Students' Perceptions towards the Use of E-Learning UNP during Covid-19 Pandemic : A Case Study of English Department Students at Universitas Negeri Padang

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Article History	Abstract
	The spread of the COVID-19 pandemic in Indonesia is causing some changes in various sectors, such as education in Indonesia. All schools are required to carry out online learning. Along with online learning practices, teachers use online learning to support the teaching and learning process, such as providing learning materials and delivering learning materials by utilizing technology. This study aims to explore students' perception of English learning materials during online learning using UNP e-learning. The samples in this study were taken randomly and selected one grade K4 2019 with a total of 29 students. They were asked 27 questions to explore their perceptions of UNP's e-learning use during online learning. Descriptive quantitative was used in this study. In general, almost all students feel that the use of UNP e-learning can contribute positively to their learning. The results showed that UNP e-learning is easy to use (M = 4.41) and UNP's E-learning contributes positively to students' learning experience (M = 4.14) as the most important characteristics of effective use of UNP e-learning. Overall, stakeholder perceptions are in a good category. Although there were still some students who complained about some problems through the use of e-learning UNP.

INTRODUCTION

The impact of the covid-19 pandemic has not subsided. Learning will continue from each students' home (learning from home). The alternative way to continue the learning process is by online learning. Moore et al. (in Firman and Sari, 2020) state that online

learning is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and capabilities for different types of learning interactions. Moreover, Zhang (2004) shows that the use of the internet and multimedia technology can change the way knowledge is conveyed and can be an alternative to the process of learning in the classroom. Organizing online learning requires supporting facilities, such as smartphones, laptops, tablets, credit quota, that can be used to access information anywhere and anytime (Gikas & Grant, 2013). In Indonesia, there are several applications provided by the government to support learning activities at home. Besides, an educator can come face-to-face with students through an app that can be accessed by the internet network.

Because of the effect caused by Covid -19 pandemic, many majors have visualized e-learning as an effective media to hold the process of learning during the pandemic. E-learning concept refers to learning via electronic sources, providing interactive distance learning. It usually uses a Web System as a way to access information available, disregarding time and space. Meanwhile, online learning is learning done remotely with the help of the internet. In online learning, facilities and infrastructure are required, in the form of laptops, computers, smartphones, and internet network assistance (Dorai, 2001). This absolutely also has been applied in the English department. According to Suartama (2014), materials provided to students through e-learning can be accessed anytime and anywhere, in addition to obtain materials that can be enriched or equipped with a variety of supporting learning resources such as multimedia that can be supported by teachers. Furthermore, Ghiardini (2011) stated that e-learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on students' needs, combining collaborative activities with self-learning, and using simulations and games.

In its development, the e-learning system is used by most educational institutions in Indonesia. The main reason for the many institutions in Indonesia that use e-learning is because this electronic learning system can provide convenience in the learning and teaching process. One example is Assignment Submission, Discussion Forum, File upload, File download, Online quiz, grading, Online calendar, News, and online announcements, upload lecture materials such as syllabus, teaching program unit, handouts, and modules; upload assignments for students; download the work that the student has done. In the e-learning there are various development models, starting from just based on powerpoint in the classroom to the LMS (Learning Management System). Learning Management System (LMS) is a web-based technology which is a very helpful tool for holding an e-learning environment (Srichanyachon 2014). LMS used until now has a lot of variety, starting from Edmodo, Moodle, Claroline, ATutor, Schoology, eFront, and many others. Each of them has its advantages and disadvantages.

Meanwhile, the impact of covid-19 pandemic is also experienced by higher education, one of which is Universitas Negeri Padang (UNP). The students must continue to carry out learning according to the curriculum. To maintain good online learning, UNP has its own system called LMS. UNP named its learning system E-Learning UNP. E-learning UNP is a learning facility that can be utilized by lecturers and students in the learning process. The utilization of e-learning in learning activities can be distinguished as learning resources, material delivery, assignments, and exams. E-learning can be used as an actual learning resource for lecturers and students. The students can find information from various sources through e-learning with internet-connected.

