revealed that they think it makes it easier for the students to understand the materials; it is fun, and it is convenient to access. Quite similar to Armstrong (2011) and Kwary and Fauzie (217) studies, Fedynich, et al. (2015) conducted a study on graduate students perceptions of online learning. However, it did not focus on assessment, learning outcome, and evaluation. It focused more on interaction. It showed that students and instructor interaction have a major impact on their satisfaction. However, there are challenges, namely insufficient resources, the needs for varying instructional design, and the delivery to facilitate students. In contrast, students perceived that they were highly satisfied especially with the clarity and organization of instruction. The role of the instructor was to identify as being important to students' satisfaction. In particular concern, a study by Bunts-Anderson (2016) focusing on the writing outcome in the online learning environment yielded a positive result. Then, the study by Denekamp (2017) concerning an online exploration also showed the increase in the writing skill proficiency.

In regard to this study, to be specific on the online term, the mechanism of the Integrated e-Learning ULM (iE-ULM) in this study comprises of several steps, namely class registration, lecturing, synchronous and asynchronous discussion, and working on the task/exercise, mid-term, and final tests. The three foci of this study namely independent assessment, learning outcome, and evaluation were taken into account based on the consideration of their parts on the teaching and learning, and more importantly, it has been already set up on the provided and adapted instrument developed by the e-Learning developers and researchers. Therefore, the following research questions are examined in this present study:
1) What are the English Department students' perceptions of the e-Learning independent assessment?
2) What are the English Department students' perceptions of the e-Learning outcome?
3) What are the English Department students' perceptions of the e-Learning evaluation?

Research Method
Research Design
This study delves closely into the students' perceptions of using e-Learning. Employing a descriptive qualitative method with an analysis of a survey by gathering information from a sample

by asking through a questionnaire and an interview that illustrate various aspects of the population; this study uncovered the foci of English Department students' view of the independent assessment, learning outcome, and evaluation of English online learning. The trustworthiness was established by being clear about the perspective, providing adequate information, and using examples to support the results. Each of these techniques has been attempted to be done in this study.

Participants and Setting

This current study focuses on the English Department students' perception of the use of E-Learning. The English Department of Universitas Lambung Mangkurat, which has an A accreditation and is in the process of applying online learning to its offered courses, was chosen as the setting of the study. The participants of this study were 100 English Department students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. These students have experienced the online learning in the courses offered at this English Department, namely Introduction to Linguistics, Sociolinguistics, and Translation. The selection criteria of participants in this study are as follows: (1) participants are English Department students, (2) participants are studying at least on the third semester, (3) participants have experienced E-Learning at least in one course.

Instruments

The instruments used in this study were a questionnaire and an interview guide of the independent assessment, learning outcome, and evaluation of English online learning. Both of these instruments function to gather information on the English Department students perception of using E-learning. In the questionnaire, the independent assessment was covered on questions number 1 – 6 (6 questions); learning outcome was on questions 7 – 15 (9 questions), and evaluation of learning English online on questions 16 – 33 (18 questions). Totally, there were 33 questions.

This available questionnaire was adapted from the Ministry of Education and Culture 2014 on the Guideline of Quality Assurance of Assessment and Evaluation of Online Learning. It is noted that the more the YES answer, the better the quality of the assessment and evaluation of the online learning. The questionnaire was originally written in Indonesia language and the modified one was delivered to the students in Indonesia language as well to avoid misinterpretation of the questions. The questionnaire was modified by adding one column. Therefore, there were three options, namely "YES", "NO", and "OTHERS". The "OTHERS" option accommodates the students' perceptions when their answer is neither "YES" nor "NO", and it allows students to give additional information as their response. In addition, question numbers 5, 24, and 25 on the original version of the questionnaire were omitted since the questions were invalid. In regard to the interview, the interview questions were the questions listed on the questionnaire. They were asked to the students as the effort to crosscheck the students' answers written on the questionnaire.

Data Collection Procedure

Data was collected using a written questionnaire. Participants were given a copy of the written questionnaire. The questionnaire was completed by the students during the meetings and collected by the chairmen of each class. The questionnaire used in this study was adjusted to the need of this study. Then, it was distributed to the participants of this study. There were 100

