

**STUDENTS' ATTITUDE AND SATISFACTION  
TOWARD E-LEARNING  
AT ENGLISH LANGUAGE EDUCATION DEPARTMENT  
UIN SUNAN AMPEL SURABAYA  
THESIS**

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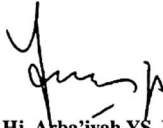
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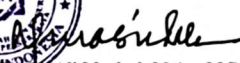
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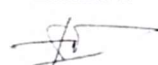
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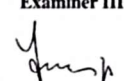
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## ABSTRACT

Safitri, Nadiya Dwiki Isnin. 2020. *Students' Attitude and Satisfaction toward E-learning at English Language Education Department UIN Sunan Ampel Surabaya*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dra. Hj. Arba'iyah YS., M.A, and Rizka Safriyani, M.Pd.

**Key Word:** *E-learning, Attitude, Satisfaction, Students*

Over the last decade, the development of e-learning at the university level has been widespread and has become a phenomenon. Therefore, it would be meaningful for the user to evaluate its performance to ensure that the program is successfully implemented or not. This study aims to investigate students' attitudes and students' satisfaction towards e-learning in order to ensure whether the implementation of e-learning is a success or not. The research was performed using a qualitative method. The data was obtained by distributing an online questionnaire to 25 students of the Intercultural Communication and Cultural Awareness (ICCA) course in the English Language Education Department. The result shows that the students' attitude is positive and that the students are satisfied with the e-learning class. The students' positive attitude towards e-learning was influenced by interactive e-learning activities, the ease of using the e-learning platform, and the advantages that students received, such as improving their skills to use technology and improving their skills to think creatively. On the other hand, the satisfaction of the students is affected by several factors. The first factor is the confidence of the students in using or operating the technology. The second factor is the lecturer's positive attitude toward e-learning. The third factor is the flexibility of time and place also a good quality course that provides an interactive learning experience. The fourth factor is the ease of access to the e-learning platform and the improvements that students achieved during this e-learning class. The last is the diversity of assessment used in e-learning classes. Based on the study results, it can be concluded that the implementation of e-learning at ICCA class is a success. It is in line with Phipps and Merisotis, who said that students' attitudes and overall student satisfaction toward e-learning are the general online learning success measurements.

## ABSTRAK

Safitri, Nadiya Dwiki Isnin. 2020. *Students' Attitude and Satisfaction toward E-learning at English Language Education Department UIN Sunan Ampel Surabaya*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dra. Hj. Arbaiyah YS., M.A, dan Rizka Safriyani, M.Pd.

Kata Kunci: *E-learning, Sikap, Kepuasan, Siswa*

Selama satu dekade terakhir, perkembangan e-learning di tingkat universitas semakin meluas dan menjadi fenomena. Oleh karena itu, akan sangat berarti bagi pengguna untuk mengevaluasi kinerja program untuk memastikan bahwa program tersebut berhasil dilaksanakan atau tidak. Penelitian ini bertujuan untuk mengetahui sikap dan kepuasan siswa terhadap pembelajaran e-learning dan untuk memastikan apakah pengimplementasian e-learning berhasil atau tidak. Penelitian dilakukan dengan menggunakan metode kualitatif. Data diperoleh dengan menyebarkan kuesioner online kepada 25 mahasiswa mata kuliah Intercultural Communication and Cultural Awareness (ICCA) Jurusan Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa sikap siswa positif dan siswa puas dengan kelas e-learning. Sikap positif siswa terhadap e-learning dipengaruhi oleh kegiatan e-learning yang interaktif, kemudahan penggunaan platform e-learning, dan keuntungan yang diperoleh siswa, seperti peningkatan keterampilan menggunakan teknologi dan peningkatan keterampilan berpikir kreatif. Di sisi lain, kepuasan mahasiswa dipengaruhi oleh beberapa faktor. Faktor pertama adalah kepercayaan siswa dalam menggunakan atau mengoperasikan teknologi tersebut. Faktor kedua adalah sikap positif dosen terhadap e-learning. Faktor ketiga adalah fleksibilitas waktu dan tempat serta kualitas kursus yang baik yang memberikan pengalaman belajar yang interaktif. Faktor keempat adalah kemudahan akses ke platform e-learning dan peningkatan yang dicapai siswa selama kelas e-learning ini. Terakhir adalah keragaman penilaian yang digunakan dalam kelas e-learning. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan e-learning pada kelas ICCA berhasil. Hal ini sejalan dengan Phipps dan Merisotis yang mengatakan bahwa sikap dan kepuasan siswa secara keseluruhan terhadap e-learning merupakan tolak ukur keberhasilan pembelajaran online secara umum.











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## LIST OF ABBREVIATION

ICT	Information, Communication, and Technology
ELT	English Language Teaching
ICCA	Intercultural Communication and Cultural Awareness
S1	Students 1

## INTRODUCTION

Furthermore, e-learning is a method that uses advanced multimedia technology and the Internet to improve the learning experience by allowing access to facilities and services, as well as virtual experiences and collaboration.<sup>4</sup> An enhanced distance learning method using multimedia technology that offers access and facilities to a million online learning resources is called e-learning. Moreover, Khan also asserts that e-learning is one of the advanced approaches for teaching and learning that can promote learning environments for anyone, anywhere, at anytime. It can also motivate students to be independent learners and build interactive communication between teachers and their friends.<sup>5</sup> In a nutshell, e-learning can be seen as an improved methodology for teaching and learning using digital technologies since teachers and students can do it together, even though they are separated by time and place. Not just for distance learning, but it also offers a wide variety of instructional materials for teachers and provides a hundred learning resources for students.

<sup>3</sup> S. F. Al-Munawwarah, "Teachers' Perceptions of the Use of ICT in the Indonesian EFL Learning Context". *English Review: Journal of English Education*. Vol. 3 No. 1, December 2014, 70-80.

<sup>4</sup> Directorate-General for Education and Culture, European Commission, *European Report on the Quality of School Education: Sixteen Quality Indicators: Report Based on the Work of the Working Committee on Quality Indicators* (Luxembourg: Office for Official Publications of the European Communities, 2001), 8.

<sup>5</sup> Badrul H. Khan, *Managing E-learning: Design, Delivery, Implementation, and Evaluation* (Pennsylvania: IGI Global, 2005), 4.



Another important thing that should be highlighted in the implementation of a program is to evaluate the program's performance. It is also applied for the implementation of the e-learning program. The purpose of evaluating the performance of the e-learning program is to help the instructor or the institution improve the quality of the e-learning program.<sup>8</sup> The evaluation will also help the instructor or the institution to ensure that the e-learning program is successfully applied or not. As it has been successfully implemented, the e-learning program can be determined to execute well. For the next step, the instructor will take action as a result of the outcome of the evaluation. If the evaluation result shows high scores, the instructor will improve the program to become more excellent. But if the evaluation result shows a low score, the instructor can fix it so that the e-learning program will run excellently in the next year's study or semester.

<sup>7</sup> E. Dahlstrom, D.C. Brooks, & J. Bichsel, Research Report: “*The Current Ecosystem of Learning Management Systems in Higher Education: Student, Faculty, and IT Perspectives*” (Louisville: CO: ECAR, 2014), 6.

[illegible]

The next are the factors that can influence students' attitudes towards e-learning. As Jovic et al have argued in their research that three factors may affect the student's attitude towards e-learning.

<sup>9</sup> Ronald Phipps – Jamie Merisotis, What's the difference? A review of contemporary research on the effectiveness of distance learning in higher education (Washington, DC: The Institute for Higher Education Policy, 1999).

<sup>10</sup> A. Rhema, I. Miliszewska, & E. Sztendur, *Attitudes towards e-learning and satisfaction with technology among engineering students and instructors in Libya* (Brookhill: Informing Science Institute, 2013), 157-171.

<sup>11</sup> S. C. Chang, & F. C. Tung, "An Empirical Investigation of Students' Behavioral Intentions to Use Online Learning Course Websites". *British Journal of Educational Technology*. Vol. 39 No. 1, June 2007, 71-83.

<sup>12</sup> M. Jović, M. K. Stankovic, & E. Neskovic, "Factors Affecting Students' Attitudes towards E-learning". *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*. Vol. 22 No. 2, September 2017, 73-80.

<sup>13</sup> G. Attwell, "Evaluating E-learning: A Guide to the Evaluation of E-learning". *Evaluate Europe Handbook Series*. Vol. 2 No. 2, 2006, 1610-0875.

<sup>14</sup> P. B. Seddon, & M. Y. Kiew, "A partial test and development of the DeLone and McLean model of IS success". *Australian Journal of Information Systems*. Vol. 4 No. 1, 1994, 99-110.

<sup>15</sup> S. Bodnar, C. Cucchiarini, H. Strik, & R. V. Hout, "Evaluating the Motivational Impact of CALL Systems: Current Practices and Future Directions". *Computer Assisted Language Learning*. December 2014, Vol. 29 No. 1. December 2014, 182-212.

These backgrounds generate an idea for a research worth doing that is to evaluate the success of the e-learning program at the university level by investigating student attitudes and student satisfaction. As noted earlier, the success of e-learning can be evaluated by investigating student attitudes and investigating student satisfaction towards e-learning during teaching and learning experience.<sup>17</sup> It means that the success of e-learning in an institution can be confirmed if the attitude of the students is positive and the students are satisfied with the e-learning program. This research has shown the results of student attitudes and student satisfaction that can determine the success of the e-learning program at the university level.

<sup>17</sup> Ronald Phipps – Jamie Merisotis, *What's the difference? A review of contemporary research on the effectiveness of distance learning in higher education* (Washington, DC: The Institute for Higher Education Policy, 1999).

As an example, in this study, the researcher chooses one of the classes in the English language education department as the location of the research, namely the Intercultural Communication and Cultural Awareness (ICCA) course that exists in UIN Sunan Ampel Surabaya. This course focuses specifically on the cultural context related to English language teaching. Moreover, the data were collected by questionnaire and distributed to one of the Intercultural Communication and Cultural Awareness (ICCA) courses in the 'A' class, which consists of 25 students in the English Language Department. On another note, hopefully, the findings of this research can be fruitful for the major so that they can improve the quality of the e-learning program.

Concerning the overview of the background and the previous studies. The problems of the study formulated as the following questions.

1. How is the students' attitude towards e-learning at the ICCA class in English Language Education Department?
2. How is the students' satisfaction towards e-learning at the ICCA class in English Language Education Department?

<sup>19</sup> G. Gibbs, *The Importance of Context in Understanding Teaching and Learning: Reflections on Thirty-five Years of Pedagogic Research* (Liverpool: Plenary Address to the 7th Annual Conference of the International Society for the Scholarship of Teaching and Learning, 2010), 1-29.







## F. Definition of Key Terms

At this point, the researcher will explain the definition of the key term that is suitable for the context of this research. Some theories will support the definition.

1. **Attitude:** In general, attitude is defined as an individual's beliefs, which may affect someone's preference for something.<sup>20</sup> In this study, attitude is the students' beliefs about the implementation of an e-learning program in an institution. The students' positive attitude reflects the students' preference, whereas the students' negative attitude reflects the students' disfavor toward the implementation of e-learning. Students' positive attitude reflected on the students' beliefs in a good design of the e-learning system, the ease of use, and the usefulness of the e-learning program.
2. **Satisfaction:** Students' satisfaction designates to attitudes, perceptions, and expectations regarding a certain mode of learning.<sup>21</sup> In this research, satisfaction refers to the students' expectations of the e-learning program. It's about how the e-learning program works within their institution, whether it works excellently or not.
3. **E-Learning:** E-learning is described as a teaching and learning process which integrated any aspect in the teaching and learning process with technology such as the internet.<sup>22</sup> For this research, e-learning is defined as the process of teaching and learning that integrates the material or lesson with technology such as computers or mobile phones that are connected with the internet. The activity refers to the whole teaching and learning process using technology or multimedia technology, start from the beginning of the class until the end of the class.

<sup>20</sup> S. A. K. Alkhanak, & I. A. G. Azmi, "Information Technology Usage and Attitudes towards Online Resources-Students Perspective". *African Journal of Business Management*. Vol. 5 No. 7, April 2011, 2582-2589.

<sup>21</sup> J. H. Wu, R. D. Tennyson, & T. L. Hsia, "A study of student satisfaction in a blended e-learning system environment". *Computers and Education*. Vol. 55 No. 1, 2010, 155-164.

<sup>22</sup> Z. L. Berge, & M. P. Collins, "Computer-mediated Communication and the Online Classroom: Distance Learning". *Cresskill: Hampton Press*. Vol. 2 No. 4, April 1995, 6.



## CHAPTER II

## REVIEW OF RELATED LITERATURE

### A. Review of Related Literature

## 1. Definition of E-learning

Undoubtedly, people become more and more creative during this development of globalization era when most people around the world using technology to make their life easier. With this in mind, ultimately people trying to give their innovative and creative idea in creating the tools to make their life become easier using technology. Hence, that's why people in this era called digital natives since they use technological tools innovatively and interestingly.<sup>1</sup> One of the products of these excellent concepts is e-learning. A new methodology for learning using a range of advanced technologies.

According to Markus, e-learning can be viewed as a process of delivering content with digital aid, facilitated by network-based services and giving tutoring support which involves interaction in the process of teaching and learning.<sup>2</sup> Similarly, any process of teaching and learning that use technological tools whether in classroom environment setting (computer-assisted learning) or distance interaction setting also called as e-learning, and it is encouraged teacher and students into ICT-based environment. Different from traditional education, e-learning is more flexible and self-organized. E-learning also provides individual and collaborative learning based on a community of students, pupils, facilitators, and experts.<sup>3</sup> E-learning is different from the traditional teaching method because e-learning is more flexible in terms of time and space.

<sup>1</sup> M. Prensky, "Digital Natives, Digital Immigrants". *On the Horizon*. Vol. 9 No. 5, 2001, 1-6.

<sup>2</sup> B. Márkus, "E-learning Experiences". *Geographia Technica*. Vol. 14 No. 2, 2011, 45-55.