In this case, UNP e-learning uses moodle platform where moodle is one of the open-source Learning Management System (LMS). MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a cloud-based media that can be accessed via a computer or smartphone that must be connected to the internet (Sari &Setiawan, 2018). Inside Moodle-

based e-learning, there is a section to include materials, discussions, tasks, and quiz. Teachers can set a time to access it

This study tries to investigate how English departments students' perceptions towards the use of e-learning UNP during covid-19 pandemic. The reason why the researcher wants to investigate this case is that learning in English has a lot of skills that must be mastered by the students. The skills are speaking, listening, writing and reading. In addition, listening and speaking skills are closely related to direct practice. Listening requires fundamental skills to focus on the speaker in order to hear and understand what the speaker is saying. Speaking skills require students to take turns, speak confidently, stay on topic, and speak clearly. The researcher thinks that learning with e-learning UNP greatly influences the improvement of those skills. Moreover, before the covid-19 pandemic, learning is done face-to-face without using much e-learning like the current situation. Therefore, the researcher wants to know the perception of English department students at Universitas Negeri Padang that in the midst of the Covid-19 pandemic. The researcher wants to know whether or not the students are still learning well through the e-Learning system.

Perception is an experience of objects, events, and relationships gained by continuing information and interpreting messages. This gives meaning to stimulus responses in continuing information and predicting messages involving attention, hope, motivation, and memory (Rakhmat, 2000). After that, Michotte (2017) developed perception as a phase of the total action process that allows us to adapt our activities to the world we live in. Here, students' perceptions can be described as opinions developed after having certain experiences that need adjustment. Therefore, in this study, students' perception focused on participation, accessibility, materials, and delivery of student assignments, an online learning platform that suits their needs and conditions. These factors are necessary to bring students' perceptions of e-learning UNP into more contextual with the needs of this research.

This study clearly illustrates that e-learning UNP has benefited from a student's perspective, and it will have a positive influence on their performance with a better understanding of their courses. Thus for at least the next few years, the university needs to come out with e-learning tools and modules for a better teaching-learning experience making a positive impact on students' careers.

There are some researchers who had conducted a study about "students' perceptions towards the use of e-learning". The first researcher was done by Napaporn Srichanyachon (2014). The purpose of this study was to present the views, attitudes, and perspectives of undergraduate students using Learning Management System (LMS) along with traditional face-to-face learning. The results of the study show that the levels of attitudes toward using the Internet as a learning tool and perceptions of using LMS in general were moderate. . The next research was done by Juha-Matti Suorsa, Niklas Eskilsson (2014). The purpose of this study was to gain insights into how learning management systems are perceived by students in upper secondary school. In the same year, Danielle Borboa (2014) conducted a research about Perceptions and Use of Learning Management System Tools and other Technologies in Higher Education: A Preliminary Analysis. This study examines student views and use of technology in conjunction with university coursework. Then, a research was done by Rifki Irawan, Nafisah Endahati, Rian Nurizka, Rianto, Drajat Edi Kurniawan (2020), they found the barriers to using Edmodo on EFL speaking tasks are requiring high speed of Internet connection, needing other supports for technologically backward students, lack of virtual teachers support and needing f2f meeting. It was also supported by the study conducted by R Taufiqurrochman, Imam Muslimin, Imam Rofiki, Joshua Abah (2020) who studied about Students' Perceptions on Learning Management Systems of Arabic Learning through Blended Learning Model. This research to describe students' perceptions as users of the LMS application.

Another study was done by Khaleel M. Al-Said (2015). This research was conducted to investigate the students' perceptions levels of Edmodo and Mobile learning and to identify the real barriers of them at Taibah University in KSA. The next research was conducted by Yusika Handayani, Fatchul Mu'in, Nasrullah (2020). The focus of the study was to investigate students' perception of Edmodo. It is necessary to know how students' perceptions know how great and successful it is and to know students' views. In the same year, Erna Basania Siahaan (2020) conducted research about *Students' Perception of Edmodo use as a Learning Tool*. The research aimed to investigate the students' perceptions of Edmodo as a learning tool. The results showed that the participants perceived Edmodo use improved their language skills, developed interaction and communication, enhanced the freedom to share ideas, and promoted their vocabulary and creativity. However, they regarded that traditional face-to-face learning should not be replaced by online learning. They seemed to suggest the two learning modes combined.