students involved voluntarily to fill in the questionnaire and 17 students were willing to give further information on the interview.
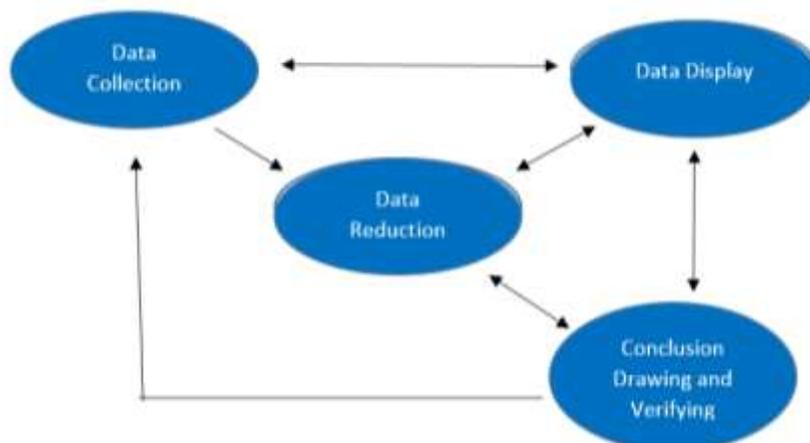
Data Analysis

Figure1. The data analysis components
Source: Bungin (2003)

Figure 1 shows the data collection and analysis flows. As the data of this study have been collected, they were processed to the data reduction. In this step, the data were edited, coded, and tabulated. All of the participants' responses given on the questionnaires were recorded. The Yes, No, and Others responses were coded and tabulated. These steps were also applied to the interview responses. Then, all of the data were displayed and verified, and finally, conclusions were drawn based on the available data and supporting data of this study.

Results and Discussion
In this part, the results of the study are provided along with the discussion of each research question. In order to interpret the results, the following criteria guideline which is seen in Table 1 is used.

Table 1. *The Criteria Guideline*

The Interval Data of the Perception	The Converted Number to Letter	The Converted Number of Criteria
25,00 % - 43,75 %	D	Poor
43,76 % - 62,50 %	C	Fair
62,51 % - 81,25 %	B	Good
81,26 % - 100,00 %	A	Excellent

Source: Menpan Judgment No. Kep/25/M.PAN/2/2004 on the Society Satisfaction Index

The first research question of this study dealt with the students' perception of the independent assessment of using e-Learning. Table 2 shows the detailed results.

Table 2. *Students' Perception of the Independent Assessment of using e-Learning*
N = 100

No.	Statement of the Item	Yes	No	Others
	Exercises and Quizzes			
1.	The exercises and quizzes are clearly constructed.	95%	3%	2%
2.	The exercises and quizzes are constructed to strengthen the concepts that have been studied.	95%	3%	2%
	Average of exercises and quizes	95%	3%	2%
	Learning Progress			
3.	The assessment of the learning progress is constructed based on the rule of developing a good instrument.	82%	6%	12%
4.	The assessment of the learning progress is used to identify the concepts that have not been understood.	78%	8%	14%
5.	The assessment of the learning progress is accompanied with how to know the learning mastery.	62%	28%	10%
6.	The assessment of the learning progress is accompanied by the guidance to improve the learning weaknesses.	56%	38%	6%
	Average of learning progress	69,5%	20%	10,5%
	Average	78%	14.33%	7.67%

It can be seen that the average score of "yes" answer on the independent assessment of e-Learning is 78%. Then, 14,33% of the students gave no response while the rest 7,67% gave the other answers. Seventy eight percent is between 62,51 % - 81,25 %. This result indicates that the students' perceptions towards the independent assessment of e-Learning are on the good category. This number is a high number and it is near 81,25%. This positive result is also supported by their responses on the comments section on the questionnaire and the interview conducted after the given questionnaire was distributed.

The students showed good satisfaction with the independent assessment of the e-Learning. They claimed that the tasks, exercises, mid and final tests submission were easier and well-constructed using e-Learning. Different from this study, Addowesh, et al. (2015) show that students agreed with the summative assessment and tended to disagree with the formative assessment. This disagreement was because the lecturer's comment was in a a form of a wrong answer for their work. On the other hand, it is a form of constructive comments for the students for their betterment. The availability of well-constructed exercises, quizzes, and exams motivates students in learning and develops a more student-centered learning environment.

In this study, the appropriate feedback in the forms of comments, suggestions, or call attention to errors depends on lecturers while Brown (2004: 6) mentions that the key of formation in assessment is delivery by teachers and internalization by students. Additionally, the availability of other things such as a rubric also depends on lecturers who teach the courses. Consequently, 14 students stated that there is still lack of information regarding the guidance on how to improve their weaknesses. It is expected that the assessment of the learning progress is accompanied by the assessment construction. This perception is in line with Warnock's statement (2009) quoted in Karnedi (2015) that assessment is able to tell how well the students are doing the tasks given. This is due to its importance to tell students how well they are doing the exercises, tasks, and exams. Moreover, teachers' role is important to the students (Fedynich, et al. 2015). Kearns (2012) addresses this teachers workload demand issue as one of the constraints of teachers who run online courses; he mentions other constraints such as physical distance between teachers and students and the need to depend on technological capabilities. However, apart from these comments, most students admitted that they felt better about learning by using e-Learning; hence, the problems of availability and accessibility, particularly on the independent assessment of the e-Learning program are already addressed. What teachers need to keep in mind are the principles of classroom tests namely ensuring the test procedures are practical; the test is reliable; the procedure demonstrates content validity; the procedure face is valid, and the test tasks are as authentic as possible (Brown, 2004).