<sup>3</sup> *Ibid.*

Meanwhile, Koper defined e-learning as the effort to facilitating and enhancing a process of teaching and learning using information and communication technologies (ICTs).<sup>4</sup> On the contrary, Herman conveyed that e-learning is an activity of teaching and learning conducted using electronic media like CD-ROM, videotape, audio, satellites, and computers that are linked with the internet or intranet.<sup>5</sup> Under those circumstances, it can be said that e-learning is the process of teaching and learning in face-to-face situations or distance situations using electronic or technological media. The electronics media are audio, videotape, computers which are connected with the internet to increase the quality of education through flexible and effective ways. Talking about effective, it is proven by Shehabat that e-learning is effective stuff to utilize and capture knowledge, especially in the university education environment.<sup>6</sup> Then, Volery also asserts that e-learning is giving more significant benefits and give an effective impact on higher education rather than the traditional teaching method.<sup>7</sup> It is clearly stated that e-learning is an effective mode of learning, particularly for higher education.

Not only about the effectiveness of the implementation, but e-learning also gives more advantages rather than traditional teaching methods. As reported by Smedley, e-learning provides flexibility in time and place for the delivery of information on learning materials.

<sup>4</sup> D. Burgos, C. Tattersall, & R. Koper, "How to Represent Adaptation in E-learning with IMS Learning Design". *Interactive Learning Environments*. Vol. 15 No. 2, August 2007, 161-170.

<sup>5</sup> H. D. Surjono, *Pengantar e-learning dan penyiapan materi pembelajaran* (Jogjakarta: Pusat Komputer Universitas Negeri Jogjakarta, 2009).

<sup>6</sup> I. Shehabat, S. A. Mahdi, & K. Khoulati, "E-learning as a Knowledge Management Approach for Intellectual Capital Utilization". *Turkish Online Journal of Distance Education*. Vol. 9 No. 1, 2008, 205-21616.

<sup>7</sup> T. Volery, "Critical success factors in online education". *The International Journal of Educational Management*. Vol. 14 No. 5, 2000, 216-223.

The use of electronic media in explaining the material makes learning activity become more interesting ; the students to remember the lesson well. As a result, it can increase students' satisfaction and decrease student's anxiety. Important to realize, in this context e-learning is spreading and becoming beneficial for English language teaching. Soong promotes more research about the use of the e-learning program for teaching English. She reported that the students are feeling more confident in learning English by studying through e-learning program.

<sup>11</sup> D. Soong, "A Study on EFL Students' Use of E-Learning Programs for Learning English--Taking a Taiwanese University as an Example". *English Language Teaching*. Vol. 5 No. 4, 2012, 87-95.

Despite the great fruitfulness of e-learning for higher education, e-learning is becoming a double-edged sword in its implementation in institutions. There is also the side effect in using those sophisticated technologies. Those are the negative effect of the utilization of e-learning, whether for students, lecturer, or institutions. On the negative side, using e-learning in the class will take time in doing the preparation.<sup>14</sup> Before the class begins, the teacher should prepare the tool for an e-learning program such as a computer, sound, projector, or internet, and surely it will take a long time to prepare those things. It can take a much longer time if the tools are having trouble in its system or damaged, so the lecturer should fix it first and if the tools are cannot be fixed at that time the class will be cancelled until the problem solved by the teacher or institution.

<sup>13</sup> S. C. Yang, & Y. J. Chen, "Technology-enhanced language learning: A case study". *Computers in human behaviour*. Vol. 23 No. 1, 2007, 860-879.

<sup>14</sup> Z. Dongsong, J. L. Zhao, Z. Lina, & J. J. F. Nunamaker, "Can E-learning Replace Classroom Learning?". *Communications of the ACM*. Vol. 47 No. 5, May 2004, 75-79.

Lastly, the informational lost phenomenon while students searching for information through surfing the internet, which can make the teaching and learning process less efficient, takes the students' attention and time.<sup>16</sup> This phenomenon always happens while the students search for information on the internet, unexpectedly they will get other information which may not important for them or aimless in other words they will not get the information that they need. Let's say, they get the aimless information but still contain education value, although they don't get the information that they wanted it still gives them new knowledge. But, how if the information contains a bad value, it can affect their behavior or the way they think. So, even though e-learning is awesomely advantageous for helping students in achieving their goals in studying language, particularly English, it is still important to watch and control their activities to keep them using technology wisely. Generally speaking, e-learning is any process of teaching and learning both in the classroom setting or distance setting that used various sophisticated technology to enhance and develop the students' understanding of the lesson especially in this context is English lessons. But, it is still needed for the teacher or the instructor to control the utilization of the e-learning program so that it can hinder the students from the negative effect and the learning process will run effectively.

<sup>15</sup> A. Almosa, "Use of Computer in Education". *Riyadh: Future Education Library*. Vol. 1 No. 2, 2002, 38-53.



As has been noted in many theories, knowing students' attitudes is beneficial for the lecturer or institution. By knowing the students' attitudes toward the e-learning program, the lecturer might know about students' opinions toward the course also it can help the lecturer to know how far the students understand and master the technology that they used. As an effect, the lecturer will improve the quality of the e-learning program that appropriate with the students' needs. Wherefore, the teaching and learning process using e-learning will run effectively as the students' expectation and their needs. Besides those benefits above, another benefit is the impact of students' motivation, interest, and performance in the e-learning program. If the attitude of the students towards e-learning is positive, it assumed that the students are motivated to join the course. It will improve their performance, and they will find that the e-learning program is interesting.

<sup>20</sup> H. Peng, C. C. Tsai, & Y. T. Wu, "University students' self-efficacy and their attitudes toward the Internet: the role of students' perceptions of the Internet" *Educational Studies*. Vol. 32 No. 1, 2006. 73-86.







Moreover, the students' attitude and experience are also becoming a key factor in improving the students' learning process. As Zhang and Bhattacharyya found that the key factors of students' successful learning process in online learning are their attitudes and experiences.<sup>27</sup> The success of the learning process in online learning indicates the students' positive attitude. The second factor is the ease of use that reflects on the students' perception of the easiness of accessing the e-learning platform used during the online class. The attitudes, learning experiences, and satisfaction with e-learning are more positive if platforms are easier in its utilization.<sup>28</sup> This typically can be done by a good interface, with multiple ways of accessing a certain feature of a device or platform.<sup>29</sup> A good interface gives the students easiness in accessing the platform because they can find information from the platform easily.

<sup>27</sup> P. Zhang, & S. Bhattacharyya, "Students' views of a learning management system: A longitudinal qualitative study". *Communications of the Association for Information Systems*. Vol. 23 No. 1, 2008, 20.

<sup>29</sup> L. M. Branscomb, & J. C. Thomas, "Ease of Use: A System Design Challenge". *IBM Systems Journal*. Vol. 23 No. 3, September 1984, 224-235.

The last factor is about the usefulness that the students can take from the e-learning class. The usefulness refers to the degree to which a product can be used by specified users to achieve specified objectives with efficiency, effectiveness, and satisfaction within a specified use context.<sup>31</sup> To clarify, the product mentioned in theory is an e-learning class. The specified users are the students that join the e-learning class. And the specified goal is about the goal of the course which is related to English language teaching. It indicates that the students' attitudes can be reached if the design of e-learning material or the system of the e-learning program is about to meet the concept of interactive instructional design. The easiness of the technologies also has an important role in reaching students' positive attitudes toward e-learning. The teaching and learning process will be effective if the technology used in the class is easy to access and operate. A positive attitude can be seen from the fruitfulness that the students can get from the e-learning program.

In contrast, a limited time in training or exercise toward the e-learning program may affect the students' anxiety in utilizing technological tools used in e-learning. The feeling of getting anxiety about using technology in e-learning can encourage students to have a negative attitude.<sup>32</sup> Not only that Felix also found that inadequate interaction between students and teachers can also cause students' negative attitudes toward e-learning.<sup>33</sup> Those

<sup>30</sup> Mehrdad Hamidi, *Art of Teaching* (Tehran: Ravan Publication, 2007).

<sup>32</sup> R. P. Bhatia, "Features and Effectiveness of E-learning Tools". *Global Journal of Business Management and Information Technology*. Vol. 1 No. 1, 2011, 1-7.



Coincidentally, satisfaction is being an important thing to be considered in the educational field, particularly in the context of e-learning. It is confirmed by Attwell who find in his research that one of the factors which can affect an e-learning success was students' satisfaction.<sup>38</sup> Comac stated that the higher level of students' satisfaction toward the online course. The more it can enhance the process of teaching and learning.<sup>39</sup> Alwehabi asserted that students' satisfaction is one of the factors that can influence the students' good achievement. The activeness of the students in the class also could be happened if the students feel more satisfied with the e-learning program.<sup>40</sup> To conclude, the students who have a higher degree of satisfaction toward their e-learning course potentially enhance the process of teaching and learning. So that it can help the institution to reach success in e-learning implementation. Additionally, students can be more active during the class and they will achieve better in the learning process.

<sup>37</sup> J. H. Wu, R. D. Tennyson, & T. L. Hsia, "A study of student satisfaction in a blended e-learning system environment". *Computers and Education*. Vol. 55 No. 1, 2010, 155-164.

<sup>39</sup> H. Y. Hsu, S. Wang, & L. Comac, "Using Audio Blogs to Assist in English Language Learning". *Computer Assisted Language Learning*. Vol. 21 No. 2, 2008, 181-198.

<sup>40</sup> H. O. Alwehabi, "The impact of using YouTube in EFL classroom on enhancing EFL students' content learning". *Journal of College Teaching & Learning*. Vol. 12 No. 2, April 2015, 121-126.

Then, it must be kept in mind that several components can affect the students' level of satisfaction in the e-learning program. It involves five dimensions, such as learner, instructor, course, design, and environment. Those are five dimensions that contribute to influence students' satisfaction at the e-learning program.<sup>41</sup> The first dimension is about learners' feelings. Specifically, it is about learners' computer anxiety. The word 'computer' in this dimension refers to the technology or media tools used in an e-learning class. It is also can be called technology anxiety.<sup>42</sup> It can be said that the lower technology anxiety, the higher level of learning satisfaction. Let's say, if the student doesn't have anxiety in using technology, e-learning will be more enjoyable for them, and reaching the goal of the study will be easier. The next dimension is about instructor attitude toward e-learning. It includes the lecturer's attitude toward technology. Technology anxiety is characterized as a negative emotional condition when an individual uses technology or technological equipment.<sup>43</sup> Lecturer capability in teaching using technology and teaching with various e-learning methods in delivering material also can be the predictors of students' satisfaction.

<sup>43</sup> N. Bozionelos, "The Relationship of Instrumental and Expressive Traits with Computer Anxiety". *Personality, and Individual Differences*. Vol. 31 No. 6, October 2001, 955-974.

Dimension number four is about the design of the course, which can give the students usefulness and easiness in learning online. The usefulness itself refers to the advantage that the students can get in improving their skills or ability, which can help the students to be more ready facing their future career.<sup>47</sup> The usefulness is defined as the degree to which a product can be used by specified users to achieve specified objectives with efficiency, effectiveness, and satisfaction within a specified use context.<sup>48</sup> To clarify, the product mentioned in theory is an e-learning class, the

<sup>45</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

<sup>46</sup> G. Piccoli, R. Ahmad, & B. Ives, "Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic IT skills training". *MIS quarterly*. Vol. 4 No. 1, 2001, 401-426.

<sup>47</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

<sup>48</sup> N. Bevan, J. Carter, & S. Harker, "ISO 9241-11 Revised: What have We Learned about Usability Since 1998?". *International Conference on Human-Computer Interaction*. Springer, Cham. Vol. 9169 No. 13, July 2015, 143-151.





Those are the dimensions that can influence students' satisfaction. These following aspects will be about the factors that influence students' low degree of satisfaction. Knowing the students' high degree of satisfaction is recommended. But knowing students' low degree of satisfaction is pricey recommended because it can help the lecturer in solving the problem that makes the students' dissatisfaction also help the lecturer to fix the problem that occur in the process of teaching and learning. According to Turman and Schrodt, students can feel dissatisfaction when the teacher is too much in using technology in the class or too less using technology during the learning activity.<sup>54</sup> The portion of the use of technology can have a negative impact on students' satisfaction. It would be better for the instructors to balance the use of technology during the teaching and learning process.

<sup>53</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

<sup>54</sup> P. D. Turman, & P. Schrodt, "The influence of instructional technology use on students' effect: Do course designs and biological sex make a difference?". *Communication Studies*. Vol. 56 No. 5, 2005, 109-129.



When the facilitation cannot work maximally, clearly it can ruin the process of teaching and learning also obstruct the students to attain their learning goals. Too much utilizing the technology also can lead the students to confusion because they should understand the learning material also they should understand how to operate the technology. Students will feel confused because of too much stuff that should be learned because of those rationales they cannot focus on attaining their learning goals. But, too little in utilizing technology also gives a bad impact on the learning process. This is an e-learning program, absolutely the teaching and learning activities supported by technology. If the teacher is less in utilizing the technological tools in the e-learning program, the students cannot experience the e-learning class in a good way and probably cannot meet their expectations.

Afterwards, it is about the interaction between students and the lecturer. The interaction includes the way the lecturer explains the material and feedback for the students regarding their assignment. The way the lecturer explains the material must be clear and understandable. If the explanation is too long and used a difficult term, the students will be frustrated because the explanation is not easy to understand. Thereafter, it is also important when we talk about teacher feedback regarding the students' progression in the learning process. If the feedback is given slowly, the students' progression in learning will also increase slowly.

<sup>55</sup> S. Choy, C. McNickle, & C. Clayton, *Learner Expectations and Experiences: An Examination of Student Views of Support in Online Learning* (Adelaide: Australian National Training Authority, 2002), 100.

In brief, as has been noted before, to attain a successful implementation of the e-learning program, students' satisfaction is considered as the factor that can affect the success of the e-learning program. Of course, to know about the students' satisfaction, several factors were observed to seek the students' satisfaction in e-learning programs. Those factors are the instructor's attitude toward e-learning, learner's technology anxiety, flexibility and great quality of the course, the design of e-learning, and diversity assessment method in the e-learning environment. In summation, it is abundantly beneficial to know the students' satisfaction to improve the quality of the e-learning program so that the implementation of the e-learning program will gain the successfulness. By considering the students' satisfaction, it can also make the teaching and learning process through e-learning become effective, innovative, and avoid the students from boredom.

The use of information, communication, and technology or ICT has become a necessity in nowadays era. This age is popularly called a globalization era when ICT is developed quickly, more sophisticated, and frequently used. Recently, the utilization of ICT was expanded rapidly from big cities to small towns. And it is used by the young generation up to senior citizens. Correspondingly, the utilization of ICT is touched almost in every important sector in the world as an example business sector, financial industry through to education sector that lately people worldwide pay more attention to this sector. The development of education and technology is getting better every decade.