The review of the literature reveals that most of the studies are undertaken to identify students' perception towards e-learning and face to face. Explanations and teaching materials provided by the teacher are explained directly, while the exercises are given on the e-learning platform. While this study is a full doing learning process by e-learning, there is no face-to-face learning. Moreover, the research conducted by Erna Basania Siahan only evaluates Edmodo. And studies related to students' perception of e-learning UNP at the time of the covid-19 pandemic are found to be few and far between. Thus, this research investigated the students' perceptions towards the use of e-learning UNP during a covid-19 pandemic: a case study of English department students at Universitas Negeri Padang.

METHOD

This research is qualified as descriptive quantitative. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, Earl R. 2010). The population of this research was the second year English Language Education students in Universitas Negeri Padang who have taken Reading as a one of elective subject in the fourth semester. Reading subject was chosen because it is the most appropriate subject to measure the effectiveness of e-learning UNP for students' perceptions. The sample of this research was chosen by using cluster random sampling. Every individual in the population has the same probability of being selected and the selection of one individual in no way affects another individual so the result of this research will be more reliable. After the class is randomly selected one class is taken (20%). And researcher chose class K4 2019 as a sample of this study.

RESULT AND DISCUSSION
Research Finding

Data from respondents were analyzed descriptively. Respondents" answers to close-ended questions were calculated using a Likert scale ranging from 5 to 1. Then, the researchers ranked the highest percentage of each category to see which characteristics respondents felt were the most perspectives students chose. Analysis of the overall data is presented in the table below.

1. *Finding of close-ended questions*

Table 1. Students' perception of the advantages about knowledge of learning using e-learning UNP

No.	Knowledge	F	SA (%)	F	A (%)	F	N (%)	F	D (%)	F	SD (%)	MEAN	STDD
1.	E-learning UNP contributes positively to my learning experience	9	31,03	15	51,72	5	17,24	0	0,00	0	0,00	4,14	0,69
2.	E-learning UNP makes me understand the importance of learning from sharing real-world experiences	2	6,90	16	55,17	8	27,59	2	6,90	1	3,45	3,55	0,87
3.	E-learning UNP enhances my ability to understand and evaluate viewpoints	3	10,34	7	24,14	14	48,28	3	10,34	2	6,90	3,21	1,01
4.	E-learning UNP helps me develop my ability to think logically	4	13,79	9	31,03	11	37,93	4	13,79	1	3,45	3,38	1,01
5.	E-learning UNP enhances my ability to think critically	5	17,24	8	27,59	12	41,38	1	3,45	3	10,34	3,38	1,15
6.	I think the use of E-learning UNP helps me practicing my language skills	5	17,24	9	31,03	9	31,03	3	10,34	3	10,34	3,34	1,20

Based on the 6 questions that have been asked in the closed question above, there are more than half of English students in service (83%) positive responses about E-learning UNP. For example, from statement number 1, it can be seen that 24 students (83%) agree that E-learning UNP contributes positively to their learning experience. There are only 5 students who have no idea about this statement. So, researcher looked back at their reasons in an open question. Interestingly researchers found a reason why they felt that E-learning UNP was elusive. This is because they cannot understand and evaluate the point of view of E-learning UNP. For example, from the statement number 3, it can be seen that there are 14 students (48%) did not have any idea with their statement.

Table 2. Students' perception of the advantages about interaction of learning using e-learning UNP

No.	Interaction	F	SA (%)	F	A (%)	F	N (%)	F	D (%)	F	SD (%)	MEAN	STDD
7.	I think E-learning UNP facilitates interaction and communication between lecturers and students	8	27,59	11	37,93	6	20,69	4	13,79	0	0,00	3,79	1,01
8.	E-learning UNP encourages me to develop myself as a team member	5	17,24	12	41,38	8	27,59	2	6,90	2	6,90	3,55	1,09
9.	E-learning UNP develops discussion/ interaction skills	6	20,69	12	41,38	8	27,59	0	0,00	3	10,34	3,62	1,15

In terms of interaction, 3 questions have been asked in the closed question above. Question number 7, it can be seen that 19 students (66%) agree that E-learning UNP facilitates interaction and communication between lecturers and students. There are only 4 students who disagree about this statement. So, E-learning UNP can facilitate interaction and communication between lecturers and students as well as students and students.

It can be concluded that based on several sub-indicators, English students think that they can improve their skills, competencies, and skills in teaching through e-learning UNP, and it also helps them to develop their language skills. As long as they learn to use e-learning UNP, they feel that UNP has good facilities to support online learning. The English students can learn about their strengths and weaknesses in teaching through feedback gained from their lectures and classmates through e-learning UNP.

