Students' Perceptions Toward the Features of E-learning UNP in English Learning

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Article History	Abstract
	During Covid-19, the learning system has changed to online. Many universities use various online learning platforms in order to get learning activities run as expected. Therefore, Universitas Negeri Padang implemented the use of E-learning. This study aims to see students' perceptions toward the features of E-learning UNP in the Paragraph Writing course. The research design used is descriptive quantitative with a questionnaire instrument consisting of 30 items. Then, English Education Students registered in academic year 2021 became the population in this study and 36 of them became the sample. The researcher found that students Perceived Easy of access with a mean of 3.27, Perceived Usefulness of 3.42, Perceived Instruction Delivery of 3.40. Additionally, they also gave positive attitudes such as feeling happy with a mean of 3.14, not bored 2.91 and like with a mean 3.23. It means, the students gave a positive perception of the use of E-learning features, especially the feature of delivering material in the Paragraph Writing class.

INTRODUCTION

Information Technology Communication (ICT) based learning has been implemented in various universities during Covid-19. The implementation of this learning uses some online applications such as zoom, Google Meet, Edmodo, and others. It is intended to facilitate the process of learning so that learning objectives can be achieved. In line with that statement, Irawan et al (2020) have conducted a study related to the students' perceptions of the obstacles faced when using Edmodo in speaking class. They found that the obstacles experienced by students were the lack of good internet access and the absence of special assistance for students who did not understand technology. In addition, Nehe (2021) also conducted the study about the students' perception on Google Meet Video Conferencing in speaking class. The result

show that the students gave a positive response in the form of perceived usefulness to the implementation of google meet video conferencing.

In Universitas Negeri Padang, lecturers use E-learning which is categorized as ICT based learning. E-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. Prasetio (2012) explains that the term "e" or the abbreviation of electronics in e-learning is used as a term for all technologies used to support teaching efforts through internet technology. Then, Hartley (2001) states that e-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet or other computer network media. Therefore, it can be concluded E-learning is an electronic-based learning process which used a computer network. With the development of a computer network, it is possible to develop it in a web-based form, so that it is then developed into a wider computer network, namely the internet.

Moreover, the E-learning has increased during the pandemic because the learning processes are held online. Thus, the E-learning which provide complete features has used by lecturers in the process of learning. In its implementation, lecturers usually provide several learning activities such as fill the attendance lists, deliver materials, discussions, assignments, quizzes and reflection.

Hence, the lecturers are required to be able to master the use of E-learning because the ability to use technology must be in line with how much ability to master technology. Additionally, one of the courses in the English education program which is Paragraph writing, the lecturers utilize the E-learning intensely. The implementation of online learning in Paragraph Writing class was synchronous and asynchronous. Specifically for asynchronous, the media commonly used E-learning. Some of the activities that can be done include Assignment, Attendance, Forum, and Quiz. However, for delivering the learning materials, the most frequently used features were File, URL, and Label.

There are some studies related to the use of E-learning such us a study from Rahayu et al (2017) which analyze and test student responses regarding the use of E-learning at Universitas Atma Jaya Yogyakarta (UAJY) using the Technology Acceptance Model (TAM). The instrument in this study used a questionnaire and simple random sampling as a sampling technique. Moreover, Maghfiroh et al (2020) also identified the students' perceptions toward the effective usage of E-learning in the University. This research used a qualitative descriptive research type. The respondents used were students in semester IV and VI of the English Department, University of Muhammadiyah Ponorogo (UMPO). The aim of this study was to find out how students view of the use E-learning, its elements, and their impact on it. The latest, Lismardayani and Oktavia (2021) conducted a study on students' perceptions of the use of E-learning UNP. However, they did not see at the features used by lecturers and the perception tends to be general so that the results of the research are not focused on which subjects and what features. In addition, the previous studies also did not consider the use of the Technology Acceptance Model (TAM) in measuring students' perception. In fact, TAM is a model that often used in technological research (Bagus & Prakasa, 2013). The existence of this model is useful for explaining and estimating user acceptance of an information system. Thus, TAM is very important to be used in

measuring a someone's perception on the use of technology which E-learning is a part of technology.

Following the explanation above, to fill the gap, this study aims to see on how the students' perceptions in one of the courses on e-learning UNP which is Paragraph Writing and more specifically look at the features of E-learning used by lecturers when delivering material. Besides, the indicators used in previous study is not based on Technology Acceptance Model which is more suitable to be used in this study.