The second research question of this study was on the students' perception of the learning outcome of using e-Learning. Table 3 shows that students indicated their satisfaction with the learning outcome of e-Learning.

Table 3. *Students' Perception of the Learning Outcome of using e-Learning*

N = 100

No.	Statement of the Item	Yes	No	Others
	Tasks, Exercises, Mid and Final Tests			
7.	The instrument in the scoring to measure the students competence has been determined on the syllabus.	82%	9%	9%
8.	The lecturer(s) has (have) developed the guidelines of the learning progress assessment.	51%	28%	21%
9.	The instrument of the learning progress assessment has been developed based on the guideline.	63%	20%	17%
10.	The instrument of the learning progress assessment has been constructed based on the guidelines for constructing a good instrument.	72%	11%	17%
11.	The scoring has been done strictly.	49%	31%	20%
12.	The students who are involved in this e-Learning are not someone else.	82%	8%	10%

13.	There are few possibilities of cheating on the exams.	57%	30%	13%
14.	The scoring is conducted objectively.	74%	11%	15%
15.	The scoring is done well based on the blended learning characteristics.	69%	12%	19%
	Average	66,56%	17,78%	15,67%

The result of this research question is in a good category (66,56%). This result indicates that e-Learning implementation is considerable. This good category is in line with previous studies of Kwary and Fauzie (2017), Nguyen (2015), and Kekkonen-Moneta and Moneta (2002) which show that there was not any difference between e-Learning and classroom learning outcome. One given suggestion in Kekkonen-Moneta and Moneta's study (2002) is that the interactive e-Learning modules must be carefully designed to foster the learning outcomes. In other words, even though e-Learning did not outperform classroom learning, this result suggests that e-Learning integration is at least as effective as face-to-face classroom. It also does not mean that e-Learning cannot be implemented as a supplementary tool or medium in teaching and learning. In fact, e-Learning in the setting of this study is not possible to be 100% implemented. The apparent reasons are internet connection problems and impossibility of fast shifting from face-to-face classroom to fully online classroom. That is why the implemented e-Learning program is on the ongoing evaluation and development. More importantly, it does not intend to replace the current face-to-face teaching and learning. It is more to assist and equip students with the demand of the future learning environment.

Despite the obstacles in e-Learning implementation, for instance, internet connection problems and feedback availability, e-Learning proved some promising benefits for our students in terms of participation, interaction, and ease of use compared to its former one. A study conducted by Ni (2012) provides evidence that although online environment is more challenging, it is less intimidating to students' participation and more increasing students' interaction. Besides, it makes it easier for students to understand the materials (Kwary & Fauzy, 2017). Through the questionnaire in their study, the students claimed that they could easily download the provided materials and read them at home before class. In addition, it is fun and convenient to access. This result is in accordance with Sobha's statement (2017) that technology stimulates students' curiosity and desire to study. Most students like something new brought to their classroom, in this case, the integration of technology.

This integration of technology is not uncommon among students who are categorized as digital natives. According to Labbas and Shaban (2013) adopting Prensky's point of view, digital natives are people who were born after 1980 while those who were born before the digital revolution are called digital immigrants. These digital native students are expected to be proficient in using technology. Finally, online learning brings students to a self-directed learning (Hambali, 2016) in which students are given the opportunity to take initiatives in their learning. As the indirect effect, the problem of quality is already proven even though the result is solely in the good category. In support of these results, another study by Armstrong (2011) on student's perception also notified that the students did not perceive negative attributes on e-Learning implementation.

The third research question of this study dealt with the students' perception of the evaluation of using e-Learning. Results of the study indicate that the students' perceptions towards the independent assessment of e-Learning are fair. It can be clearly seen in Table 4.