2. Finding of Open-Ended Question
Table 3. Students' perception of the convenience of e-learning UNP

No.	Convenience	F	SA (%)	F	A (%)	F	N (%)	F	D (%)	F	SD (%)	MEAN	STDD
10.	E-learning UNP makes my confidence in discussion and sharing an idea to others	4	13,79	16	55,17	6	20,69	2	6,90	1	3,45	3,69	0,93
11.	I think E-learning UNP is convenient to use especially in submitting assignments	11	37,93	10	34,48	7	24,14	1	3,45	0	0,00	4,07	0,88

Based on the table above, there are 21 students (72%) who agree on statement number 11 that UNP E-learning is convenient to use in the delivery of assignments because there is only 1 student (3%) who disagree with this statement and there are 7 students who do not have any idea with this statement.

Table 4. Students' perception of the interest of e-learning UNP

No.	Interest	F	SA (%)	F	A (%)	F	N (%)	F	D (%)	F	SD (%)	MEAN	STDD
12.	I prefer reading my courses in paper form instead of reading them through E-learning UNP	14	48,28	2	6,90	5	17,24	6	20,69	2	6,90	3,69	1,44
13.	I think the use of E-learning UNP makes my reading experience more interesting	3	10,34	7	24,14	14	48,28	3	10,34	2	6,90	3,21	1,01

Based on the table above, there are 16 students (55%) who agree on statement number 12 that students prefer reading their courses in paper form instead of reading them through E-learning UNP. Statement 12 shows a negative statement. It means that the high number of respondents who agree with this doesn't indicate a positive perception. And, there are 14 students (48,28%) who do not have any idea about this statement.

Table 5. Students' perception of the ease, and effectiveness of e-learning UNP

No.	Ease	F	SA (%)	F	A (%)	F	N (%)	F	D (%)	F	SD (%)	MEAN	STDD
14.	E-learning UNP is easy to use	15	51,72	12	41,38	1	3,45	1	3,45	0	0,00	4,41	0,73
15.	E-learning UNP provides quick and easy access to assignment	6	20,69	18	62,07	5	17,24	0	0,00	0	0,00	4,03	0,63
16.	I think it is difficult to use E-learning UNP as a mobile learning application	5	17,24	5	17,24	5	17,24	9	31,03	5	17,24	2,86	1,38

Based on the table above, there are 27 (93%) students who strongly agree that UNP e-learning is very easy to use e-learning UNP while there are 14 (48%) students who disagree in the statement that E-learning UNP is difficult to use as a mobile learning application which can be seen in statement number 16.

This study identifies some of the challenges of online learning using e-learning UNP that provide feedback and interaction to their students in this platform. Based on some of the above sub-indicators, the students can access the platform easily as it provides clear instructions and good quality of the uploaded material so that students can improve their competence through this module material. They can also interact with lectures easily through e-learning UNP if they have some obstacles in them although there are still some of them who cannot contact lecturers easily.

Table 6. Students' perception of the effectiveness of e-learning UNP

No.	Effectiveness	F	SA (%)	F	A (%)	F	N (%)	F	D (%)	F	SD (%)	MEAN	STD D
17.	E-learning UNP allows me to express my thoughts more clearly and openly	3	10,34	9	31,03	13	44,83	3	10,34	1	3,45	3,34	0,94
18.	I think online activities and discussions in E-learning UNP can motivate me to learn more about the lesson	3	10,34	9	31,03	12	41,38	3	10,34	2	6,90	3,28	1,03
19.	I think the use of E-learning UNP saves effort and time	7	24,14	15	51,72	6	20,69	1	3,45	0	0,00	3,97	0,78
20.	I think E-learning UNP helps me acquiring new English vocabularies	3	10,34	9	31,03	10	34,48	5	17,24	2	6,90	3,21	1,08

No.	Statement												
21.	I think the use of E-learning UNP increases the effectiveness of learning	4	13,79	13	44,83	10	34,48	2	6,90	0	0,00	3,66	0,81
22.	Requires a data package to access moodle-based e-learning	17	58,62	7	24,14	5	17,24	0	0,00	0	0,00	4,41	0,78
23.	Data package fees are expensive	15	51,72	6	20,69	6	20,69	1	3,45	1	3,45	4,14	1,09
24.	I am short on the cost of buying a data package	10	34,48	8	27,59	7	24,14	2	6,90	2	6,90	3,76	1,21
25.	Where I live there is no network yet Internet	1	3,45	4	13,79	4	13,79	8	27,59	12	41,38	2,10	1,21
26.	Internet network is not smooth	6	20,69	7	24,14	10	34,48	4	13,79	2	6,90	3,38	1,18
27.	I need to find a location that has an internet network to access e-learning	6	20,69	4	13,79	8	27,59	7	24,14	4	13,79	3,03	1,35

