STUDENTS' PERCEPTION TOWARDS THE USE OF E-LEARNING IN BASIC LISTENING COURSE AT ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY

A Thesis

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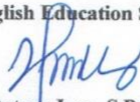
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Certify that the thesis entitled *"STUDENTS' PERCEPTION TOWARDS THE USE OF E-LEARNING IN BASIC LISTENING COURSE AT ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY"* is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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DEDICATION

1. Allah SWT. who has given me blessings and grace in every day of my life.
2 Prophet Muhammad SAW. who always inspire and guide me on the right path to have faith in Allah.SWT.

3. My beloved parents, my brother who always supports and gives great love, prayers, motivation and help to me.

MOTTO

Life is long, but hereafter is longer.

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ABSTRACT

Online learning is currently a solution to the problems faced by the COVID-19 pandemic, but online learning creates new problems regarding students' poor understanding. Seventy-eight (78) students of English education study program from four different semesters were selected as the sample. Data were collected from questionnaires and documentation. Then, a quantitative descriptive approach was used to analyze the results. There are three aspects that are known in the perception of online learning by students, namely the ability to focus, listen to details, and general understanding. Some students still have difficulty accessing e-learning that has been prepared by the lecturers of the teaching subject. Furthermore, students still have difficulty understanding the learning recordings or videos that became material or assignments for students. The use of e-learning in listening courses is still difficult to understand so the listening ability of fourth-semester students was still low.

Keywords : Perception, E-Learning, Basic Listening Course

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CHAPTER I
INTRODUCTION

This chapter presents (1) the background of the study, (2) the research questions of the study, (3) the research objectives of the study, and (4) the significance of the study.

1.1 Background

The field of education is one of the factors that determine the progress of a country. The progress of a country cannot be separated from the role of educators and teachers who produce graduates who are competent, tough, creative, independent, professional, and full of experience. Therefore, an educator or lecturer must be responsive to technological and information developments to be able to innovate in the learning process to improve the provision of learning experiences to students which will have an impact on student learning outcomes. One of the important elements related to learning innovation is the use of models in teaching. For this reason, educators must be wise in determining an appropriate model that can create conducive classroom situations and conditions so that the teaching and learning process can take place according to the expected goals.

The learning process can be followed properly and attracts students' interest if it uses a learning model that is following the level of student development and the learning material (Mustarin & Wiharto, 2019: 47). In connection with technological advances that have developed very rapidly, educators are used to carrying out learning *online* or virtual from elementary to tertiary levels, which in this case is for the tertiary level, where lecturers and students are no stranger to carrying out learning as a whole. online, using several applications that can be accessed with a laptop or *smartphone*.

Online learning is different from learning as it should be because it is done *online* or virtual using advances in technology that have developed. The learning process is a system that involves various components that are interrelated and interact with each other (Pane & Dasopang, 2017: 338). Meanwhile, *online* or online learning is a type of learning that relies on an internet connection in the implementation of the learning process. One of the methods and learning models often used by lecturers for teaching and learning activities with students i*s* e-learning.

In online learning, several roles must be considered, including, 1) Students in online learning still need motivation, planning, and the ability to analyze material, assignments, and tests independently. 2) The campus has a role in the success of the online learning system, such as providing infrastructure for teaching lecturers to adapt teaching methods in the classroom system into technology-based learning (Saragih et al., 2020). Many educators, in this case, are lecturers, use learning methods and models for teaching and learning activities with students in the use of technological advances or the term e-learning.

The emergence of the internet in education brings new hope, at this time the internet has also been used to build educational networks. Learning using the internet continues to grow rapidly, until the 1970s the term e-learning emerged. E-learning consists of two parts, namely "e" which stands for 'electronic' and 'learning' which means learning. Glossary Darmawan, (2014:62) explains that e-learning is an educational system that uses electronic applications to support teaching and learning using the internet, computer networks, and stand-alone computers. With e-learning, the learning process is expected to further improve student learning outcomes. E-learning is a learning method that is currently being developed by utilizing computers as a learning medium, besides providing an innovation that has a very big contribution to changes in the teaching and learning process, the learning process is no longer just listening to material descriptions from lecturers but teaching materials. can be visualized in various formats and forms that are more dynamic and interactive in the form of files, videos. music, animation.

According to the Ministry of Education and Culture, online learning or commonly known as E-learning, has six main principles, namely: a) Learning is open, b) Learning is social, c) Learning is personal, d) Learning is augmented, e) Learning is multi represented, f) Learning is mobile. This, of course, requires online learning tools or media that can fulfill these six aspects. E-learning learning can be used for all courses in the higher education learning system, which in this case is for Listening learning in the English study program.