RESEARCH METHOD

A descriptive quantitative was used because it aimed to see students' perceptions toward the features of E-learning used by the lecturers in Paragraph Writing class. The population in this study was English Education Students registered in academic year 2021 Universitas Negeri Padang with the total 143 students. For the sample, the researcher took simple random sampling, so the total sample was 36 students by choosing 25% of the total population (Arikunto, 2012). Furthermore, the researcher chose a questionnaire as an instrument of this research. The questionnaire was closed ended questions with the following indicators, Perceived Ease of Use (PEOU) which consists of ease of access, Perceived usefulness (PU) which consists of Perceived Usefulness and Perceived Instruction delivery, Attitude Toward Using (ATU) which consists of feeling happy, never get bored and like. In addition, the questions were modified from Shaharanee, Jamil & Rodzi (2016), Rahayu (2017), Mulyani, (2020) and validated by one of the English Department lecturer.

The questionnaires were distributed to the students in the form of Google Form and they were asked to fill in their name, NIM and class. After that, the researcher asked the students to answer all the questions from the questionnaire that had been distributed according to the correct answer. The students filled out the questionnaire about 10-15 minutes. For analysis the data, the researcher used descriptive statistics by calculating the frequency of each answer from the four criteria that had been selected by the participants, then to determine the score and classify students' perceptions by using the interval formula with the categorized mean value of perception.

RESULT AND DISCUSSION.
1. Research Finding
    A. ***Students' Perceived Ease of Use Toward the Features of E-learning Used by the Lecturer in Paragraph Writing Class***

To answer the research question, do students perceive the ease of use toward the features of E-learning used by the lecturer in Paragraph Writing class? It can be seen on the figure 1 below.

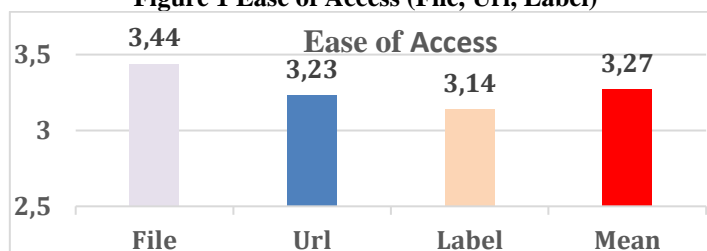**Figure 1 Ease of Access (File, Url, Label)**

Figure 1 shows the mean results of the Ease of access felt by students when using the E-learning feature in the Paragraph Writing class. For the File feature, getting a means of 3.44 with categories very positive, Url getting a mean of 3.22 with categories positive and labels getting a mean of 3.14 with categories positive. For that, the total mean of all features is 3.27. That means, the students give positive perceptions when lecturers deliver material using features in E-learning. They can access easy the Paragraph Writing materials through Pdf, doc, Youtube link and videos that have embedded. Moreover, based on the data that had been obtained, File had the highest Perceived Ease of Access compared to other two features.

B. Students' Perceived Usefulness Toward the Features of E-learning Used by the Lecturer in Paragraph Writing Class

To answer the research question, do students perceive the usefulness toward the features of E-learning used by the lecturer in Paragraph Writing class? It can be seen on the figure 2 and 3 below.

Figure 2 Perceived Usefulness (File, Url, Label)
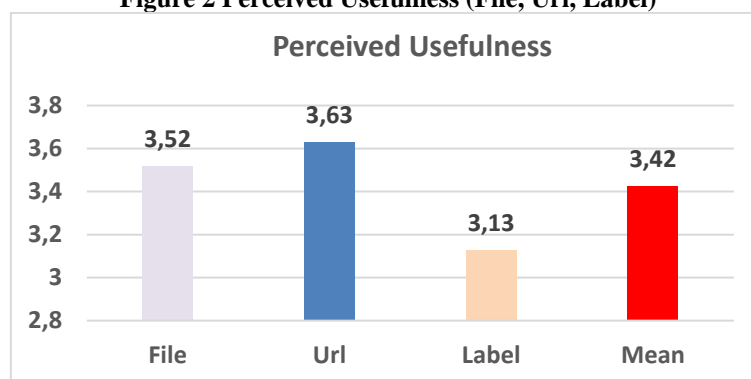
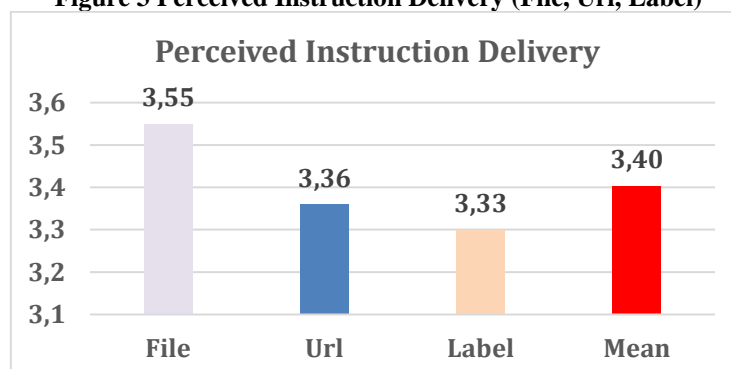**Figure 3 Perceived Instruction Delivery (File, Url, Label)**