There were 11 items about the effectiveness of students' perceptions in this research. From these statements, the researcher would like to highlight statement number 22, from 24 students (83%) who agreed to access moodle-based e-learning as a data package and 5

students (17%) had no idea with this statement. Meanwhile, there were 20 students (69%) who do not agree that there is no internet network in statement number 25, judging by the students who agree there are only 5 students (17%), and 4 students (14%) had any idea with this statement. The problem, in this case, was caused by a poor internet connection. Not all the students live in good places where electricity and internet connection are always stable.

Another perception about online activities and discussions in E-learning UNP can motivate students to learn more about the lesson. There are 12 students (41%) who agree and had no idea. 5 students (17%) who disagree with this statement.

Table 7.The Summary Score (Mean) of students' perceptions towards the use of e-learning UNP during covid-19 pandemic

CATEGORIES	N	MEAN
Knowledge	6	3,5
Interaction	3	3,66
Convenience	2	3,88
Interest	2	3,45
Ease	3	3,77
Effectiveness	11	3,48
TOTAL	**27**	**3,62**

As can be seen on the Table 4.6, the summary score for the six categories of students' perceptions towards the use of e-learning UNP during the covid-19 pandemic, students' perception of convenience to be the first important category because it received the highest value (M=3.88). The second categories fall into ease (M=3.77). The third is interaction (M=3.66). The fourth rank falls into knowledge (M=3.5). The fifth is effectiveness (M=3.48). The least important category is interest (M=3.45). So from the perception of students, they put more emphasis on convenience, ease, and interaction.

Table 8. Top 3 the most important characteristic of students' perception towards the use of e-learning UNP during covid-19 pandemic

Characteristics	Mean	Std. Deviation	Rank
E-learning UNP is easy to use	4,41	0,73	1
Requires a data package to access moodle-based e-learning	4,41	0,78	2
E-learning UNP contributes positively to my learning experience	4,14	0,69	3

As can be seen in table 4.7, the top three characteristics of student's perceptions towards the use of e-learning of UNP felt by English students to be the most important are e-learning UNP is easy to use, requires a data package to access moodle-based e-learning, and UNP's E-learning contributes positively to students' learning experience (M= 4.41, 4.41, 4.14). These three characteristics are the result of the perception of students that UNP e-learning is easy to use.

Based on the data analysis, it can be seen that there are some perceptions that students have regarding the e-learning UNP system, they are; UNP is easy to use, requires a data package to access moodle-based e-learning, and e-learning UNP contributes positively to students' learning experience. The results after using UNP e-learning have a lot of positive impact on students' learning online. So researchers see that UNP e-learning is very appropriate to be used for online learning.

Discussion

In this section, researchers will present interpretations and discussions after obtaining the results of the study. The results of the study are known after conducting data analysis. By conducting the analysis, researchers can find out the perceptions and challenges of students in conducting online assessments of the results of this study shows that students have a positive perception of the use of e-learning UNP. Positive perception is a valuable gift that prepares for confidence and strength to capture the world, endure crises, and focus outside yourself. It improves the construction of relationships and gives to others. There are several reasons why students have a positive response to the use of e-learning UNP during covid-19 pandemic. First, they easily use UNP e-learning in online learning. They also know technology before using UNP e-learning. As Adams and Hamm say that students will work more effectively if they are familiar with technology and have an understanding of the material. Therefore, understanding online technology is important to assist students in learning online using e-learning.

The second reason is about E-learning UNP contributes positively to their learning experience. E-learning has creative features in which users can upload images, animations, audio, or videos. Therefore, students find it fun to learn online using e-learning.

However, in addition to the positive perception of the use of e-learning, some students also state that the use of e-learning in online learning presents negative perceptions. The negative perception is discarded to focus on their desires, trying to obtain and prove their worth. They stated that online learning can be problematic and complex. One of the negative perceptions is Requires a data package to access moodle-based e-learning. and there is no network yet internet where students live.