The purpose of learning English itself is to prepare Indonesia's young generation to be able to compete globally.

English is an international language that is a very important language to learn for both students of English study programs and other majors. In learning English, there are four skill competencies, namely reading, speaking, writing, and listening. In learning English reading, it is intended that students can understand various meanings in written text. Then speaking aims to

make students have the ability to express various meanings through various oral texts, text structures, and certain linguistics. As for writing, it is intended that students can express various meanings of written text that have communicative goals. While listening aims to make students able to understand various meanings (between individuals, opinions, textbooks) of various oral texts that have communicative objectives, specific text structures, and linguistics.

Renukadevi (2014) explains that speaking and listening are receptive skills, then receptive skills can be improved by practicing listening skills because most human communication activities start from listening activities. E-learning learning for listening courses has often been carried out by lecturers and students of English education study programs. The Listening course has an instructional objective so that students have good listening competence by showing a verbal and written response to various types of conversational texts and monologue texts that are heard. The material taught in the Listening course includes short and long dialogues and monologues on daily life.

Students are accustomed to listening to the recording, then trained to imitate, practice, and answer the recorded questions. Even at the advanced level (advanced) English language skills can be measured by practicing TOEFL and IELTS questions. So not only competent in how to respond by imitating but also expected to be able to answer comprehension questions. Therefore, listening is a subject that must be considered the success of the learning process, where the use of learning methods must be done properly, to guarantee success in achieving the goals that have been set (Ekawati, 2017).

The use of E-learning is currently being carried out because of distance learning caused by the Covid-19 pandemic in Indonesia. Right now, the world is being shaken by a great pandemic called Covid-19 (Corona Virus Disease). The increase from day to day the number of patients infected with the Covid-19 virus is difficult to control. It takes a clear and straightforward plan from the government to overcome this problem. Coronavirus itself is a group of viruses originating from the Orthocronavirinae subfamily in the Coronaviridae family and the order Nidovirales (Yunus & Rezki, 2020: 43). This virus can attack animals as well as humans and in humans, the symptoms of infection are similar to SARS and MERS, it's just that Covid-19 is more massive in development. Indonesia is also one of the countries affected by this outbreak. Therefore, the government made a lockdown policy and closed all public places to break the chain of the spread of Covid-19 in Indonesia, including educational institutions affected by the Covid-19 pandemic.

So that government policies are implemented, namely learning online or from home. This online learning continues until now, because the spread of Covid-19 in Indonesia, especially in the city of Palembang is getting worse, because positive patients with Covid-19 continue to increase, Therefore, Sriwijaya University continues to do online learning.

The increase in the role and activeness of students in the use of various media and technology for the success of online lectures is very much influenced by perceptions. Based on this, it is necessary to know the perceptions of students on the use of e-learning learning in listening courses. human perception is defined as the result of different points of view in sensing. Some perceive something as good or positive perceptions or negative perceptions that will influence human action that is visible or real. This indicates that each individual will have a different point of view or perception even though they are in the same learning condition because the stimulus received may be different and interpreted in different ways (Mustarin & Wiharto, 2019; 87). Students' perceptions about lectures using e-learning, the teaching and learning process, and the capabilities of the lecturers during the course using e-learning are crucial things to know in the implementation of lectures.

In this research, the researcher also refers to similar studies that had been done before. The first study by (Mustarin & Wiharto (2019:41) with the title Student perceptions of the use of LMS-based e-learning programs in the Aquaculture Technology Subject. From the research that has been done, it is known that students' perceptions of the use of the LMS-based E-learning program in the Aquaculture Technology course in the Agricultural Technology Education Study Program of UNM are in the very high category. Student interest in the Aquaculture Technology course in the Agricultural Technology Education Study Program of UNM is in the interesting category.

Second, in a study by Saifuddin, (2018) regarding E-Learning in Student Perception, the results of the study explained that students have high accessibility, namely 91%, with light use of 83%. Good assessment Students' perceptions of e-learning give a big role in the implementation of learning with e-learning, which can be done with a blended learning pattern as a form of learning that collaborates with face-to-face e-learning. Online learning in e-learning has different from classroom learning. Listening learning in the classroom generally uses teaching methods. One of the teaching methods that have been introduced is the audiovisual method. Audiovisual is one method that uses teaching using audio elements (sound) accompanied by visual activities (films, pictures, body movements, several other activities related to visualization). The principle of this

audiovisual method will emphasize a lot of students see and listen to the language they are learning. Using this method will support students' ability to use their imagination. Then students will optimize their right brain work which is useful as long-term memory to remember the language they are learning longer and with supervision from the teacher.