Figure 2 shows the results of the perceived usefulness of students when using the UNP E-learning feature. File get mean 3.52, URL get mean 3.36 and label get mean 3.13. For this data, the total feature of the Perceived Usefulness aspect is 3.40. It means, the features give a very positive response from the

students because they feel that the material presented in E-learning in the form of pdf, word, Youtube link, and video that has been embedded were very effective, helping students understand the material so that the use of the File, Links and labels are needed by students.

Figure 3 shows the results that students felt the instruction delivery from the lecturer when use the E-learning feature was clear. It can be seen, file obtain mean 3.55, URL 3.36 and label 3.33, so the overall mean is 3.40. It means that the instructions from the lecturer when using the features in E-learning were clear.

C. *Students' Attitude Toward Using of the Features of E-learning Used by the Lecturer in Paragraph Writing Class*

To answer the research question, what are the students' attitudes toward using of the features of E-learning used by the lecturer in Paragraph Writing class? It can be seen on the figure 4, 5, 6 below.
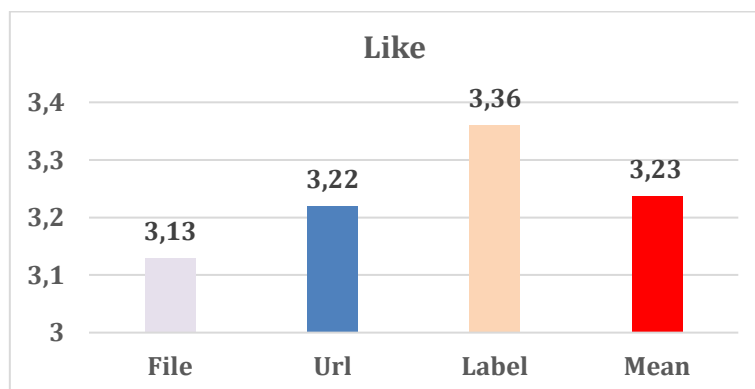
Figure 4 Happy (File, Url, Label)
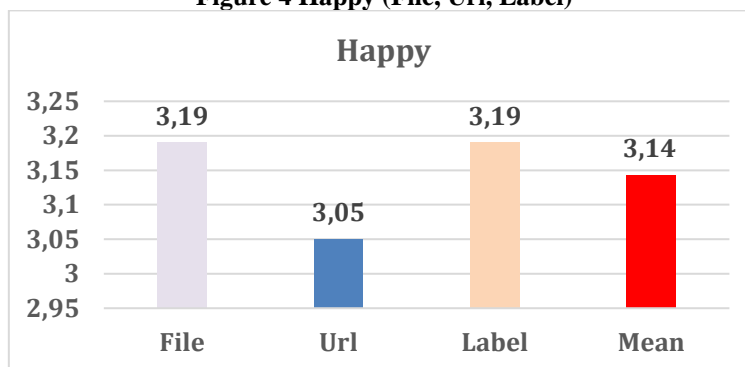
Figure 5 Never Get Bored (File, Url, Label)
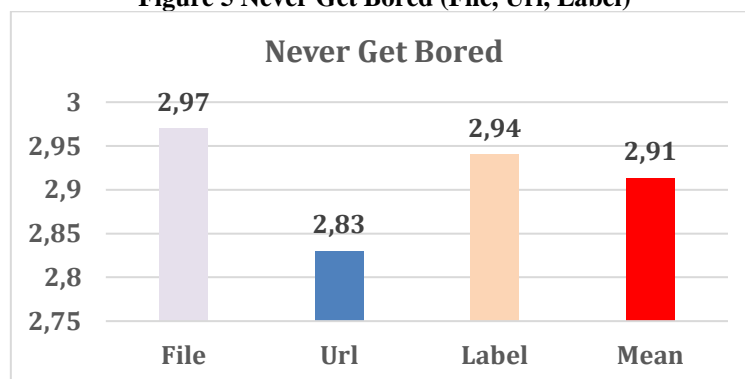
Figure 6 Like (File Url, Label)

From figure 4,5,6 above, it can be seen that students gave a positive attitude towards the use of E-learning features by lecturers when delivering material, namely file, url and label. Students felt happy marked by a total mean of 3.14, not bored with a total mean of 2.91 and they also like using this feature with a total mean of 3.23.