Without hesitation, it is already claimed that e-learning successfully enhanced students' ability to mastery a lesson especially an English lesson. It is also verified by the study from Mutambik about the students' and teachers' perspectives regarding the role of e-learning in studying English as a foreign language in Saudi Arabia. The study revealed, both students and teachers agreed that e-learning gave an occasion for the progression of students' speaking and listening skills that probably less in the current curriculum. E-learning also promotes students to interact with people from different countries via online application in a flexible, interactive, and easy way.<sup>57</sup> To deduce, it is disclosed that e-learning effectively encourages the success of English language teaching, specifically in two skills: speaking skills and listening skills. This is supported by an online application that enabled the students to have experience communicating with worldwide citizens as an effort to practice language skills. Like the preceded study, the following research is also explained how e-learning can improve the students' language skills in reading and writing.

57 I. Mutambiki, "The Role of e-Learning in Studying English as a Foreign Language in Saudi Arabia: Students' and Teachers' Perspectives". *English Language Teaching*. Vol. 11 No. 5. 2018. 74-83.

On the other hand, reading encyclopedias, magazines, newspapers, fictional or non-fiction stories over the internet will enrich students' knowledge, improve students' ability to read and, of course, expand their vocabulary.

<sup>59</sup> Amanda Bindel, “Reading Trainer: Speed first, comprehension second in one-sided brain-training app” *common sense education* (<https://www.commonsense.org/>, accessed on December 28, 2020)

<sup>60</sup> The Regents of the University of Michigan, “See Read Say” *Dyslexia Help: Success Starts Here* (<http://dyslexiahelp.umich.edu/>, accessed on December 28, 2020)

<sup>61</sup> L.T. Muharlisiani, N. Kurniasih, L. Istiqomah, R. Safriyanti, N. Abid, Y.R. Ramadhani, S.J. Hukom, B.L. Siahaan, E.A. Ahmadi, & E. Hendrawati, "Designing an augmented reality strategy: Elearning/extensive reading". *Int. J. Eng. Technol.* Vol. 7 No. 2, 2018, 410-412

For example, before they started to write their paper, they can search the idea on the internet. Based on the previous study, it is clearly stated that social media, especially Instagram, could encourage the students' creativity in generating writing ideas.<sup>65</sup> After spotting an idea that they wanted, they can begin to write in a writing program like 'Wiki' or 'Microsoft Office Word' that available on their computer. Of course, the program facilitates editing tools if they want to do some editing for their paper, like what was shown before. After they finish their writing, if the students get a little unconfident with their grammar, they can check it and fix it on the grammar checking error application inside the writing program. That's how exercising writing skills through online. It looks so easy and the students can even do it everywhere and every time.

<sup>62</sup> D. Fidaoui, R. Bahous, & N. N. Bacha, "CALL in Lebanese Elementary ESL Writing Classrooms". *Computer Assisted Language Learning*. Vol. 23 No. 2, April 2010, 151-168.

<sup>64</sup> M. M. Yunus, N. Nordin, H. Salehi, N. R. Redzuan, M. A. Embi, "A review of the advantages and disadvantages of using ICT tools in teaching ESL reading and writing". *Australian Journal of Basic and Applied Sciences*. Vol. 7 No. 4, 2013, 1-18.



These days, the process of teaching and learning English using e-learning is a successful project in the field of education. It is noticeable from the increasing amount of literature that emphasized the importance of suggesting e-learning as an aid to study English as a foreign language or English as a second language, depending on the context or country.<sup>68</sup> There are so many recommendations from literature to introducing e-learning as a tool for facilitating the process of teaching and learning English. Again, a lot of researchers have agreed that teaching English using e-learning is a successful project in improving students' language skills. This is the reason why they are struggling through their research to convince the educators for using e-learning in the process of teaching and learning English.

<sup>68</sup> M. Allam, & T. Elyas, "Perceptions of Using Social Media as an ELT Tool among EFL Teachers in the Saudi Context". *English Language Teaching*. Vol. 9 No. 7, July 2016, 1-9.

Not merely about the utilization of e-learning in English language teaching that noticeable as the main factor in attaining students' achievement but considering the students' satisfaction and students' attitude also can be discernible as the factor that impacts the students' achievement in learning. Dhaqane and Afrah stated in their research about the students' satisfaction and academic performance at the university level. The study discovered that students' academic achievement and the students' academic progress could be reached by concerning the students' satisfaction.<sup>70</sup> Aung and Ye also agree that there is a positive relationship between students' level of satisfaction and students' achievement in higher education.<sup>71</sup> Those statements admitted that the role of students' satisfaction is brought an impact on students' positive achievement in learning. It might be said that the higher students' level of satisfaction, the more easily for students to attain a positive achievement.

<sup>70</sup> M. K. Dhaqane, & N. A. Afrah, "Satisfaction of Students and Academic Performance in Benadir University". *Journal of Education and Practice*. Vol. 7 No. 24, January 2016, 59-63.

[illegible]



Another factor that can impact the students' achievement is the students' attitude. As stated by Fakeye in his research, the research found that one of the most dominant factors which can affect the students' learning process is students' attitude.<sup>73</sup> Kara also asserted that besides beliefs and opinion, students' attitudes also gave a great impact on students' performance and students' behavior in learning English.<sup>74</sup> Erdogan, Bayram, and Denis also discovered that there is a positive relationship between students' academic achievement and students' attitudes toward teaching and learning through technology.<sup>75</sup> The evidence showed that

75 Y. Erdogan, S. Bayram, & L. Deniz, "Factors that Influence Academic Achievement and Attitudes in Web Based Education". *International Journal of Instruction*. Vol. 1 No. 1, January 2008, 31-47.

Usually, the positive attitude of students in the learning process refers to the students' good behavior towards the lesson taught. If the students show that they are exciting, confident, always try their best in learning and understanding the lesson. Also willing to working hard during the process of teaching and learning or if they were learning through technology and they are feeling confident and easy to operate the technology, then it can be said that the students are having a positive attitude toward the lesson taught. In effect, the students who had a positive attitude like what was shown before, they will gain a positive achievement in learning also students will achieve better if the students are willing to work hard in the process of learning English.<sup>76</sup> So, it is clear that students' attitudes gave an impact on the students' achievement. It is important to remember, only a positive attitude that can lead the students to achieve better.

In conclusion, both students' satisfaction and students' attitude have an important role in impacting the students' achievement. The students will be satisfied if the students' learning needs are given adequate and suitable for the students' expectations so that it will help the students to achieve better in the process of learning. Then, students' positive attitudes can occur if the students are feeling comfortable and confident in learning a language. In contrast, students' negative attitude indicates that the students are feeling uncomfortable, feeling insecure with their ability, and not exciting at all with the lesson.

[illegible]

In this section, the researcher will provide several former studies related to this research topic. The topics are the students' satisfaction and students' attitude toward e-learning. First of all, the previous study comes from Indonesia conducted by Indrayani et al. It talks about the students' attitude toward online learning in the national certification program for in-service English teachers in Indonesia. The study discovered that the learners were interested in the e-learning program in their course, and their attitude toward the e-learning program was positive.<sup>77</sup> Of course, some factors impact learners' positive attitude. Those are the course content that is suitable for the learners' needs and expectations so that it can help the learners reach their learning goals.

The next is about the additional resources that the learners found on the internet, which can elevate their knowledge. Since the learners search the learning resources through the internet, learners will find various learning resources and exercises that they need and learn more a bunch of various learning materials in internet that are not given by their lecturer. Another thing is about the instructional design and how the instructor teaches the lesson through an e-learning program. Based on the learners' perception, the way the instructor teaches the lesson is clear enough and understandable. Also, the ICT tools are easy to operate, so that teaching and learning went effective and practical. The last is about the instructors' feedback and assessment. The feedback was given adequately, but sometimes it isn't easy to understand because it used a scientific term. On the other hand, the course's assessment is fair and can measure the learning objective.

[illegible]

The third previous study focuses on university students' attitudes towards e-learning at the University of Business & Technology (UBT) in Jeddah, Saudi Arabia, conducted by Zabadi and Alawi. The study found that the students had a positive attitude toward e-learning. As a result, researchers believe with a strong certainty that the university students were able to take a variety of online courses.<sup>79</sup> The research discovered that gender, technology usage, and skills influenced the students' positive attitude toward e-learning. Moreover, the study showed that e-learning provides significant opportunities to many college students who still want to continue their education regardless of their financial and social barriers. The lecturer must apply strategies to decrease the students' negative attitude towards e-learning by implementing more e-learning courses in the next study years.

<sup>79</sup> A. M. Zabadi, & A. H. Al-Alawi, "University students' attitudes towards e-learning: University of Business & Technology (UBT)-Saudi Arabia-Jeddah: A case study". *International Journal of Business and Management*. Vol. 11 No. 6, 2016. 286-295.

The easiness of technology used also being the factor that affects the students' satisfaction because if the technologies are difficult to be mastered it can distract the students' focus and attention to the lesson taught also the students will difficult to reach the learning goals. Finally, the main factor that can affect the students' satisfaction based on this study is the instructor's service quality, the nicer the instructor to the students the more students enjoy the e-learning, and they will feel satisfied. The word nice in this research refers to how the instructor behaves and explaining the material to the students.

The fifth previous research evaluated student satisfaction toward e-learning in Pakistan conducted by Zaheer et al. The researcher of this study used a cross-sectional survey design. This study's instrument was a questionnaire established by the higher education commissioner in Pakistan or generally referred to as the Higher Education Commission of Pakistan (HEC).

[illegible]

Unlike the previous research, this latest research discusses two topics at the same research, which are the students' attitudes and the students' satisfaction but in the context of engineering students located in Libya. The findings depict that students had a positive attitude toward e-learning, although they were not satisfied enough with the technologies provided in their institution.<sup>82</sup> The cause of the low satisfaction in this study is that the city where the students and the lecturer lived had a conflict before, so it affects some of the infrastructure related to the implementation of e-learning like limited internet connection as the important thing in studying e-learning. The damage of the conflict is serious, not only the facilitation related to e-learning that was affected but also the other educational infrastructure like school or university also damaged.

As stated before, however, the satisfaction was low due to the lack of the infrastructure, but both students and teachers show a positive attitude towards e-learning and believed in its fruitfulness. Furthermore, they also acknowledge that they are interested in the implementation of e-learning and hope that there is a better e-learning course in their institution. Under the worst facilitation and service regarding the process of teaching and learning using technology, the students and the teacher keep thankful and feel that teaching and learning using e-learning was helpful and interesting.

82 A. Rhema, I. Miliszewska, & E. Stendur, *Attitudes towards e-learning and satisfaction with technology among engineering students and instructors in Libya* (Brookhill: Informing Science Institute, 2013), 157-17.

To sum up, almost all of the previous studies showed that the students have a positive attitude toward e-learning. What makes it different is the factor that influenced the students' attitude toward e-learning. The first study depicted that the course's content, instructional design, additional resources, assessment, and feedback were the factors that can influence the students' attitude toward online learning in the national certification program for in-service English teachers in Indonesia. On the other hand, the second study found that the potential factors that have the highest-rated subscale, which can affect the instructor's attitude toward e-learning, are self-efficacy and ease of use. And the multimedia learning environment is the most influenced factor in students' positive attitude in the e-learning program at the Faculty of Education and Behavioral Sciences in the western United States.

Unlike the first and the second previous study, the third previous study showed that gender, technology usage, and skills were statistically significant in influencing the students' attitude toward e-learning at the University Business and Technology. The same as the result of students' attitudes, most of the previous study indicates that they are satisfied with the e-learning program at their university. Of course, every study has different aspects that can affect the students' satisfaction with e-learning. Like what the fourth study discovered, the study discovered that service quality and perceived ease of use were the factors that significantly affect the students' satisfaction toward e-learning. Although this may be true, the next previous study showed another different aspect that can influence the students' satisfaction toward e-learning. Those aspects were assessment, course content and organization, instructor, learning environment and teaching methods, learning resources, quality of delivery, student contribution, and tutorials.

Furthermore, the gap in the present research also will be discussed on this occasion. The researcher wants to point out the differences between this present research and former research. First of all, since the amount of literature that discussed students' attitudes and students' satisfaction is less in the Indonesian context, the researcher decided to conduct a study that focuses on the students' attitudes and students' satisfaction toward e-learning, particularly in the English language teaching.

As we know, e-learning has been massively implemented in Indonesia. The second concern is the research methodology used in this research. Mostly, the former studies used the quantitative method. But in this research, the researcher used the qualitative method, which can help the researcher gain more detailed information about students' attitudes and students' satisfaction toward e-learning.

Lastly, to investigate the students' attitudes and students' satisfaction toward e-learning, this present researcher used two questionnaires developed by the theory from Jovic et al and Sun et al which is different from the previous studies. For the students' attitude questionnaire, the researcher used the theory from Jovic et al that found three factors that can influence the students' attitudes such as the design of the e-learning system, the ease of use, and the usefulness. For the students' satisfaction questionnaire, the researcher used the theory from Sun et al that discovered five elements that can influence the students' satisfaction toward e-learning. Those elements were students' technology anxiety, instructor attitude toward e-learning, e-learning quality and flexibility, perceived ease of use and usefulness from the e-learning system design, and various assessment methods used in the e-learning environment. Those are the differences between the former research and this present research.



### A. Approach and Research Design

The data obtained by distributing the open-ended questionnaires to participants chosen. The open-ended questionnaire helped the researcher collect more detailed information. The researcher suited the item of the questionnaire with the research's topic and focuses. This questionnaire was in the form of an internet questionnaire that the participants could access and fill it through a web-based application, namely Google Form.

<sup>2</sup> R. Arora, & C. Stoner, "A mixed-method Approach to Understanding Brand Personality". *Journal of Product and Brand Management*. Vol. 18 No. 4, July 2009, 272-283.

In this study, the researcher used a simple random sampling technique to select the participants. Simple random sampling is the simplest sample design where each participant has the same chance of being selected from the list of all population members.<sup>6</sup> The participant that has been chosen by the researcher was the students at intercultural communication and cultural awareness (ICCA) course, especially in 'A' class, which consists of 25 students.