Sriwijaya University is a State University in South Sumatra that has ten faculties with two main campuses, namely in Bukit Besar Palembang and in Indralaya, Ogan Ilir Regency. Sriwijaya University has provided MoDELss (Moodle Elearning for Sriwijaya Students) e-learning facilities through the website www.eLearning.unsure.ac.id which can be used for the academic community to carry out the learning process. The e-learning website is based on Moodle software, which is user-friendly. The facilities available in e-learning make it possible to hold lectures that are not only done in the classroom but can also be done online or outside the classroom. Sriwijaya University implements a distance learning system by implementing e-learning-based learning. E-Learning can be used in learning because it is following the progress and development of the era, namely technology. Sriwijaya University's e-learning consists of several features including content (course addresses), course materials (in the form of module files, ppt files, learning videos), online exams or quizzes, online discussions, online assignments, and multimedia.

It is known that there are several courses with listening learning that are taught at the Faculty of Teacher Training and Education. The English education study program is in the first semester with basic listening courses, the second semester with intermediate listening courses, and the third semester with advanced listening courses. Based on the previous interview of one of the lecture at Sriwijaya university learning in the fourth-semester student listening course of the English language education study program of Sriwijaya University. Some students still have difficulty accessing e-learning that has been prepared by the lecturers of the teaching subject. Furthermore, students still have difficulty understanding the learning recordings or videos that became material or assignments for students. The use of e-learning in listening courses is still difficult to understand so the listening ability of fourth-semester students was still low.

Several previous studies on e-learning, namely research conducted by P & Sulthan (2019) with research results explain that in e-learning learning, teachers must carry out several steps that have been taken, including initiation, encouraging and supporting, translation, recording, monitoring, transcription, discussion, and Presentation, highlighting, confession and reflection, conclusion. The teacher must be able to do each of these steps and e-learning learning cannot be

separated from the teacher and needs the role of the teacher. Then, research Hariawati & Dedi (2021) about the Challenges Of Online Learning Due To the Covid-19 Pandemic As Perceived By Students Of the English Education Study Program at Sriwijaya University. Based on the result about the student's use of online learning showed that most of the students accessed online learning 5-6 hours a day with a percentage of 32.6% (58 students). Most of the students used Zoom as the learning platform with a percentage of 88.8% (158 students).

The researcher chose basic listening as the object of research because listening material is a problem for students to understand. This is evidenced by many students who have not been able to fully understand what other people are saying in English. They are a lot confused when the speech of the other person uses the speed of speech. which is quite fast, making it difficult to understand. Therefore, online learning will make it more difficult for students to learn to listen. This phenomenon is supported by the research conducted by (Suputra et al., 2020). which explains that teaching has limited listening skills in explaining because learning is done online. It also challenges teachers and students in carrying out learning activities. Activities are limited to sharing learning materials, videos, assignments, voice messages, and related information that have limited interaction patterns, namely from teacher to student and from student to teacher. The pattern of interaction between students is quite limited. Group work activities or in pairs have not been seen in learning, so activities that require students to discuss and group are still limited. Student-centered or student-centered learning cannot be carried out because all materials, activities, questions, assignments, and information are centered or sourced from the teacher. While in listening learning, practice methods or direct discussions are needed.

Based on the description above, researchers were interested in researching the use of e-learning in the listening course of the fourth-Semester students of Sriwijaya University, which is entitled **Students' Perception towards the Use of E-Learning in Basic Listening Course at English Education Study Program Sriwijaya University**

1.2 Problem of Study

Based on the background described, the researcher will refer to the problem formulation as follows: **How is Students' Perception towards the Use of E-Learning in Basic Listening Course at English Education Study Program Sriwijaya University?**

1.3 Objectives of Study

Based on the background of the problem formulation that has been described, the purpose of this study is to find out **Students' Perceptions of the Use of E-Learning in the Basic Listening Course at the English Education Study Program at Sriwijaya University**

Significance of Study

This research is useful for adding insight and knowledge to students, lecturers, and future researchers. First, the writer expects this research can be used as a material for student learning in the use of e-learning, especially e-learning at Sriwijaya University. Second, this research is expected to be an evaluation material in the use of E-Learning for listening courses. Third, the writer expects this research can be considered for lecturers in the use of e-learning for listening courses and for students to find out the benefits of e-learning in learning for listening courses. Last, this research is expected to be a reference source for similar research to be conducted in the future with a broader research theme.

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