



Students' Perception toward the Use of E-Learning in Intermediate Listening Course at English Department UNP

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Abstract

This study aims to find out students' Perception Toward the Use of E-learning In Intermediate Listening Course at English Department UNP. The design of this research is descriptive research design. The data was collected by using questionnaires and interview guidelines. In this study, the researcher used purposive sampling as a sampling technique to choose the participants. The participants of this study consist of 54 students from K1 and K2 2021 of English Education at UNP. The results from this research indicate that the students' Perception toward the use of E-learning in the Intermediate Listening Course at English Department UNP is positive. Based on the calculation of the average from all indicators, students' perception toward the use of E-learning In the Intermediate Listening Course is in the percentage of 75% in the good category.

Keywords:

Students' Perception,
E-learning, Intermediate
Listening Course

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INTRODUCTION

Listening is an important skill in English because the learners must be able to understand the complete meaning that the speaker tries to deliver to them. Morley (2001) and Rost (2016) stated that listening is the most important skill in language learning, because it can be used to large extent in normal daily life and develops faster than other language skills, suggesting that it helps the development of others. The term "listening" has several meanings. According to Brown (2006), listening is a complex activity that can be helped by activating students' prior knowledge to understand what their hearing. According to Field (2009), listening is a skill that has a significant impact on both the classroom environment in general and the individual learner in particular. Then, Purdy in Gilakjani & Sabouri (2016) stated that listening

is the process of making, receiving, and answering spoken and/or nonverbal messages. In short, from several definitions of listening above, it can be concluded that listening is a skill that everyone has which includes a process that requires an active and immediate analysis of the streams of sounds from what have they heard.

In English education study program at UNP, there is a subject that learns more and can improve students listening abilities. This course consists of 3 levels of listening skills. They are basic listening, intermediate listening, and advanced listening. These subjects are designed to develop students' listening skills and abilities by learning TOEFL, TOEIC, and IELTS tests, based on each level of the listening skills. Listening courses are usually carried out in the listening lab. The room is equipped with adequate tools like computers, speakers, and headsets that can be used to learn listening in the most fun way possible. However, during COVID-19 in 2020, various listening activities have been converted to online learning. Teaching and learning activities are carried out remotely according to government regulations. Thus, for distance classes, an online learning platform that is called "E-learning" is used by all lecturers and students at UNP.

Bullen & Jeans (2007) define e-learning as a learning process that uses internet technology for delivering, facilitating and enabling distance learning processes. Moreover, Based on the explanations of E-learning above, it can be concluded that E-learning is a system that is used to learn by using the internet and technological computer accompanied by the application of innovative learning models.

According to Clark & Mayer (2016) E-Learning has several characteristics. First, it has content that relevant to the learning objectives. Second, it improves learning through instructional approaches such as offering examples and activities. Third, it employs aspects of media, such as words and images, to convey information. Fourth, it allows for direct teacher-centered instruction (synchronous E-Learning) or is geared toward self-study (asynchronous E-Learning). Last, it builds understanding and related skills intending to learn either individually or improve group learning performance. According to Rusli in Supuwuningsih (2021), E-learning has several components. They are technology, content or learning material, and learning design. First is technology in learning, the use of the internet as a learning resource to obtain up-to-date and qualified teaching materials. The second is content or learning material, which is subject meter by the field of expertise possessed. The third is learning design to make an instructional design on the pedagogical principles outlined in the lesson plan.

There are several studies that are related to the use of E-learning. The first study was by Hon (2013). Then, research was conducted by Mutambik (2018). The third is a study from Lismardayani (2021). Then the last is research from Suryanto et al., (2021). Those previous studies were mostly concerned with the implementation and use of E-Learning. Then, they only focus on characteristics, attributes, social factors, and features of E-learning. This study is different from those previous studies since this study discusses the use of e-learning analyzed from the elements components proposed by Rusli in Supuwuningsih, (2021).