<sup>6</sup> Saifuddin Ahmed. "Statistical Method for Sample Survey" *JHSPH OPEN Courseware*, (<https://ocw.jhsph.edu/> accessed on December 30, 2020).



As shown above, the open-ended questionnaire allowed the participants to answer the question with a thorough description of a specific topic, based on their understanding or opinion. The researcher made the open-ended online questionnaire with aid from the Google Form application. The questionnaire was distributed to 25 students of ICCA class at the English language department in UIN Sunan Ampel Surabaya. The researcher shared the link of the online questionnaire to the participants through the WhatsApp Instant Messaging Application. The link will lead participants to the online questionnaire page on the website. The questions in the questionnaire were in English, and the participants were asked to answer the question in English. All the statements made in the findings of the study were the original form of student responses and not the translation of the application.

There were two open-ended questionnaires in this study. The first questionnaire was for the first research question, which is about the students' attitude toward e-learning. The questionnaire was developed by looking at the theories from the previous studies.

<sup>8</sup> P. M. McGuirk, & P. O'Neill, *Papers: "Using Questionnaires in Qualitative Human Geography"* (Don Mills, Canada: Oxford University Press, 2016), 246-273.

The theory is from the study conducted by Jović et al, the study was about factors affecting students' attitudes towards e-learning.<sup>9</sup> The second questionnaire was for the second research question, which is about the students' satisfaction with e-learning.

For the students' satisfaction questionnaire, the researcher looked at the theory from Sun et al. The study was about investigating the critical factors influencing learner satisfaction in the e-learning program.<sup>10</sup> Then, the instrument was validated by the expert. In this case, the expert was the lecturer of the English Language Education Department. The questionnaire was distributed to one of the ICCA classes, particularly at 'A' class that consists of 25 students in the English Language Education Department. The questionnaires were in the form of an internet questionnaire, where the participants answered the questions online. The researcher shared the questionnaire's link to the participants that will lead them to a web application program named Google Form.

## F. Data Analysis Technique

In this study, the researcher set out three stages in analyzing the data. Those stages are data reduction, data display, and conclusion drawing/verification. The detailed information on the data analysis technique will be given below.

## 1. Data Reduction

The first move after data collection is to reduce data. Data reduction refers to summarizing activities, selecting the basics of data, concentrating on the essentials of data, and later searching for patterns and themes that are relevant for the study.<sup>11</sup> After collecting the data from questionnaires, the researcher read all the answers from the participants.

<sup>9</sup> M. Jović, M. K. Stankovic, & E. Neskovic, "Factors Affecting Students' Attitudes towards E-learning". *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*. Vol. 22 No. 2, September 2017, 73-80.

<sup>10</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

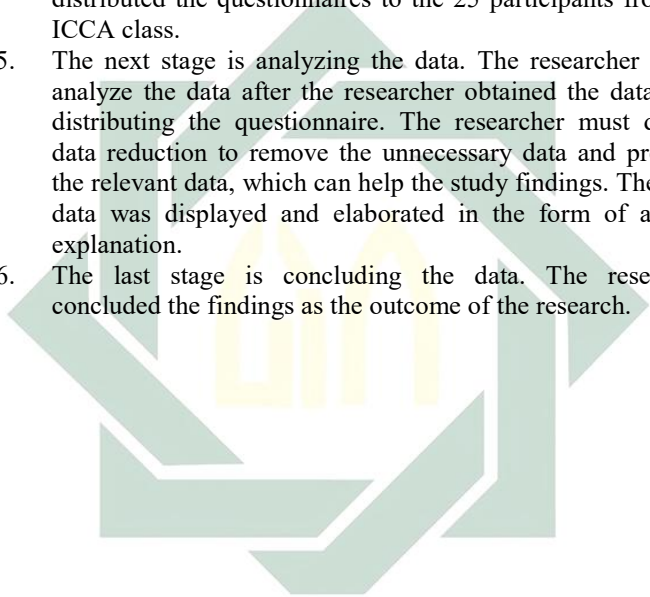
<sup>11</sup> S. Sugiyono, *Metode penelitian pendidikan pendekatan kuantitatif, dan R&D* (Bandung: Alfabeta, 2015).

In the next stage, after reducing the data, the researcher stepped to the next phase, which is data display. The data display stage of the qualitative study is necessary because it was used to show the data from the research. The data were displayed in the form of a visual display. The aim of presenting the data through visual display is to show the data more effectively and more clearly to the reader.<sup>12</sup> The data were presented in a graphic design format that can provide detailed textual information clearly and efficiently.<sup>13</sup> The data was presented in the form of any diagram or table that provides access to the information and delivers a message instantly from a certain point of view on a particular subject or data.<sup>14</sup> In this stage, the researcher displayed the data in a table design to deliver the information efficiently and interestingly.

<sup>14</sup> J. Steele, & N. Iliinsky, *Beautiful Visualization: Looking at Data through the Eyes of Experts* (Sebastopol, CA: O'Reilly Media, 2010), 1-13.



3. In the third stage, after the researcher got permission from the lecturer and students, the researcher continued to distribute the questionnaires to the students in the ICCA class. The researcher constructed the questionnaires based on the research needs and some consideration from theories. The open-ended questionnaire was in the form of a Google Form link, and the researcher shared it with the students.
4. The fourth stage is to conduct the research. The researcher distributed the questionnaires to the 25 participants from the ICCA class.
5. The next stage is analyzing the data. The researcher would analyze the data after the researcher obtained the data from distributing the questionnaire. The researcher must do the data reduction to remove the unnecessary data and preserve the relevant data, which can help the study findings. Then, the data was displayed and elaborated in the form of a clear explanation.
6. The last stage is concluding the data. The researcher concluded the findings as the outcome of the research.





## RESEARCH FINDINGS AND DISCUSSIONS

## A. Research Findings

## 1. Students' Attitude toward E-learning

<sup>1</sup> M. Jović, M. K. Stankovic, & E. Neskovic, "Factors Affecting Students' Attitudes towards E-learning". *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*. Vol. 22 No. 2, September 2017, 73-80.

The researcher will come up with the first factor which is the design of the e-learning system. Good instructional design provides an interactive learning activity. The interactive learning activity is defined as the learning activity that involves the use of electronic media which can catch the students' attention and focus during the teaching and learning process. Additionally, connecting the material with a real-life situation will also help the students in understanding the subject taught. In this study, the researcher asked the students' perceptions about the activity in delivering or explaining material in their e-learning class. The students' perception will reveal whether the learning activity is interactive or not. The researcher also asked the students' perceptions about the media used in delivering material to prove that the e-learning class provides an interactive teaching and learning activity. After collecting the data, the researcher categorized the answer from an open-ended questionnaire and the detailed information presented in the table below.

## The Design of E-learning System

[illegible]

### 1) Lesson Delivery Activity

Those categories are 'clear' and 'clear enough'. So, the result from the data percentage showed that 56% of students agreed that the materials delivered clearly and 44% of students agreed that the materials delivered clear enough. The students felt that the strategy in delivering materials was easy to understand and they don't have any difficulties in understanding the materials given. The statement explained that all of the students understand the material because it is clearly delivered and the lecturer gives a specific explanation also gives the core of the materials. The student asserted that the explanation given by the lecturer is clear and easy to be understood.

*"It's quite good."* (S12)

[illegible]

*"The materials are understandable because all of them have already explained by video, PPT, or voice note."* (S14)

The lecturer sometimes connected the material/topic with a real-life situation. She/he stated that the way the lecturer connected the material with the real-life situation made the material more understandable.

"The materials are clear and the lecturer explains in detail. The lecturer always gave an example of the topic/material that can be understandable and sometimes related to real-life/real problems." (S15)

The student said that both the explanation of the subject and the instruction was already clearly given. The lecturer also added additional resources like videos to help the students understand the material better.

*"The lecturer explained the material clearly and the instruction given by the lecturer is detail. For example, the lecturer explained the differences between Indonesia and other countries by using PPT also give examples by using video." (S16)*

The next statements still opined that the explanation of material or topic was clear. But, these following statements also argued that there is a problem with an internet connection that sometimes makes the process of delivering material disturbed.

Although the students can access the platform, if the internet speed is not strong, it may cause the video to stop in the middle of the explanation session unexpectedly, so the students have not received the information entirely. Even though the students missed some of the information in the video conferencing activity, they still can read the material they missed in the form of written material in the e-learning platform.

"Sometimes the connection of the internet both the lecturer and students are trouble during the e-learning class." (S18)

*"The clarity of the explanation given by the lecturer depends on the internet connection, especially if the lecturer using video conference for delivering the materials." (S19)*

*"Sometimes not all students can easily join the e-learning class because of the signal problem."* (S20)

*"I think it is clear enough, but sometimes because of the signal problem, the explanation is unclear."* (S21)

The student also opined that the lecturer used an appropriate application to explain the material like using video conferencing and made the student understand the material easily. The students also felt that the explanation still can detail even though it is explained online.

*"I think the explanation is clear enough for me because my lecturer used a proper application that eases the students in understanding the materials. For instance, my lecturers used a feature called 'screen sharing' in zoom application to show the PowerPoint slides." (S22)*

*"I thought it's quite clear because one of the media used by the lecture was 'Zoom'. Conducting a meeting using 'Zoom' application is not that different from meeting face to face, the lecturer still can explain the materials clearly." (S23)*

Besides the materials explained in spoken by video-conferencing application it is also supported by an example and the lecturer connected the material/topic with a real-life situation, as an example, the lecturer asked the student to find a culture that existed in students' hometown.

*"The learning materials were understandable since the materials directly asked us to find out about our hometown culture." (S24)*

*"It's clear enough. But I think it is better when face to face meeting."* (S25)

In this section, the researcher will proved about the variety of electronic media that the lecturer used during the teaching and learning process. The use of electronic media in the process of teaching and learning can engage the students' focus and attention. Furthermore, it can positively help the students understand the material or topic taught. The electronic media technology used also can create an interactive learning activity during the online class.

[illegible]



*"The electronic media used by the lecturer that support the teaching and learning process are video, audio, pictures, a website link, PowerPoint presentation."* (S2)

"I think the lecturer used some of electronic media in delivering materials during the e-learning class. The media used by the lecturer are in the form of video, audio, picture, PPT, article, etc." (S4)

“Video, audio, website links, PowerPoint presentation, online platform.”  
(S6)

“Video, audio, picture, website link, PPT, video conference.” (S8)

“Good, the lecturer uses all of the items that mentioned.” (S10)

“Video, audio, picture, website link, PPT.” (S12)

*"All of them (you've mentioned)." (S14)*

*"Almost use all of the media."* (S15)

*"It helps us (students) to understand the material clearly. Kind of electronic media that the lecturer used during the e-learning class: video, audio, pictures, a website link, YouTube link & PPT, PDF."* (S16)

“Schoology, Google classroom, Google Meets, Zoom.” (S18)

*"The lecturer uses all of the media you have mentioned and it motivates me to use more various media for teaching in the future."* (S19)

[illegible]



### 1) Easiness in Accessing the E-learning Platform

[illegible]

The evidence is from the data percentage and came from the students' answers in the open-ended questionnaire. These next statements explained the students' perception of a user-friendly e-learning platform. The participants said that they can access the e-learning platform easily. These statements implied that the students can easily access the e-learning program without any obstacle that can interrupt the e-learning process.

"I can access the platform easily." (S2)

s." (S3)

*"It is quite easy in accessing the e-learning platform."* (S5)

"I feel helped, facilitated and don't waste a lot of my time." (S6)

*"I think it's quite easy to access some e-learning platform that used by the lecturer."*  
(S7)

*"It's an easy platform to access. I don't find it difficult to access the online learning platform that my lecturers have chosen."* (S8)

*"It's easy, because I don't have to go to the campus to submit my assignment. I can submit the assignment to the e-learning platform used by the lecturer during the e-learning class. It's very cost-friendly."* (S9)

Similarly, the following statements have agreed with the previous statement on the ease of access to the e-learning platform. These statements also explained the reason why the e-learning platform is easy to be accessed or operated. They opined that the e-learning platform is easy to be accessed. They opined that the e-learning platform is familiar to them because they have used it before.

In this case, the researcher also found that using a familiar e-learning platform in teaching and learning through online class can be the recommendation for the instructor so that the process of teaching and learning will be effective. Another advantage was that the lecturer would not have any worries about the platform which is difficult to access and so the students will not be annoyed because of the intricate e-learning platform. This time, the familiar platform is the platform that has been used before in the previous class or course. Just for the suggestion, before starting an e-learning class, maybe the lecturer can have a mini observation about the e-learning platform that the students have used in their previous class.

But, if the lecturer wants to use a new e-learning platform, they can make a video tutorial on how to use the e-learning platform.

The students also mentioned the platform that frequently used in their class which is Schoology. In its implementation, the advantages and disadvantages of the effect of using e-learning platforms have maybe occurred like a poor internet connection. But, the most important thing is that as long as the e-learning platform is easy to use, there won't be a big problem that could hamper the teaching and learning process in the online classroom.

*“The platform used by the lecturer were Schoology, Edmodo, Zoom, Google meet, WhatsApp Messenger, Gmail, etc. So I think the e-learning class feels easier, but Schoology is most dominant.” (S16)*

"Awesome, but an unstable internet connection makes the platform difficult to reach." (S18)

*"The platforms used are user - friendly.  
But my internet connection is unstable."  
(S20)*

"Sometimes it's not acceptable on a mobile phone." (S21)

"Sometimes I have a bad internet connection." (S22)

*"Sometimes the connection is getting trouble."* (S23)

*"It is easy if we have good connection."* (S24)

*"It's difficult to access."* (S25)

The statements opined that the e-learning platform is difficult to access because of the poor internet connection. The e-learning platform needed a strong internet connection to work well. In essence, the students opined that the e-learning platform is easy to be accessed during the e-learning class. Although there was a little problem with the internet connection, internet credits, and sometimes it cannot be accessed on a mobile phone, but those problems were not the problem that came from the e-learning platform itself.

In this section, the researcher will clarify the ease of access to the e-learning platform used in the e-learning class. The researcher asked the students' perception of how the students can find the information inside the e-learning platform. The word 'information' on this occasion refers to the learning resources. So, the researcher asked the students' perceptions about the easiness of accessing the learning resources inside the e-learning platform.