Internet connection, the second challenge faced by students is about internet signaling, where most of them feel annoyed when they have to do a test and at that time the internet signal is bad so students cannot answer some questions. In addition, online learning using e-learning is limited by time, this makes students feel annoyed when they have to answer questions and suddenly the signal is slow so students can't answer questions because of bad signals.

The students' answers confirmed the theories of Ioannu and Hannafin. They report that many users find that e-learning is slow. Therefore when it is announced that there will be an online exam in e-learning, students must prepare everything from computers, student readiness, and internet signals when going to work on online tests, students must go to places where the signal is fast and not slow or bad, and students can conduct online tests comfortably without a hitch with internet signals.

Therefore, another negative perception about the use of e-learning UNP is students prefer reading the courses in paper form instead of reading them through E-learning UNP.

Based on the findings found that the research was the difference with the research that conducted Napaporn Srichanyachon (2014). The result of the research revealed that the levels of attitudes toward using the Internet as a learning tool and perceptions of using LMS in general were moderate. There were no statistically significant differences at .05 level found in students' attitudes toward using the Internet as a learning tool and their perceptions of using LMS as classified by gender, computer ownership, and monthly allowance. As hypothesized, there was a positive relationship between students' attitudes toward using the Internet as a learning tool and their perceptions of using LMS at .01 level. Students with high attitudes toward using the Internet as a learning tool expressed more positive perceptions of using LMS than those with low attitudes.

It was also different with the research conducted by Juha-Matti Suorsa, Niklas Eskilsson (2014). The research discusses the findings indicated that student's perceptions are affected by sociological and technological factors. Yet, despite the system limitations,

students can adopt the system if it can correspond with the student's unique learning expectancies.

Furthermore, this research is also different from the research by Khaleel M. Al-Said (2015). He found that the students' perceptions of Edmodo and Mobile learning is in "High" level in general, and the majority of students have positive perceptions towards Edmodo and Mobile learning since they think that learning using Edmodo facilitates and increases effective communication of learning, and they appreciate Edmodo because it save time. Regarding the barriers of Edmodo and Mobile learning that facing several students seem like normal range, however, they were facing a problem of low mobile battery, and storing large files in their mobile phones, but they do not face any difficulty to enter the information on small screen size of mobile devices. Finally, it is suggested adding a section for M-learning in the universities to start application of M-learning and prepare a visible and audible guide for using of M-learning in teaching and learning.

It was also different with the research conducted by Yusika Handayani, Fatchul Mu'in, Nasrullah (2020) had studied the Students' Perception Of Edmodo For English Learning. The results showed that most students chose neither agree nor disagree with the statements, which means it does not cause any significant effect.

Furthermore, this research also different with Erna Basania Siahaan (2020). Her research focused on investigating students' perceptions of Edmodo as a learning tool. The results showed that the participants perceived Edmodo use improved their language skills, developed interaction and communication, enhanced the freedom to share ideas, and promoted their vocabulary and creativity. However, they regarded that the traditional face-to-face learning should not be replaced by online learning. They seemed to suggest the two learning modes combined.

It was also different with the research that conducted by Rifki Irawan, Nafisah Endahati, Rian Nurizka, Rianto , Drajat Edi Kurniawan (2020). The focus of the study was to explore the obstacles to using LMS-Edmodo on EFL speaking tasks based on the students' perceptions. Based on the students' perceptions, the barriers to using Edmodo on EFL speaking tasks are requiring high speed of Internet connection, needing other supports for technologically backward students, lack of virtual teachers support and needing f2f meeting. Therefore, providing speaking tasks as long as paying attention to the students' characteristics can use LMS-Edmodo.

After knowing the perception of students about the use of UNP e-learning in online learning, this can also be used as a reference or evaluation to lecturers. As stated by Chen, student perception is very significant in evaluating the effectiveness of teaching. Therefore, after reading from the results of this study, and knowing students' perceptions about the use of UNP e-learning in online learning, lecturers can reconsider what needs to be changed and what needs to be improved about the learning process, delivering materials, and most importantly when conducting online tests in the use of UNP e-learning after knowing the results of this study. It is also very useful for lecturers to reduce some of the obstacles faced by students when conducting online tests in UNP e-learning.

CONCLUSION

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why your research should matter to them after they have finished reading the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

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