Ofianto (2021), states that the use of E-learning platforms aims to make it easier for lecturers to carry out online learning so that learning activities are more effective and efficient. Teaching and learning activities in the intermediate listening

class are usually done more practically or directly, but now it transferred to an online learning system through this E-learning platform because E-learning has been accessed more often in various places since the pandemic. Based on the researcher's learning experience when learned in the listening class, there are many students that repeat the course because they failed or got low grades. In addition, listening is a hard skill that has to be mastered. Even in the offline class, not necessarily some of the students can get the lesson much better. Then, how if the situations that happen make students have to do the learning activities in the intermediate listening class by online through e-learning, whether they can accept the lesson or not. For this reason, the researchers tried to do this research where the researcher would find how students perceive the use of e-learning in the intermediate listening class based on the elements that make up e-learning or the components of E-learning.

RESEARCH METHOD

This research was conducted by using a descriptive research design for describing students' perception toward the use of E-learning in Intermediate listening course at English Department of UNP. The participants are 54 English students in K1 and K2 2021 Intermediate listening class of the English Education Department at UNP. There were 10 students who had been interviewed as representatives of 54 responses

Instrumentation

1. Questionnaires

A questionnaire is a collection of written self-report questions to be answered by a selected group of research participants. In this study, the researcher used questionnaires that were filled out online by students by using Google forms as a tool to collect the data.

2. Interview Guideline

An intentional contact in which one person acquires information from another is referred to as an interview. Although combining observations with interviews is a beneficial technique to gain complementary data, interviews allow the researchers to obtain vital data that cannot be obtained from observation alone. The type of interview adopted for this research is a structured interview, which is an interview that uses a set of questions that have been prepared before. The purpose of the interview in this study is to find out how is the perception of students in intermediate listening classes regarding the use of E-Learning. From 54 responses, there are 10 students to be interviewed as the representatives of this study.

Technique of Data Collection

In this study, data collection was carried out in 2 ways. First, the data is taken by using a questionnaire. The questionnaire uses a five-point Likert scale those are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SDA). The researcher distributed 23 questionnaires to 54 students in the K1 and K2-2021 intermediate listening classes. The researchers share the link

questionnaire with the chairman of K1 and K2. Then they share the link to their WhatsApp group class. After answering the questionnaires, the researcher chose randomly around 10 persons to be interviewed as the representatives in this research.

Validity

To support the accuracy of the research, the instrument must be checked for validity and reliability. Drost (2011) explains validity refers to the level of the instrument that measures what is purportedly measured. Thus, it can be concluded that the validity of this research is related to the accuracy of the procedures for conducting research so that the research results and research conclusions can be trusted as a general truth. For this research, the researcher consulted the instrument at one of the lectures in the English Department UNP and validated it by Dr. Havid Ardi, M.Hum who is an expert in this field.

Technique of Data Analysis

The data were examined descriptively because this study takes a descriptive research design. The descriptive technique entails gathering information to answer inquiries regarding the current state of study subjects. The researcher would assess the data after it has been obtained. The researcher would collect data and connect it directly to the research topic in this study. Then, the data would analyze in light of each questionnaire statement. The findings of questionnaires and interviews will present by the researcher, who examined the data. A Likert Scale would be used to examine the surveys. Students would be provided options for responding to questions based on the Likert Scale. The perceptions of the students would be collected from there.

The data would analyze using the following formula:

$$P = F/N \times 100\%$$

Explanation:

P= Percentage Rate

F= frequency of respondents' answers

N= Number of cases / total number of Respondents

Thus, the choice of the answer will be based on the Likert Scale.

Table 3.2 Likert Scale

Category	Scale
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Table 3.3 The Category score of Perception

No	The Score	Code	Category	Types of Perception
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1.	76-100	A	Excellent	Very Positive
2.	51-75	B	Good	Positive
3.	26-50	C	Below	Negative
4.	0-25	D	Less	Very Negative

Interviews with students would be used to conduct the analysis. The purpose of this conclusion is to clarify how students in an intermediate listening class perceive the use of e-learning analysed by the components. The researcher would draw findings from the interview data and make a decision on the data's meaning and conclusions, which would be included in the thesis. The researcher would analyse the data based on the actual data as well as the researcher's interpretation. The data is used to complete the questionnaire's results, answer research questions, make conclusions, and formulate the data into discussion objectives.