In this section, the researcher will clarify the ease of access to the e-learning platform used in the e-learning class. The researcher asked the students' perception of how the students can found the information inside the e-learning platform. The word 'information' on this occasion refers to the learning resources. So, the researcher asked the students' perceptions about the easiness of accessing the learning resources inside the e-learning platform.



Those categories were collected based on answers from the open-ended questionnaire on student attitudes towards e-learning. The data percentage depicted that 80% of students perceived that the learning resources were easy to find or easy to access. 20% of students felt the learning resources were easy enough to be accessed. These statements from the open-ended questionnaire will support the evidence.

Based on the statements, the students agreed that the learning resources are easy to be accessed. They can easily find it since the lecturer already provided it. Most of the time, the lecturer provided a link that would lead students to a website like Google Scholar. There were downloadable articles related to the course on the website.

*“Access to learning resources within the e-learning platform is easy, as the e-learning platform features are clear” (S2)*

"The lecturer has given us some articles through Schoology, so we can easily access them." (S3)

"I feel that it's easy to access learning resources because I use Wi-Fi to access them." (S4)

*"It's easy, the sources given in the form of a link in Schoology, and all I needed to do was just click it."* (S5)

*"Access to the learning resources is easy, as the lecturer shares links in the e-learning platform."* (S7)

*"Just open Schoology and YouTube to reach materials" (S9)*

*"Just click the link."* (S11)

The students also explained the devices that they used to access the learning resources.

"It is easier to access it through a laptop than a phone." (S13)

"I access it through my mobile and download it." (S15)

*"I access it by using Google."* (S17)

Some of them stated that the learning resources also send by WhatsApp application.

"I download it directly from WhatsApp." (S18)

"The lecturer sends a link through WhatsApp." (S19)

*"It's pretty easy, because most of my lecturers give learning resources through WhatsApp, so I just need to download those files directly from a class group."* (S20)

Again, internet connection is a famous issue that can block up the students' way of reaching the learning resources. The paid article also being one of their problems since they cannot download it freely, but it's not a big problem because they can choose another article.

*"It depends on the strength signal."*  
(S21)

"I think I'm living in a village so I've had difficulties accessing the e-learning platform because of a bad internet connection." (S22)

"Sometimes we have to pay or can't download some of the resources that we need on the internet." (S23)

"It's pretty easy, if I find it hard, I can look for how it works from a YouTube video tutorial." (S24)

"It is easy to find the learning resources on the Internet, but unfortunately, they're going to be paid soon." (S25)

### c. The Usefulness

The third factor in the student attitude towards e-learning is the value given from e-learning for students. This section explained how students could take advantage of e-learning classes. Of course, the advantages of e-learning were dealing with the students' subject which is English.

## 1) Advantages of E-learning for English Language Teaching

Undeniably, e-learning had so many advantages. The advantages are various following the purpose of the users.

No.	Aspects	Categories	Percentage
1)	Advantages of E-learning for English Language Teaching	1. Improving students' skills in using technology that can be useful in teaching and learning	72%
		2. Motivate the students in designing more creative and innovative e-learning class	28%

## 1) Advantages of E-learning for English Language Teaching

Undeniably, e-learning had so many advantages. The advantages are various following the purpose of the users.

The aspects were improving students' skills in using technology that can be useful in teaching and learning and motivate the students in designing a more creative and innovative e-learning class. 72% of students opined that e-learning improved their skills in using technology that can be useful for teaching and learning English and 28% of students opined that e-learning motivated them in designing a more creative and innovative e-learning class.

The students assumed that e-learning improved their skills in using technology that can be fruitful if they teach an English class. It proved by the following statements. Based on the statements, the students felt that joining the e-learning class improved their skills in using technology.

*"One of the advantages that I get from the e-learning class for my future career as an English teacher is technological skills improvement." (S2)*

[illegible]

*“Give me a lot of experience on how to implement an online platform or application.” (S4)*

"The e-learning method used by the lecturer is very useful because we can learn more and know some of the applications that can be used in teaching and learning activities in the future if I become an English teacher." (S13)

They also stated that having an e-learning class gave them a chance to learn more about technology in teaching English, so it can improve their skills in using technology.

"I think it's my chance to learn more about technology, so in the future, I can do more for my students." (S16)

"It's more useful because everyone is using technology in the future." (S18)

*"E-learning gives me useful knowledge and experience of the teaching method that can be appropriate for the online environment. I can learn how to do a better e-learning class."* (S19)

*"I will use the teaching method used by the lecturer in the online class, so that my teaching and learning activities will be effective and interesting."* (S21)

*"I can implement what my lecturer taught; I will use the same method that my lecturer used in the class for my career as an English teacher in the future."* (S22)

*"It's beneficial, but not maximal, because as a pre-service teacher, I need to practice my teaching skills. If only the material is given, it will be difficult for me to improve my ability to teach."* (S23)

[illegible]



*"I can take a look at the advantages and disadvantages of the online learning class, which later I can minimize the disadvantages by finding some solutions for a better e-learning class in the future."* (S25)

In investigating students' satisfaction toward e-learning, the researcher used the theory developed by Sun et al. The theory discovered that unquestionably five dimensions influence the students' satisfaction toward e-learning. Those dimensions are learner, instructor, course, design, and environment.<sup>2</sup> This section's focus is to present the result from open-ended questionnaires that can be used to identify the students' satisfaction toward e-learning. If the students' perception of those dimensions mentioned above indicates a good perception, then it can be said that the students were satisfied with the e-learning class. On the other side, if the students' perception toward those dimensions showing a poor result, then it can be said that the students were dissatisfied with the e-learning class.

[illegible]



The students stated that they were enjoying in using technology during the e-learning class. Those statements expressed that the student doesn't have any nervousness. They just enjoy using technology because the technology used is simple.

*"I enjoyed accessing and operating the technology."* (S2)

*"I don't feel confused about using technologies because the application is easy to use."* (S4)

"I don't feel nervous about that. It's easy." (S6)

*"I enjoy using the technology."* (S7)

"I'm happy because I can do it." (S8)

[illegible]

*"I feel like I'm getting used to the e-learning class. It's different when I used it for the first time."* (S9)

Some students asserted that there is no fear of using technology because they had experienced utilizing the technology before enrolling this class. Hence, the technology seemed familiar to them.

*"It is easy because I have had experience in using or operating the technology used in the e-learning class."*  
(S10)

*"It's all easy because I have the experience of using an online platform or application that we used during the e-learning class."* (S11)

*"I don't feel nervous, uneasy or confused because I know how to use technology well."* (S12)

*"It is easy. I don't think we need to feel nervous or uneasy about using technology, because if we have a problem with that, we can easily solve the problem by googling or watching a video tutorial on YouTube."* (S13)

*"I enjoy using technology and never getting nervous because I've been using technology since I was a kid."* (S14)

*"It's easy to use the technology. The platform used in my online class is user-friendly and I've been using it since I was in the 3rd semester."* (S15)

These statements claimed that students always enjoy using or operating technology in their class. It is because they had experienced in using technology.

The frequency in using technology made the students felt that they were well experienced in operating technology and they felt like the technology was more familiar for them.

*"I don't feel nervous or uneasy or unconfident as long as the internet connection is good and the technology used is familiar to me."* (S16)

*"It's hard for me if the lecturer gives the assignment to make a video because I have a little experience with it."* (S23)

*“Yes, in several times, I feel so confused to use technology during e-learning class.” (S24)*

*"I often feel a little lost because I'm not good at technology." (S25)*

**b. Instructor**[illegible]

**Table 4.5**

Instructor

No.	Aspects	Categories	Percentage
1)	<b>Instructor' Attitude toward Technology</b>	1. Good in Using Technology in Delivering Material	60%
		2. Good in Teaching with E-learning Method	40%
2)	<b>Lesson Delivery Activity</b>	1. Clear	56%
		2. Clear Enough	44%

### 1) Instructor' Attitude toward Technology

The first aspect that the researcher will explore in this section is the lecturer's attitude toward technology. The lecturer's attitude toward technology in e-learning class is important because the instructor has a role in managing the whole process of teaching and learning activity during the e-learning class.

After collecting the data through the open-ended questionnaire filled, the researcher found that the lecturer's attitude toward technology was positive. It can be seen from the students' answers which explained that the lecturer is proficient in using technology for teaching and proficient in teaching with the e-learning method. It means that the lecturer's attitude toward technology was positive.

The evidence showed that 60% of students believed that the lecturer is competent in using technology in e-learning class and 40% of the students believed that the lecturer is competent in teaching using the e-learning method. The data shows that 100% of students perceived that the lecturer's attitude toward technology is positive. These following statements explained that the lecturer is able in using technology for teaching in the online class. The students stated that the lecturer was proficient and competent in teaching using technology.

The student said that the lecturer was having a high capability in teaching using technology and the lecturer can operate it easily.



"Most of the lecturers in PBI can operate/use technology." (S14)

"The lecturer has a good ability to teach using technology." (S15)

The student also stated that the lecturer's skill in operating technology was good. The lecturer's capability to utilize technological tools can be seen from how the lecturer used various platforms and applications during the e-learning class. This statement explained that the lecturer had a good ability to teach using technology because the lecturer uses many platforms and applications to support the teaching and learning process.

"I think it was pretty good because they provided a lot of platforms that were used during the e-learning class." (S16)

Some students opined that the instructor is well experienced in conducting the online class, so it's not surprising if the lecturer's capability in teaching using the e-learning method is beyond average.

*"I think that the lecturer has so much experience in using e-learning methods that their capabilities in operating technology are more mastered." (S17)*

"She is very competent to teach using the e-learning method because she has so many experiences with e-learning." (S18)

Delivering materials or explaining materials activity is an essential thing in the process of teaching and learning. If delivered or explained clearly, the students will be easier to understand the teaching material and the objective of the course will be accomplished.

Those categories are 'clear' and 'clear enough'. So, the result from the data percentage showed that 56% of students agreed that the materials delivered clearly and 44% of students agreed that the materials delivered clear enough. The students felt that the strategy in delivering materials was easy to understand and they don't have any difficulties in understanding the materials given. The statement explained that all of the students understand the material because it is clearly delivered and the lecturer gives a specific explanation also gives the core of the materials. The student asserted that the explanation given by the lecturer is clear and easy to be understood.

*"The lecturer's explanations during the e-learning class are clear and easy to be understood."* (S2)

*"The explanation is clear. When the lecturer explains the lesson, the lecturer always ensures that the students already understand the lesson."* (S4)

[illegible]

*"I think the explanation is clear because all of the students can understand."* (S6)

"The instruction and materials given by the lecturer are clear enough." (S7)

"My lecturer always gives a clear instructions and explanation." (S8)

"The explanations are clear enough for me." (S9)

"It's clear enough." (S10)

*"It is clear enough."* (S11)

*"It's quite good."* (S12)

In these next statements, the students stated that the lecturer's explanation is clear and understandable because of the electronic media that the lecturer used during the teaching and learning activity. Those statements asserted that the students felt helped in understanding the material taught during e-learning class by the use of PowerPoint presentations, video, and voice notes.

*"I think the clarity of the explanation given by the lecturer is clear because the lecture always used video, PPT, or voice note."* (S13)

*"The materials are understandable because all of them have already explained by video, PPT, or voice note."* (S14)

The lecturer sometimes connected the material/topic with a real-life situation. She/he stated that the way the lecturer connected the material with the real-life situation made the material more understandable.

*"The materials are clear and the lecturer explains in detail. The lecturer always gave an example of the topic/material that can be understandable and sometimes related to real-life/real problems."* (S15)

*"The lecturer explained the material clearly and the instruction given by the lecturer is detail. For example, the lecturer explained the differences between Indonesian and other countries by using PPT also give examples by using video." (S16)*

Although the students can access the platform, if the internet speed is not strong, it may cause the video to stop in the middle of the explanation session unexpectedly, so the students have not received the information entirely. Even though the students missed some of the information in the video conferencing activity, they still can read the material they missed in the form of written material in the e-learning platform.

[illegible]

*"The clarity of the explanation given by the lecturer depends on the internet connection, especially if the lecturer using video conference for delivering the materials."* (S19)

*"I think it is clear enough, but sometimes because of the signal problem, the explanation is unclear."* (S21)

The student also opined that the lecturer used an appropriate application to explain the material like using video conferencing and made the student understand the material easily. The students also felt that the explanation still can detail even though it is explained online.

*"I think the explanation is clear enough for me because my lecturer used a proper application that eases the students in understanding the materials. For instance, my lecturers used a feature called 'screen sharing' in zoom application to show the PowerPoint slides." (S22)*

*"I thought it's quite clear because one of the media used by the lecture was 'Zoom'. Conducting a meeting using 'Zoom' application is not that different from meeting face to face, the lecture still can explain the materials clearly."* (S23)

*"The learning materials were understandable since the materials directly asked us to find out about our hometown culture." (S24)*

The way the lecturer connected the material with a real-life situation helped her/him to understand the topic and the culture around her/him. Whether the explanation is clear enough, but one of the students preferred to choose the traditional teaching method in the class with face to face meeting.

*"It's clear enough. But I think it is better when face to face meeting."* (S25)

## Course

This section discussed the course dimension that involved two aspects: e-learning course flexibility and e-learning course quality. For the e-learning course flexibility, the researcher specifies the aspects in two parts that are the flexibility of space and flexibility of time. It is about how the students can do e-learning wherever and whenever they want or it can be said how the students see e-learning as an efficient mode of learning.

[illegible]

**Table 4.6**

Course

No.	Aspects	Categories	Percentage
<b>1)</b>	<b>The flexibility of the Course</b>		
	<b>Flexibility of Place</b>	1. Flexible	100%
	<b>Flexibility of Time</b>	1. Flexible	80%
		2. Inflexible	20%
<b>2)</b>	<b>Quality of the Course</b>		
	<b>Teaching and Learning Activities during the E-learning Class</b>	1. Interesting	68%
		2. Un-interesting	32%
	<b>Lesson Delivery Activity</b>	1. Clear	56%
		2. Clear Enough	44%
	<b>Electronic Media Used in Delivering Materials</b>	Video, Audio, Pictures, A Website Link, PowerPoint Presentation	100%



On this occasion, the researcher presented the students' perceptions about the flexibility of the course. A flexible course is when the participants can access it wherever and whenever they want. The words 'wherever' refers to the place where e-learning class can be conducted, it can be whatever place and not in a specific place. Then, the term 'whenever' refers to the time-efficient while attending the e-learning class, whether the students can do another activity or not, and the class's time management, which can save the students' time.