Discussion

Based on the results of the findings that have been made, students gave a positive response to the use of the E-learning feature when the lectures added writing paragraph material. As explained on the review of related literature, perception is how students interpret or assess something they see based on the results of collection, understanding the meaning of information which is obtained. In this case, the results of the questionnaire that have been distributed indicate that the use of E-learning features, namely File, Url and Label used in delivering the material gives a positive perception of the students of Universitas Negeri Padang, Department of English Education in 2021. Further information will be explained as follows.

First, File, Url, and Label features provided easy access to teaching materials. This means that the students can download materials in the form of word, pdf, links or access embedded paragraph writing video materials. This is in line with research from Maghfiroh et al (2020) argue that the use of e-learning provided easy access to material from lecturers because it can be accessed anywhere and anytime. Furthermore, according to the findings from Lismardayani and Oktavia (2021) it also said that E-learning UNP was very fast to access so it was easy to use. Besides being easy to access, students were also easy to understand paragraph writing material which is presented in the File, Url, Label feature which is in pdf, word, link or video format. This is supported by research from Munir (2010) which argue that the use of material delivery through E-learning can provide easy understanding for students because they can easily find the knowledge needed without having to install special applications on their devices. Therefore, by using E-learning, the material to be mastered is easy to obtain and understand on one platform only. Then, this is also reinforced by the theory from Brandl (2002) which states that E-learning provides unparalleled opportunities to gain access to unlimited online learning materials so that students can develop their reading and writing skills.

Second, File, Url, and Label features provided usefulness for students. Hariyo (2020) said that the usefulness aspect is due to the use of technology that can be useful for students. In this case, students feel that the File, Url, label features really help them

in understanding the paragraph writing material being discussed, whether the material is presented in the form of, pdf, word, link or embedded video. In addition, they also feel that these features are effectively used because the instructions delivered by the lecturer was clear. This finding is in line with the statement from Munir (2010) that E-learning has the benefits of being faster, more effective, and improving performance, and efficient. Moreover, while using the File, Url and label features in the paragraph writing class, students feel that using these features are needed by students. This is in line with the claim of Rahayu et al (2017) that E-learning is an online learning platform that provides convenience so that it has an increasing impact on its benefits.

Third, File, Url, Label features rise a positive attitude from the students. This means, when lecturers delivered material using this feature, they feel happy, not bored and like it. This is supported by research from Rahayu et al (2017) which found that students felt comfortable and happy in using E-learning Along with the statement from Rahayu, Oktaviani et al (2018) found that students agree that the appearance of the material in E-learning is very interesting and structured. Thus, with this positive feeling, students carry out assignments and paragraph writing exercises in accordance with the instructions given by the lecturer either through files, urls or labels. This is also in line with the latest research conducted by Maulana and Lintangsari (2021) which stated that students gave a positive attitude towards the use of E-learning in learning English during the COVID-19 pandemic because they felt interested and comfortable when accessing teaching materials.

CONCLUSION

From the data analysis and data description above, it can be concluded that students have relatively positive perceptions toward the features of E-learning used by the lecturer of Paragraph Writing Class. Apart from those, the researcher is very aware that there is still weakness in this study such as not exploring the information deeply related to students' perceptions toward the features of E-learning UNP in English Learning. This is due to the limitation of the instrument which is only distributing questionnaire. Therefore, the researcher expects that other researchers can add new instruments other than questionnaires, such as conducting an interview when they will conduct the similar study. Then, it is also suggested to conduct a study related to the students' perceptions of the E-learning features in various subjects for instance speaking, grammar and listening.

In addition, the researcher also provides suggestion for English lecturers that hopefully in the future they can utilize the features of E-learning deeper in order to make the teaching material more creative, attractive so that students' perceptions of E-learning UNP features increase to be very positive.

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