RESULT AND DISCUSSION

Research Finding

The finding shows the technology, the content or materials and the learning design used in E-learning of the intermediate listening course are described well.

1. From the 6 questionnaire items in this indicator, the highest score was in statement number two with a percentage of 82.96%. This means that students strongly agree that they have equipment like mobile phones, laptops, or computers to access e-learning. While the lowest score in this indicator is in statement number 4 with a percentage of 63.30%. It means that some students agree that e-learning in the intermediate listening class provides special software that can improve the student learning experience.

2. Based on data description for the second component of E-learning. From 10 questionnaire items, the highest score was found in the statement number 14 with the percentage of 79.26% It indicated that students strongly agree of the materials or content that provided by the lecture in e-learning was efficient and related to the topic and syllabus. In the other hand, the lowest score was found in the statement number 11 with the percentage of 72.59% It was defined that students agree if the text based content was more acceptable for students in online learning for listening skills. Besides that, the researcher found that there is a weakness in this indicator. The problem is the document that they got in form of the picture. One of them said, "beside the audio was scattered, the next problem is from a document, the document is in form of a picture file, so the writing was blurry if it's from a photo." This certainly affects students in learning in the intermediate listening course through e-learning.

3. The third indicator of this study, the finding shows from the 7 questionnaire items, the highest score was in the questionnaires number 20. The result was in the

percentage of 80% .It had a meaning that the students perceived very positive about the syllabus from the lecture helped students to know plan learning activities and interventions establish objectives in teaching & learning plans. Besides, the lowest score were in the statements number 17 and 23. The percentage of those statements was 70.74% It means that students agree about the learning design that use in e-learning used optimal learning methods and the learning strategy through e-learning was interesting.

Besides that, the research found there are weaknesses in the learning design, especially in delivery strategy of the materials in E-learning in the intermediate listening course. This was found when interviewing some selected students, they said "Mmm...actually the E-learning was helpful, but sometimes the audio was sent via WhatsApp and was being scattered because it is disturbed by other students' messages". Most of them regret that their documents and audio are sent from different media or platforms. One of them also said that "the audio from the lecturer is random so it doesn't fit with the material sometimes it was confusing and we need to arrange the audio with the practice so it is wasting time". They felt that the different places used in delivering material made them confused and need more time to arrange or fit the materials and audio.

Moreover, it also found from the interviews section that the learning design is well but they feel nothing special about it. One of them said, "In my opinion, the design of intermediate listening class learning through E-learning is not very interesting because the material provided is the same as in general, there is nothing that distinguishes it from other courses, so there is nothing that makes it special".

Discussion

Based on the data description and analysis above, there are several things that can be noted down. It will be arranged based on the findings of each research question.

The first research question is: *What are students' perceptions toward the technology used in E-Learning of the Intermediate Listening Course?* the findings show that most students chose "agree" or "strongly agree" as their answer for questionnaire statements. In general, all the items listed for the technology used in E-Learning in intermediate listening course is described well. According to Supuwuningsih (2021) Technology is a systematized and successful management of scientific information, machinery, equipment, and production organizational capacities. From the findings of Mosa, Mahrin and Ibrahım (2016) about the technological aspect of E-learning. it is said that it is important to assess e-learning readiness, including aspects of technology readiness, so that the implementation and adoption of e-learning are successful. From the result findings, the students rate the technology component of E-learning such as the speed with which students access the internet, equipment, production organizational capacity, and special software are a good category. So it means that the technology used of E-learning in the intermediate listening class is good and suitable with the theory of Supuwuningsih. In accordance with the opinion of Manongga (2022), because of the sophistication of this technology, information from various corners of the world can be accessed instantly and quickly by anyone and from anywhere. From the finding, it was found

that sophisticated technology makes it easier to carry out teaching and learning activities even from a distance.