After collecting the data through the open-ended questionnaire, the researcher found that 100% of students perceived that the course is flexible in place but for the flexibility of time, the researcher found a different result. The researcher found that there are two categories based on the students' perception of the flexibility of time. Those categories were 'flexible' and 'inflexible'. Based on the data percentage in the table above 80% of students perceived that e-learning is flexible in time but 20% of the students felt like e-learning class is not flexible.

The following statements explained the students' perception of the flexibility of place in the e-learning class. The students stated that they can join the class wherever they want. Based on the statements, it can be seen that the students were felt happy and enjoy joining the e-learning class because it can be accessed everywhere and every time. The student also said that the e-learning class can be accessed everywhere if they have their own gadgets as tools for accessing the e-learning class.

"Yes, it is flexible." (S2)

"Great, it is flexible." (S3)



The statements also asserted that the flexibility of space in the e-learning class was one of the benefits that the participants can get during the teaching and learning process. Furthermore, a place that had a good internet connection also supported the process of e-learning class.

*"I think this is one of the advantages of an e-learning class that is accessible anywhere." (S20)*

*"It gives us the benefit of doing our task everywhere."* (S22)

The next statements supported the previous statements about choosing a place that had a good internet connection that can influence the e-learning process. These statements agreed that the e-learning class is more flexible in place or space than face-to-face class. Both statements also stated that although the students can access e-learning everywhere, it is beneficial to choose a place with a good internet connection. As we know, an e-learning class needed a strong internet connection so that the teaching and learning process would work well, and all of the information transferred completely.

*"It's flexible, but I couldn't easily access it wherever I wanted, because the signal could be up and down."* (S24)

"It's very flexible, but I need to consider another aspect, such as internet data and noise of the place." (S25)

On the other hand, the next statements explained the students' perception of the flexibility of time in an e-learning class. The students stated that e-learning can save their time since they can do another activity during the e-learning class. The students said that the time of the e-learning class was flexible, that's why they can do another activity during the e-learning class. One of the activities that the student can do during the teaching and learning process is opening other learning resources. The student also stated that she/he still can handle the class while she/he also does another activity.

*"Yes. The time is flexible."* (S1)

"I can do other activities when I attend the e-learning class." (S2)

"Of course, it's really great. We can still open other sources." (S3)

"I can do another activity while I attend the e-learning class." (S4)

"Yes, I can do other activities while the e-learning class is still running." (S5)

*"I can do another activity during an e-learning class if I want to do that."* (S6)

*"When the lecturer does an e-learning class, I can still do another activity and focus on the class."* (S7)

*"I think I can do some other kind of activity during the e-learning class. But I don't do any other activity because it disturbs my focus on understanding the lesson."* (S8)

*"I can do another activity during online learning, but it takes a very limited time, it doesn't make me understand the material if I don't fully focus on the class."* (S9)

[illegible]

"The advantage is that I have more time to rest or that it is quite flexible to do other activities." (S18)

She/he also said that even though the time was flexible in each class, but after the student attended one class, she/he should continue to enter another class.

*"It's flexible but unstoppable."* (S19)

Like was written above, some of the students also argued that e-learning is not all that flexible throughout time. Sometimes it is also getting a little bit ineffective. These following statements will explain those situations. The student said that sometimes there is an activity that made them should attend the class at a specific time like a teleconference or video conferencing activity.

Usually, the participants used a video conferencing application to support the activity. The activities can be in the form of a discussion session or presentation. The students also said that sometimes the duration of the teleconferencing activity takes too long and the time used in the teleconferencing activity is the same as the time used when they attend the traditional class.

*"There is a specific time to do the online class, especially when we have to do it by teleconference, so we have to join the activity in a specific time."* (S21)

*“The duration of the e-learning class is the same as the duration of the traditional class.” (S23)*

*"I think the duration of the e-learning class is a bit longer than usual."* (S24)

She/he also stated that the time is not flexible because sometimes there is a sudden notification about the class schedule or task deadline which can be changed at any time. So, the student should be ready if there is a sudden notification.

(S25)

## 2) Quality of the Course

As mentioned above, the quality of the course also included aspects that influenced student satisfaction with e-learning. Of course, only a good course can create the students' satisfaction toward e-learning. A good course is a course that provides an interactive learning activity and the digital media used in the teaching and learning process. The researcher found two response categories that can reflect students' perception of learning activities in the e-learning class based on the open-ended questionnaires. Those categories are 'interesting' and 'uninteresting'.

The data percentage shows that 68% of students agreed that the learning activity is interesting and 32% of them disagree if the learning activity is uninteresting. The data percentage showed that 56% of students agreed that the materials delivered clearly and 44% of students agreed that the materials delivered clear enough for the activity in delivering material. The researcher also found that 100% of students stated that the lecturer provides various electronic media to make the teaching and learning process interactive.

The students stated that the learning activity is interesting because there are many activities that can make the teaching and learning process similar to the offline class.



*"It's interesting."* (S1)

*"It's interesting because we are doing the class just like in the traditional class."*  
(S3)

*“Sometimes the learning activity is interesting and sometimes it’s not interesting.” (S5)*

*"The teaching and learning activity during the e-learning class is very interesting."* (S6)

*"The activities are interesting because the lecturer is always trying to do his best to conduct an interesting teaching and learning activity."* (S7)

The student also said that he/she learned so many new things during the teaching and learning process.

*"The teaching and learning activities during the e-learning class are very interesting. There are so many new things we can learn." (S8)*

[illegible]

The lecturer always gave her best in choosing learning activity during the online class. The activities chosen by the lecturer are various and makes the students more engaged in the learning process. Besides, provide an interesting learning activity, the class also encouraged the students to be more creative in designing something. For instance, the students were asked to make an imaginative booklet that theme culture. The lecturer also created a fun activity like games. Fun activity like games can reduce the students' stress and it will boost the students' mood, as a result, the students will be more enthusiasts also during the e-learning class.

*"In my point of view, the activities are very interesting because the lecturer provide so many activities, such as game, etc."* (S11)

"I think it's interesting because we also make a booklet design in ICCA class and I love it." (S13)

[illegible]

Based on both statements, the students said that the lecturer used digital media in delivering or presenting the materials. The lecturer used video to make the students get more understanding of the materials.

*"Mostly, the lecturer just gives an explanation, and then the lecturer does a discussion session, as she asks the students to share their opinions about the materials."* (S14)

*"More interesting than before, when the lecturer played a video in the classroom, the LCD does not work/errors. But, in the online class, it always works because the lecturer is using the application."* (S15)

The lecturer using some application to facilitate the discussion session activity, it can be through video conference or chatting application. Furthermore, the student stated that he/she is more confident doing a virtual conversation with others because it reduced his / her nervousness since he/she cannot meet their speaking partner directly.

*"It's very interesting. During e-learning at the ICCA class, my lecturer asks us to join a seminar that discusses the subject of this course, and the speakers come from abroad."* (S16)

"I prefer offline learning class as it's more effective." (S23)

*"It's not interesting, because sometimes the lecturer only gives an explanation, and there's no other activity. Sometimes the lecturer just gives a bunch of reading passages, too."* (S24)

"Sometimes it's uninteresting, because we've had to look on a computer screen or a mobile phone for a long time." (S25)



*"The materials are understandable because all of them have already explained by video, PPT, or voice note." (S14)*

The lecturer sometimes connected the material/topic with a real-life situation. She/he stated that the way the lecturer connected the material with the real-life situation made the material more understandable.

*"The materials are clear and the lecturer explains in detail. The lecturer always gave an example of the topic/material that can be understandable and sometimes related to real-life/real problems."* (S15)

The student said that both the explanation of the subject and the instruction was already clearly given. The lecturer also added additional resources like videos to help the students understand the material better.

*"The lecturer explained the material clearly and the instruction given by the lecturer is detail. For example, the lecturer explained the differences between Indonesian and other countries by using PPT also give examples by using video." (S16)*

The next statements still opined that the explanation of material or topic was clear. But, these following statements also argued that there is a problem with an internet connection that sometimes makes the process of delivering material disturbed.

The problem is not about the way the lecturer explained the material to the students but it is about the internet connection that made the student difficult to access the platform used for explaining material like video-conferencing application.

*"The most significant difficulty lies in the internet network. If the internet connection is unstable, it will hamper the teaching and learning process." (S17)*

*"The clarity of the explanation given by the lecturer depends on the internet connection, especially if the lecturer using video conference for delivering the materials." (S19)*

*“I think it is clear enough, but sometimes because of the signal problem, the explanation is unclear.” (S21)*







“Video, audio, website links,  
PowerPoint presentation, online platform.”  
(S6)

*"Video, audio, picture, website link, PPT, video conference."* (S8)

“YouTube video, Powtoon video, Milimeter, website link, PPT.” (S9)

“Good, the lecturer uses all of the items that mentioned.” (S10)

"The lecturer used all of the media mentioned." (S11)

*"Video, audio, picture, website link, PPT."* (S12)

*"Video, audio, picture, website link, PPT."* (S13)

*"All of them (you've mentioned)." (S14)*

*"Almost use all of the media."* (S15)

Some students also added electronic media used during the e-learning class except the electronic media mentioned in the open-ended questionnaire like an online leaflet or online brochure, YouTube video, Powtoon video, millimeter, Schoology, Google Classroom, and Google Meet and Zoom.

*"It helps us (students) to understand the material clearly. Kind of electronic media that the lecturer used during the e-learning class: video, audio, pictures, a website link, YouTube link & PPT, PDF."* (S16)

*"Video, audio, picture, website link, PPT, and the example of a booklet. The booklet is like a pamphlet/leaflet (brochure) or small magazine."* (S17)

*“Schoology, Google classroom, Google Meets, Zoom.” (S18)*

The lecturer gave various electronic media in the teaching and learning process and made one of the students motivated to use various electronic media for his / her teaching and learning activity.

*"The lecturer uses all of the media you have mentioned and it motivates me to use more various media for teaching in the future."* (S19)

The students also mentioned the electronic media that the lecturer mostly used during the online class. Those media are video, audio, website link, and PowerPoint Presentation.

*"Most of the time, my lecturer using video, audio, and PowerPoint presentation as the teaching media during the e-learning class."* (S20)

*“The lecture mostly gives a website link and also PowerPoint presentation.” (S21)*

“Video, audio, PPT, and Zoom meeting.” (S22)

*"Video and PowerPoint presentation."*  
(S23)

(S24) “Video, PowerPoint presentation.”

One of the students also explained the way the lecturer use electronic media during the online class. The student explained that the lecturer used electronic media depend on the activities. The lecturer suited the electronic media and the needs of a certain activity. For example, if the lecturer needed to give the students examples of some cultures, the lecturer can use videos or pictures to help the students see the culture in other countries.

The upcoming dimension that can influence the students' satisfaction toward e-learning is the design dimension. In this dimension, two aspects included such as the e-learning usefulness and the e-learning ease of use. The usefulness itself includes the advantages that the students got during teaching and learning with online classes. For e-learning ease of use, it involves the easiness of accessing the course website, which contains the course material and the ease of accessing the learning material or learning resources inside the e-learning platform. The students' perceptions regarding those aspects are explained in the table below.

## Design

No.	Aspects	Categories	Percentage
1)	Usefulness		
	<b>E-learning as a Tool in Improving Students' Learning Process</b>	1. Useful and helpful in improving students' learning process	36%
		2. Improve the students' skills in creating a good e-learning class	24%

		3. Improve students' technological skills	16%
		4. Doesn't improve students' skills and the learning process	24%
2)	<b>Ease of Use</b>		
	<b>Easiness in Accessing the E-learning Platform</b>	1. Easy	88%
		2. Uneasy	12%
	<b>Easiness of Accessing the Learning Resources</b>	1. Easy	80%
		2. Easy Enough	20%

### 1) Usefulness

As explained above, the use

As explained above, the usefulness in this context refers to the students' improvement during the e-learning class that can be useful in their life or career. Based on the data from open-ended questionnaires, the researcher found that the students believed that e-learning is useful and helpful in improving their learning process, such as creating a good e-learning class and skill in operating or using technology. Some of them also felt that e-learning doesn't give a specific improvement for them.

These following statements supported the students' argument about how useful and helpful the effect of e-learning which can improve students' learning process.

*"The e-learning program is useful to me because it can improve my learning progress."* (S2)

"It's very useful to improve our learning process." (S4)

(S6) *"I think it's very useful and helpful."*

*"It is really useful."* (S8)

[illegible]

The students added that the e-learning program is useful in improving their ability to be a good online class because they will become an English teacher in the future. During the teaching and learning through an online class, the students got an inspiration about the media or strategy that they will use in their class someday if they become a teacher. The students also state that they got an improvement in thinking creative to construct a fun and better e-learning class.

*"It gave me experience and knowledge of how to conduct a good online class" (S11)*

*"It gave me new experiences as a student. So, maybe in the future, as a teacher, I could use some of the methods that my lecturer used."* (S13)

*"It made me more creative in designing a program."* (S15)

[illegible]





*"I'm not sure if e-learning can improve my learning process because it's much easier for me to understand the material while listening to the lecturer's explanation in the classroom." (S24)*

## 2) Ease of Use

The data percentage depicted that 88% of students are feeling that the e-learning platform is easy to use, meanwhile 12% of the students feeling that the e-learning platform is difficult to access. The evidence is not only from the data percentage but also came from the students' answers in the open-ended questionnaire. These next statements explained the students' perception of a user-friendly e-learning platform.

*"It's easy, because I don't have to go to the campus to submit my assignment. I can submit the assignment to the e-learning platform used by the lecturer during the e-learning class. It's very cost-friendly."* (S9)

[illegible]

*"It is easy because the platform is often used before e-learning class."* (S10)

"I think is easy for me because I often use the platform." (S11)

*"It's easy because the platforms are familiar."* (S12)

*"It's easy, because we have used it before."* (S13)

"It's easy because I already used it before." (S14)

"The platform is familiar and easy to use." (S15)

In this case, the researcher also found that using a familiar e-learning platform in teaching and learning through online class can be the recommendation for the instructor so that the process of teaching and learning will be effective. Another advantage was that the lecturer would not have any worries about the platform which is difficult to access and so the students will not be annoyed because of the intricate e-learning platform. This time, the familiar platform is the platform that has been used before in the previous class or course. Just for the suggestion, before starting an e-learning class, maybe the lecturer can have a mini observation about the e-learning platform that the students have used in their previous class. But, if the lecturer wants to use a new e-learning platform, they can make a video tutorial on how to use the e-learning platform.