Table 4. *Students' Perception of the Evaluation of using e-Learning*

N = 100

No.	Statement of the Item	Yes	No	Others
	Planning			
16.	The e-Learning application can be used easily.	75%	14%	11%
17.	The e-Learning application can be used for all courses in the English Department.	71%	24%	5%
18.	The e-Learning application is dependable and cannot be easily suspended during the teaching and learning.	44%	41%	15%
19.	The e-Learning materials have been prepared before the lesson starts.	67%	20%	13%
20.	The lecturer(s) has (have) developed the tutorial activity.	55%	27%	18%
21.	The lecturer(s) has (have) developed the syllabus.	57%	20%	23%
22.	The lecturer(s) has (have) developed the scoring specifications.	58%	20%	22%
	e-Learning Management			
23.	The e-Learning socialization has been done.	65%	25%	10%
24.	The students know how to use e-Learning.	80%	13%	7%
25.	The students receive the e-Learning tutorial schedule before the tutorial starts.	47%	42%	11%
26.	The students get e-Learning services.	64%	24%	12%
	Program Results			
27.	The used instruments in scoring have high validity and reliability.	59%	14%	27%
28.	After scoring, the students master the competence written in the syllabus.	50%	20%	30%
	Satisfaction			
29.	The students are satisfied with e-Learning preparation by administrators.	63%	21%	16%
30.	The students are satisfied with e-Learning services.	64%	20%	16%
31.	The students are satisfied with e-Learning quality given by the lecturer(s).	72%	16%	12%
32.	The students are satisfied with e-Learning.	70%	13%	17%

33.	The students are satisfied with learning outcomes.	55%	26%	19%
	Average	62,00%	22,22%	15,78%

The result of the students who responded with yes is as much as 62%; no response is 22,22% and others are 15,78%. In regards to e-Learning planning, these results revealed fair response that e-Learning can be used easily. Students' additional responses to the questionnaire and interview yielded e-Learning can be accessed everytime and everywhere. In addition, students showed an optimistic response to the possibility of integrating e-Learning in other courses in the English Department. This possibility is because the respondents of this study took different courses. Therefore, any courses are possible to employ e-Learning. In contrast, Owston, et al. (2013) in their study on students' perception and achievement in a university blended learning strategic initiative suggest us to consider offering students a choice to integrate e-Learning or fully opt for the face-to-face classroom, particularly on the subjects that they find difficult.

On the teachers' position as the ones who take roles in providing e-Learning integration, Jones, et al.in Reiser and Dempsey (2002) provide a few simple guidelines: (1) a system is a set of organized components working toward a common goal, (2) a change to one component of a system may cause a change in every other component of that system, and (3) every educational system is different; therefore, different environments will have different requirements.

The next positive concern of e-Learning planning on the evaluation and the materials have been prepared by teachers; unfortunately, e-Learning is easily suspended and the developed the tutorial activity, syllabus, and scoring specification need more attention. Then, in terms of e-Learning management, the results showed the students did not have much difficulty in using the developed e-Learning, but more socialization such as providing the needed tutorial and e-Learning services. Instruction and socialization of complete user guide of e-Learning are crucial for students because some tools and how to operate them well are still unfamiliar to the students. The administrator is ready to help. Some teachers informed the students directly or indirectly. Therefore, a notification of the submission or other activities such as uploaded or updated document is needed.

The program's results of evaluation, validity, and reliability of the instuments and the written competence in the syllabus revealed students' unsatisfactory perception. Meanwhile, the administrator preparation, e-Learning services, lectures quality, and the overall e-Learning program show good results even though the students were solely fairly satisfied with the obtained results. All in all, the results of this evaluation is fairly able to cope with the equality and guarantee problems of the the developed e-Learning.

Conclusion

This study which aims at unraveling students' perceptions of the use of the developed e-Learning at Universitas Lambung Mangkurat revealed some conclusions. First, the students' perceptions towards the independent assessment of e-Learning showed a positive response. Very positive responses were seen on the availability and accessibility of the well-established exercises, quizzes, and exams. Meanwhile, enough feedback which was absent from certain lecturers during

learning was expected by the students. Second, the students' perception of the learning outcome of using e-Learning was on the good category. e-Learning integration in the setting of this study does not intend to replace or outperform face-to-face classrooms. Therefore, the students' positive and constructive perceptions due to e-Learning limitations strengthen this developed e-Learning to supplement face-to-face classrooms in the form of a blended learning classroom. Third, the student's perceptions towards the evaluation of using e-Learning are on the fair category. The students perceived e-Learning planning, management, program results, and satisfaction are already on a good track development.

In the nutshell, seen from the students' point of view, the developed e-Learning program is effective to support the students' learning drawn from their perceptions on this study. However, thorough evaluation to identify e-Learning effectiveness not only on the students but also the teachers. In addition, evaluation during the integration, before and after the e-Learning integration is necessary. Finally, e-Learning integration in face-to-face classrooms benefits the world general education in some ways, namely by providing flexibility of place and time, forming independent learning, and fulfilling on-demand availability in this ever-changing world. Thus, this study is expected to shade and provide proof to other universities which are about to integrate e-Learning in their face-to-face classroom as a supplement to improve and complete the face-to-face learning.

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