The second research question is about: *What are students' perceptions toward the content or the learning materials used in E-Learning of the Intermediate Listening Course?* From the data obtained in this indicator, it can be seen that the material of e-learning is evaluated with good scores in accuracy and currency relevant to the syllabus in intermediate listening course. Also, the learning materials suit students' level of ability and their learning objectives. This finding is relevant to the criteria listed in the research of Wright in Zaki (2012) that the content should be directly related to learning objectives, accurate, current, and appropriate to the students' characteristics (ability and maturity level). From the findings of Abbas (2013), it is said that students felt that they can develop their listening fluency and become more accurate in understanding English if they receive good listening practice by using various types of expanded discourse even including a wide variety of available materials which are mostly can be in the form of online materials. It is also proven by the statement of the interviewee that said the material that they got was very useful and the material suitable with the syllabus. Then there is also the other statement of the other interviewee that said the material from E-learning is very helpful because if it is given in E-learning, they can practice more often. Then, if they learn offline the audio will be given directly in the lab so they cannot listen to it anymore at home. If they learn by E-learning, they can repeat it again to practice listening.

The last research question is about: *What is students' perceptions toward the learning design in E-Learning of the Intermediate Listening Course?* From the data obtained in this indicator, it can be seen that the students rate the learning design of E-learning in Intermediate listening class in a good category. According to Brown and Voltz (2005), the concept of learning or e-learning design is a set of decisions about how to plan learning activities and interventions, establish teaching goals and plans, and deliver e-learning with the appropriate use of resources and technology. Based on Brown's opinion above, the learning design in the intermediate listening in this class is quite good as well as according to the results of the overall positive perception that get from students. The learning design is organized and in accordance with the syllabus.

Besides that, based on the findings above there are several weaknesses found in this research. First, it was found that the content received was sometimes in the form of photos instead of documents so students had difficulty reading them because if it was in image format, the writing would be blurry or difficult to read. Smith in Zaki (2012), mentions several features then, it should show a well-designed (color highlighting, motion blinking, pop-up windows, etc) computer program that would direct students' attention to the most essential pieces of information and lead to a clear understanding of students toward the materials.

The second one is the problem in content delivery strategy in E-learning in the intermediate listening course. Abbas (2013) stated that good teaching and learning strategies are also important to ensure the success of this practice. It was found that students found it difficult when the teaching materials provided by the lecturer were sent via e-learning and WhatsApp, where the text was uploaded on e-

learning while the audio was sent via WA. Based on the study by Aulia (2022), she found that E-learning got the highest score in determining the preference for using online learning platforms then followed by zoom, whatsapp, and schoology for natural science students.

Then the last, the learning design is well but they feel nothing special about it. According to Brown and Voltz (2005), technology allows educational designers to reinforce strengths and weaknesses in both activities and delivery systems when constructing successful design elements. It is because of this amplification of technological tendencies that the design phase is so critical. These six aspects (activity, scenario, feedback, delivery, context, and influence) give a focus to the educational designer, assisting in navigating the complexity and sometimes contradictory strains that affect the development of an effective e-learning design.

CONCLUSION

Based on the result of research and discussion, it can be concluded that the students' perception toward the use of E-learning in Intermediate Listening Course at English Department UNP can be explained that based on average calculation in the first indicator, students' perception toward the use of E-learning based on the technology used intermediate listening course indicates a good category or positive perception. Then, based on average calculation in the second indicator, Students' perceptions toward the content or learning materials used in E-learning of the intermediate listening course in is an excellent category indicates very positive perception. The last, based on average calculation in the last indicator, students' perceptions toward the learning design used in E-Learning of the intermediate listening course s in a good category. It means that the learning design of E-learning that is used in intermediate listening course is in positive perception of the students.

Overall, the total score that was gotten from students who have filled their answer in the questionnaires about the use of E-learning in Intermediate listening course in all indicators are 75% in a good category. It can be concluded that Students' perceptions toward the technology, content or learning material, and learning design used in E-learning of the intermediate listening course are in the range types of "Positive" perceptions. Thus, intermediate listening courses are going well for students to learn online by using E-learning.

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