The next statements still agreed that the e-learning platform is easy to access, but in this time, the statements also explain that sometimes it's not that easy to log into the e-learning platform. Based on the statements mentioned, the e-learning platform is actually accessible and easy to use, but what makes it complicated is the poor internet connection.

Sometimes it cannot work well if the user accesses it through a mobile phone. The problem of internet credit also occurred in this case especially if it is about using a video conferencing platform.

*"The platform used by the lecturer were Schoology, Edmodo, Zoom, Google meet, WhatsApp Messenger, Gmail, etc. So I think the e-learning class feels easier, but Schoology is most dominant." (S16)*

"Awesome, but an unstable internet connection makes the platform difficult to reach." (S18)

*"The platforms used are user - friendly.  
But my internet connection is unstable."  
(S20)*

"Sometimes I have a bad internet connection." (S22)

*“Sometimes the connection is getting trouble.” (S23)*

The statements opined that the e-learning platform is difficult to access because of the poor internet connection. The e-learning platform needed a strong internet connection to work well. In essence, the students opined that the e-learning platform is easy to be accessed during the e-learning class.

The next is about the easiness of accessing the learning resources inside the platform. Those categories were collected based on answers from the open-ended questionnaire on student attitudes towards e-learning. The data percentage depicted that 80% of students perceived that the learning resources are easy to find or easy to access. 20% of students feel the learning resources are easy enough to be accessed. These statements from the open-ended questionnaire will support the evidence.

Based on these statements, the students agreed that the learning resources are easy to be accessed. They can easily find it since the lecturer already provides it. Most of the time, the lecturer provided a link that can lead the students to a website that contained a lot of articles related to the course like Google Scholar and they can download it.

*“Access to learning resources within the e-learning platform is easy, as the e-learning platform features are clear” (S2)*

"The lecturer has given us some articles through Schoology, so we can easily access them." (S3)

"I feel that it's easy to access learning resources because I use Wi-Fi to access them." (S4)

*"It's easy, the sources given in the form of a link in Schoology, and all I needed to do was just click it."* (S5)

"It's easy to access information inside the e-learning platform. First, you can go to Google and click schoology.com, enter your e-mail address/Schoology username, and enter your password. Second, you can open the Schoology applications and check the ICCA class information." (S6)

*“Access to the learning resources is easy, as the lecturer shares links in the e-learning platform.” (S7)*

"I can access the learning resources through some of the links that are provided by my lecturer." (S8)

*"Just open Schoology and YouTube to reach materials" (S9)*

"There is no big deal about the resources." (S10)

*“Just click the link.”* (S11)

The students also explained the devices that they used to access the learning resources.

Some of them stated that the learning resources also send by WhatsApp application.

Again, internet connection is a famous issue that can block up the students' way of reaching the learning resources. The paid article also being one of their problems since they cannot download it freely, but it's not a big problem because they can choose another article.



(S21)

*"I think I'm living in a village so I've had difficulties accessing the e-learning platform because of a bad internet connection."* (S22)

"Sometimes we have to pay or can't download some of the resources that we need on the internet." (S23)

"It's pretty easy if I find it hard, I can look for how it works from a YouTube video tutorial." (S24)

"It is easy to find the learning resources on the Internet, but unfortunately, they're going to be paid soon." (S25)

### e. Environment

In this section, the researcher will present the finding for the last dimension that is the environment dimension which refers to the diversity of assessment. The diversity in assessment is determined as a various assessment method that the lecturer used during the e-learning class. The researcher will present the detailed information about the students' perceptions regarding the diversity of the assessment in the table below.

Table 4.8

## Environment

No.	Aspect	Categories	Percentage
1)	Various Assessment Method	1. The Assessment Method is Various	76%
		2. The Assessment Method is Various and Interesting	24%

## 1) Various Assessment Methods

These statements explain that the assessment method used during the online class is various. It is in the form of group work and individual work, but the lecturer frequently gave the students' group work. The students also mentioned the projects such as a poster, video, discussion, presentation, and research study.

[illegible]

*"In my opinion, the assessment method used in the ICCA class is various and the assessment has been carried out individually and in a group."* (S10)

*"It's a very interesting assignment. For example, we asked to create an online culture brochure as unique as possible."* (S17)

*"I think one of ICCA's interesting projects is designing a booklet, and I love it."*  
(S19)

*"The lecturer asked the students to create a poster about culture in a country. Before that, the lecturer would give us an example of how to create a poster."* (S20)

*“The assignment in the ICCA class is interesting and gives me the skill to use a tool for editing video/pictures.” (S21)*

*"The assessment method is quite varied and it gives me new skills in editing videos."*  
(S23)

*"I'm interested in the ICCA class project. Because it made us more creative, and it's like we're on a virtual travelling."*  
(S24)

*"The ICCA class project is very different from the others. Because the lecturer has allowed us to be more creative."*  
(S25)

To recognize more about the various assessment methods used, the researcher decided to ask the students' perceptions of the online class's assessment method. Based on the open-ended questionnaire, the researcher found that the lecturer's assessment method is various. Those assessment methods were discussion/seminar, poster/booklet, presentation, concept map/mind map, research report / mini research, making a video, and group work. These following statements supported the evidence about the various assessment methods used in the e-learning class.

*"Discussion session."* (S5)  
*"Discussion."* (S9)  
*"Discussion."* (S10)  
*"Group discussion."* (S11)  
*"Doing a lot of discussion session."*  
 (S15)  
*"Doing a group discussion."* (S21)  
*"Discussion with the group."* (S24)  
*"Discussing about the issues on the  
 article."* (S25)

*"Discussion: The students were divided into groups and discussed the culture of the area or city where they live." (S6)*

*"Mostly, the lecturer just explained the material, and then the lecturer did a discussion session like asking the students to share their opinions about the materials." (S8)*

*"We have had a discussion session on unique cultures in some countries."* (S1)

*"For the daily assignment, we were mostly given an article by the lecturer, and we had to answer some questions about it, and it will end with a discussion session."* (S12)

*“We joined the international webinar and doing a video conference with a native speaker.” (S2)*

*"There is a task that asked us to explain the culture of our hometown through video. It's new to me, because first we have to make PPT, then we'll record our voice and add the audio to the video."* (S4)

[illegible]





These next statements explored more about the assignment that asked the students to make a video. Based on these statements, some video project was purposed to presenting the students' work like presenting a poster or research result. The students asked to make a video related to their course topic which is culture. The video was about culture in a particular country.

*"The lecturer gave the students the task of creating a video. It's hard for me, because I have a little experience of making a video."*  
(S18)

The following statements explained the assignment that asked the students to make a poster and booklet. The researcher categorized posters and booklets to become one category because it has a similarity. The students asked to hold an online world-wide cultural exhibition by displaying a booklet about a particular country that created by them. Not only made a poster but, the students also asked to make the explanation video for the poster or booklet that they have made. According to students' statements, this project was a group project.

*"The project asked us to create a booklet about culture in a country."* (S2)

"Making a poster for our project, it's like we've decided to choose one country, and we've created a poster and a video about that country." (S2)

*"Poster: Each group should design an interesting poster about the area or city and then present the results in the form of a video presentation."* (S6)

*"Poster research."* (S9)

*“Booklet.”* (S11)

*"We had a world-wide cultural exhibition online. We should create a booklet and present it in the form of a video."* (S10)



Some of the students also explained the mid-term project and the final project they had completed in this class. The mid-term project was in the form of mini-research about a specific culture in a particular region in Indonesia. It was a group project. The students should submit the completed report in the shape of a journal paper, poster, and presentation video about the result of the research.

*"In the final project, we held an online, worldwide cultural exhibition, creating a booklet and presenting it as a video. This project was carried out with a group of 4-5 students."* (S11)

[illegible]

*"The mid-term and final projects are in the form of group work. The mid-term is a mini-research, the outputs of those are a poster and an explanation video."* (S13)

*"For the final project, we were asked to make a video explanation and a booklet about the cultures of a country chosen by each group."* (S13)

*“Mid-term project: Make a Journal Paper of Cultural activity in a specific region in Indonesia.” (S14)*

*“Final Project: Make a Cultural Video and Booklet.” (S14)*

In this discussion session, the researcher will discuss

<sup>3</sup> M. Jović, M. K. Stankovic, & E. Neskovic, "Factors Affecting Students' Attitudes towards E-learning". *Management: Journal of Sustainable Business and Management Solutions in Emerging Economies*. Vol. 22 No. 2, September 2017, 73-80.



According to Siagian et al an interactive learning activity is defined as integrating the teaching and learning process with information, communication, technology, or ICT.<sup>5</sup> Thus, any form of activity in the e-learning class combined with ICT can be called interactive e-learning. To prove that this e-learning class offers an interactive learning activity, the researcher asked the students about their perceptions of lesson delivery activity during the online class. The learning activity should help students easily understand the material.<sup>6</sup> A good learning activity provides an opportunity for students to understand the lessons taught easily.

<sup>5</sup> S. Sagian, P. N. J. M. Sinambela, & Y. Wau, "Development of an interactive e-learning model for an instructional design course". *World Trans. on Engng. and Technol. Educ.* Vol. 15 No. 3, 2017, 298-304.





One of the issues that can arise in online classes is when one or more students have some connection problems and cannot access the class via the video conferencing platform.<sup>13</sup> Sometimes the internet connection both students and lecturer are in poor condition. This issue is mainly caused by a low bandwidth or limited mobile data. Even if the camera is disabled and only the voice function is kept, it is still difficult to make the students stay in the virtual classroom.<sup>14</sup> This problem can be occurred in the beginning, in the middle, or at the end of delivering material activity. For example, if it happens in the middle of the lecturer's explanation, it can make the video conferencing suddenly stopped, or the students will leave the virtual classroom unexpectedly. So that some information is not fully transferred to the students.

<sup>14</sup> *Ibid.*

In sum, the students perceived a well-designed e-learning system in this course. It can be said as well-designed because the instructional design allows the students to have an interactive learning experience. The interactive learning experience can be viewed in the lesson delivery activity. The learning material delivered interactively using some electronic media such as video conference application software, video, audio, picture, e-document, and PowerPoint Presentation. In this study, the students experience interactive learning activity and experience interactive communication in the form of the discussion session. The lecturer also connected the material with a real-life situation to make the material more understandable.

discussion session. The lecturer also connected the material with a real-life situation to make the material more understandable.

**b. The Ease of Use**

The second factor that will be discussed in this section is the e-learning system's ease of use.

The second factor that will be discussed in this section is the e-learning system's ease of use. In this study, the e-learning system refers to the e-learning platform used during the online class. To determine the easiness of the e-learning platform used, the researcher asked the students' perceptions about the easiness of accessing the e-learning platform and easiness of accessing the learning resources. The researcher found that the e-learning platform used is easy to access based on the data from open-ended questionnaires. It can be reflected in the easiness of accessing the learning material or learning resources inside the platform.



In sum, the students perceived the ease of use of the e-learning system. This can be achieved by a better user interface, with a different way of accessing a particular system function.<sup>19</sup> A good interface means the easiness that the user found while accessing or using a computer software program. It can ease the user access the program if the program provides a clear direction or features that can help the user access the program easily. In this study, the researcher found that the e-learning platform's layout is well arranged and the features inside the e-learning platform successfully help the students access the e-learning platform. Therefore, it is easy for the students to access the e-learning platform and find the learning resources inside the e-learning platform. The popular platform and user-friendly platform also become factors that determine an easy e-learning platform in this research.

<sup>19</sup> L. M. Branscomb, & J. C. Thomas, "Ease of Use: A System Design Challenge". *IBM Systems Journal*. Vol. 23 No. 3, September 1984, 224-235.



during the online class, such as improving their skills in using technology and their skills in creating a e-learning class.

**2. Students' Satisfaction toward E-learning**

To answer the second research question, the researchers

To answer the second research question, the researcher used five dimensions to investigate the students' satisfaction with e-learning. Those dimensions are learner, instructor, course, design, and environment. To investigate the students' satisfaction toward e-learning, the researcher asked students' perceptions about their technology anxiety, lecturer's attitude toward e-learning, the flexibility and quality of the e-learning course, the e-learning usefulness, ease of use, and the last is the diversity in the assessment. The researcher explained the evidence from the finding scores and correlate it with theories in chapter II in more detail below.

<sup>23</sup> S. Guri-Rosenblit, "'Distance Education' and 'E-learning': Not the Same Thing". *Higher Education*. Vol. 49 No. 4, June 2005, 467-493.





Chu and Spires found that college students who took two or more courses that using technology were less nervous than those who took less than two courses using technology.<sup>28</sup> So, it would be easier for them to use technology since they have used it before enrolling in this course. They seemed to be familiar to run the features in the technology used. They might be nervous at the beginning of the course, but after using the technology several times, they get used to the technology and find it easy to operate it these days.

**b. Instructor**

<sup>28</sup> P. C. Chu, & E. E. Spire, "Validating the Computer Anxiety Scale: Effects of Cognitive Style and Computer Courses on Computer Anxiety". *Computers in Human Behavior*. Vol. 7 No. 1, 1991, 7-21.

Based on the students' perception, the lecturer's ability to teach using technology is beyond average and the lecturer can easily operate various technologies. Kilinc stated that the lecturer's skill in integrating the teaching and learning activity with technology indicates their positive attitude toward technology.<sup>31</sup> The lecturer's experience in using the e-learning method can also indicate that the lecturer has a positive attitude toward technology, especially e-learning. Teachers' experience with the use of the e-learning method has led to more positive attitudes towards e-learning.<sup>32</sup> The students believe that the lecturer's good skills are caused by their bunch of experience in teaching using the e-learning method.

The next aspect is about the technology used in the teaching and learning process during the online class. To explore the technology or digital media used by the lecturer, the researcher asked the students' perceptions about the technology or digital media used during the lesson delivery activity.

<sup>31</sup> E. Kilinc, S. Kilinc, M. Kaya, E. Başer, H. E. Türküresin, A. Kesten, "Teachers' Attitudes toward the Use of Technology in Social Studies Teaching". *Research in Social Sciences and Technology*. Vol. 1 No. 1, May 2016, 78-89.

<sup>32</sup> A. Alodail, "The Instructors' Attitudes toward the Use of E-Learning in Classroom in College of Education at Albaha University". *Turkish Online Journal of Educational Technology-TOJET*. Vol. 15 No. 1, January 2016, 126-135.

This learning mode is called the synchronous type that allows students to communicate interactively with the instructors and with each other through the internet at the same time using technologies such as video conferencing and chat rooms.<sup>34</sup> This form of media used not only beneficial to make the explanation simpler so the students can understand the explanation as in conventional class, but it can also enable the students and the lecturer to communicate interactively in the form of a discussion session or question and answer session.

In delivering the material, the lecturer also linked the material with a real-life problem. Theall stated that connecting the learning materials to real-life situations, makes the learning materials easier to understand.<sup>35</sup> The students believe that connecting the lesson with the real-life situation makes the lesson more understandable. Not only relating the material to a real-life situation, but the lecturer also provides some examples in the form of video, picture, and audio.

<sup>35</sup> M. Theall, *Related course material to a real-life situation* (Ohio: The Idea Centre, 2004).

The students acknowledged that they could deepen their understanding by the use of media.<sup>37</sup> So, after the lecturer explains the material using PowerPoint Presentation about the difference between Indonesian culture and other countries, the lecturer provides a video for the students as an example to make the description simpler and easier to understand. The lecturer also uploads some of the learning resources in the form of e-document in the e-learning platform. The e-document refers to information that is distributed in electronic form such as e-books, online periodicals, e-journal, animation, websites, photographs, graphics, Metadata, Microsoft Office Word processors, etc.<sup>38</sup> Usually, the learning resources in the form of a website link, it will lead students to the website page containing learning resources such as papers, journal articles, studies, etc.

These e-documents are usually in the format of a downloadable PDF. On the contrary, in this study, the researcher found that some students are battling with network access during the content delivering activity using a teleconference software application. To sum up, based on the evidence above, it can be concluded that the lecturer's attitude toward e-learning is positive.

<sup>37</sup> F. T. Leow, & M. Neo, "Interactive Multimedia Learning: Innovating Classroom Education in a Malaysian University". *Turkish Online Journal of Educational Technology-TÖJET*. Vol. 13 No. 2, January 2014, 99-10.

[illegible]

**c. Course**

As Sun et al reported, one of the many benefits of online education is its flexibility, in which learners can select the most effective methods of learning to meet their needs.<sup>40</sup> The students stated the flexibility of time and place is one of the advantages that they got from the e-learning class that enables them to access or join the class wherever and whenever they want.

<sup>40</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

There is also a specific activity that needs the students to join the class at a specific time like when the lecturer delivers material through video conference. Video conferencing refers to the technical, interactive, and digital system of delivering course content through one location where some or all students use technology to transmit audio and video signals between sites that physically present in other places.<sup>42</sup> However, they can do another activity during the e-learning class. Still, some students chose to focus and stay in front of their device and carefully listen to the lecturer's explanation. Another reason is the flexibility in accessing the learning material and learning resources. As stated by Guragain, e-learning provides easy access for students to get the materials that have been taught by the teacher whenever they need it.<sup>43</sup> The students can freely access the learning material and learning resources every time they need it because there is no time limitation.

The next aspect of the course dimension that can influence the students' satisfaction is the course's quality. The good quality of the e-learning class provides an interactive learning activity.

<sup>42</sup> I. Brade, "Videoconferencing in Learning and Teaching: A Literature Review" *Monash School of Rural Health*, (<http://webct.med.monash.edu.au/> accessed on December 30, 2020).

<sup>43</sup> N. Guragain, *E-learning Benefits and Application* (Finland: Helsinki Metropolia University of Applied Sciences, 2016).



Another important thing in teaching and learning by an online method is presenting and delivering the material. Based on Sun et al course material should be carefully planned and effectively presented.<sup>49</sup> In terms of making the teaching and learning process more efficient, the material should be understandable. By using PowerPoint Presentation, the course materials are clearly and understandably presented completely.

<sup>49</sup> A. Almosa, & A. Almubarak, "E-learning Foundations and Applications". *Riyadh: Future Education Library*. Vol. 2 No. 2, 2005, 57-77.



Based on Guragain, students will encourage in remembering the material for a long period by using video and audio that makes the teaching and learning process more interesting and effective.<sup>51</sup> In delivering material activity, digital media helps students recall the subject taught relatively in a long time. The lecturer also connected the material with a real-life problem to make the course materials understandable as it related to students' everyday life. Theall stated that linking the learning materials to a real-life situation makes the learning materials easier to understand.<sup>52</sup> The students believe that linking the material with a real-life situation makes the material more understandable.

<sup>50</sup> M. M. Priya, "PowerPoint use in teaching" *Semantic Scholar*, (<https://www.semanticscholar.org/> accessed on December 30, 2020).

<sup>52</sup> M. Theall, *Related course material to a real-life situation* (Ohio: The Idea Centre, 2004).

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### d. Design

This fourth dimension will discuss the design of the e-learning class. There are two aspects includes in this dimension such as e-learning usefulness and e-learning ease of use. The researcher found that the students perceived the usefulness of e-learning class based on the data from open-ended questionnaires. The usefulness itself involves the improvement that students can gain during the process of teaching and learning in the online class. According to the research finding, there are some improvements that the students achieve. The first improvement is related to the students' learning process. As stated by Wlodkowski that compare to the traditional method, learners learn more using computer-based instruction.<sup>54</sup> It means that e-learning allows the students to gain a lot of knowledge and information in its implementation. Marc asserts that e-learning increases knowledge and skills through the ease of access to a huge amount of information.<sup>55</sup> In this study, the students acquire new experience and new information during the online class.

<sup>55</sup> Marc J. Rosenberg, *E-learning Strategies for Delivering Knowledge in the Digital Age* (New York, NY: McGraw-Hill Companies, 2002), 5.



The next aspect is about the e-learning ease of use. According to the data from the open-ended questionnaires. The researcher found that the students perceived the ease of use of e-learning. The ease of use includes the ease of accessing or using the applications used in online courses like the course website containing course materials and learning resources. The students feel easy to access the information inside the platform used in an e-learning class based on the research finding. As stated by Sun et al that the more learners consider the usefulness and ease of use of media delivery courses, such as course websites and software file transfer, the more positive their e-learning attitudes are. As a result, it can enhance their learning experiences, satisfaction, and increase their potential chances of using e-learning.<sup>58</sup> The students' satisfaction can be obtained if the platform used in e-learning is easy to access. In this study, the e-learning platform is easy to use because it is familiar to them. Keller stated that using a common e-learning platform will help the students to access the platform easily.<sup>59</sup> The platform has been used in their previous class, and it is also frequently used by other lecturers.

<sup>59</sup> C. Keller, & L. Cernerud, "Students' Perceptions of E-learning in University Education". *Education. Journal of Educational Media*. Vol. 27 No. 1-2, July 2002. 56-67.

### e. Environment

The last dimension that will be discussed is the diversity assessment. The diversity in assessment is determined as a different evaluation method that the students experienced during the online class. In determining the diversity of assessment methods, the researcher asked the students' perceptions of the virtual class's various assessment methods. Based on the data from the open-ended questionnaires, the researcher found that the students perceived the various assessment methods used in this e-learning class. They do interest in the different assessments given by the lecturer. The various assessment successes decrease the students' boredom and create students' positive spirit during the teaching and learning process.

<sup>60</sup> Mehrdad Hamidi, *Art of Teaching* (Tehran: Ravan Publication, 2007).

Sun et al stated that varied evaluation methods motivate students to perform their maximum effort in different assessment methods to continue the activities in their e-learning class seriously.<sup>62</sup> Giving students various assessment methods will develop their creative thinking and improve their skills in using technology since the assignment is related to technology used. Bembenutty and White discovered that giving students assignments allows them to learn and potentially enhances their learning progress.<sup>63</sup> The learning progress in this context reflects on the students' development in thinking creatively and the students' improvement in using or operating technology due to the assignment given by the lecturer. In this class, the assignment is not only various but also interactive.

According to Siagian et al, an interactive learning activity is defined as integrating the teaching and learning process with information, communication, technology, or ICT.<sup>64</sup> The assignment asked the students to create something with aid from technology tools. As mentioned rationale above, the assessment method in this class is various.

<sup>62</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

<sup>64</sup> S. Siagian, P. N. J. M. Sinambela, & Y. Wau, "Development of an interactive e-learning model for an instructional design course". *World Trans. on Engng. and Technol. Educ.* Vol. 15 No. 3, 2017, 298-304.

The first assessment method is a group discussion session through a video conference. The discussion session is usually conducted after the lecturer explaining the material. The discussion session can also be in the form of asking the students to read an article about the topic taught. The lecturer asked the students to share their opinion or their idea regarding the topic. This is similar to the listen-read-discuss strategy. This strategy asked the students to listen to the lecturer's explanation about the material first, reading the page of the text related to the lesson, and then discussing the topic together.<sup>65</sup> Another discussion session is giving students a current issue or case related to the course topic and asks the students to give their opinion or idea about the issue or case.

The instructor offers a discussion issue that requires argumentation and elaboration for the students. Learners are expected to think beyond the textbook to explore this discussion subject.<sup>66</sup> The researcher found that this kind of assessment method usually for daily assignments. For the seminar session, the students are asked to join an international online seminar about culture. The seminar technique provides learners with good motivation and learning experience.<sup>67</sup> The lecturer gives the students a chance to join a seminar about a culture that presented by a native speaker.

<sup>60</sup> Karen Ngeow - Yoon San Kong, *Learning through Discussion: Designing Tasks for Critical Inquiry and Reflective Learning*, *ERIC Digest* (Bloomington: ERIC Clearinghouse on Reading English and Communication, 2003).

[illegible]

The next is about the presentation. The presentation is about the lesson topic and the presentation mostly in the form of video. In the process of collecting information for presentation, the students will experience discover a new thing. The students will find new knowledge, new vocabulary, and new technological concepts associated with the topics of their presentation.<sup>68</sup> The video presentation contained a slide of a PowerPoint Presentation, and the students should explain the topic orally. An easy computer-based presentation will use slides in which the presenters can design each slide with a set of pictures, audio, graphics, or highlighting. Presentation graphics programs such as Microsoft PowerPoint can be used to design presentation slides.<sup>69</sup> The students also experience presenting the lesson topic using a mind map. In various contexts, mapping has been used and has grown into a tool commonly used to represent the information and ideas of an individual or group about one specific subject.<sup>70</sup> The presentation activities usually in the form of group work.

<sup>70</sup> P. S. Meier, "Mind-mapping: A Tool for Eliciting and Representing Knowledge Held by Diverse Informants". *Social Research Update*. Vol. 5 No. 2, 2007, 1-4.





In this study, the researcher discovered two types of assessments implemented in intercultural communication and cultural awareness class. Those two types of assessments are formative assessment and summative assessment. The first type is formative assessment. Formative assessment is the lecturer's technique to obtain information that can be used to improve the teaching and learning process, to make it more efficient and more effective.<sup>78</sup> The formative assessment reflects on students' daily assignments, and it usually in the form of discussion and presentation sessions.

<sup>78</sup> Walter Dick et al., *The systematic design of instruction* (Boston: Pearson/Allyn and Bacon, 2005).



Giving students a project to create a poster or booklet can be used during the process of learning material and in the final lessons.<sup>84</sup> Another similarity is in the presentation project, after the students complete their research report and design a booklet, they should present the result in the form of a presentation. Bhat stated that the final presentation could be the recommendation for the lecturer who wants to assess the students' achievement at the end of the course.<sup>85</sup> The next similarity is on the video project. The students are asked to make a presentation video, which is required the students' skills in making and editing video. In his study, Ting discovered that the students were truly excited and enthusiastic about the video project of the English assignment in the final year. However, there are still some hesitations at first due to lack of experience or skills in making a movie.<sup>86</sup> The last project is doing mini research about the culture in a specific area in Indonesia.

<sup>86</sup> N. C. Ting, "Classroom video project: An investigation of students' perception". *Procedia-Social and Behavioral Sciences*. Vol. 90 No. 6, 2013, 441-448.



the diversity in assessment method.<sup>50</sup> The research found that the student doesn't have technology and the instructor's attitude toward e-learning is positive. The e-learning course is flexible and the quality is good. Students perceived the e-learning usefulness and learning easiness, and the assessment method used in this class is various.

<sup>90</sup> P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

## CONCLUSION AND SUGGESTION

According to the research findings and discussions, the researcher discovered that the English Language Education Department students had a positive attitude towards e-learning. They were satisfied with the e-learning course. The students' positive attitude and satisfaction suggest that the implementation of e-learning in one of the courses at the English Language Education Department was a success.

The students' attitude toward e-learning at the intercultural communication and cultural awareness course was positive. It can be reflected in the students' positive perception regarding three factors, such as the e-learning system's design, the e-learning ease of use, and the e-learning usefulness. The study results show that the students perceived a well-designed e-learning course that provided interactive teaching and learning activities. The students also perceived that the lecturer's e-learning platform is easy to use and that it is easy to find learning resources inside the e-learning platform. The students also perceived the usefulness of the e-learning course.

In this study, it is confirmed that the students were satisfied with the e-learning class. It can be shown from the students' positive perceptions about the five dimensions. Those dimensions are learner, instructor, course, design, and the last is various assessment methods used in the e-learning environment. Based on the research's findings and discussion, the students don't have technology anxiety. The lecturer also shows a positive attitude towards e-learning. The students as well perceived an excellent e-learning quality and flexibility.

## 1. For Lecturer

Based on the study result, some students were less experienced and unconfident with their skills in making a video as their assignment or project. The students feel that they don't have enough experience making a video and using software applications for editing video. For the lecturer who will give the students assignment or projects about making or editing videos, they can conduct mini-training for the students about videography. The purpose conducting mini-training about video-making is to make the students more skillful in using technology for making or editing a video.

## 2. For Students

The findings describe that some students were struggling with poor internet connection while attending the e-learning class. Students who want to attend their e-learning class can choose a place with a good signal network. For instance, if they live in a rural area with a minimal signal network, they can leave their home for a while and ride to the city center to have a better signal network. Another suggestion is that if the student's domicile is pretty far from the city center, they can buy a good internet provider that can be used in every condition of a place. It would probably be purchase a lot of costs, but the quality of the signal network will be better, and it can support the teaching and learning activity virtually.





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