STUDENTS' ATTITUDE AND SATISFACTION TOWARD E-LEARNING

AT ENGLISH LANGUAGE EDUCATION DEPARTMENT UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in Teaching English



By

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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 elearning. 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 elearning dan peningkatan yang dicapai siswa selama kelas e-learning ini. Terakhir adalah keragaman penilaian yang digunakan dalam kelas elearning. 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 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



CHAPTER I

INTRODUCTION

A. Background of the Study

Over the last decade, information, communication, and technology or ICT have become one of the issues that have been developing rapidly in the globalization era. It is becoming increasingly necessary for human beings to do many activities, such as helping people complete an online transaction, including purchasing and selling products over the internet called e-commerce. Several tasks may be carried out through electronic commerce or e-commerce, such as internet marketing, electronic funds transfer, and online transaction processing. It tends to be simpler and more effective to carry out certain activities related to selling and buying products. But it can also be risky because we cannot see the quality of the products. We can solve the problem by selling and buying products from a trustworthy company.

Another advantage of ICT is e-government, which offers access to government services and information through web-based internet applications to make services more effective. The purpose of e-government is to improve the quality of services and give citizens a chance to know how the government regulation process works.² In short, e-government is trying to provide citizens with transparent government services and information. Last but not least is the ease of access for educational purposes. It is beneficial for teachers and students to improve the quality of teaching and learning processes, particularly in English language teaching, because English is now a popular subject in the education field. People around the world are interested in studying English since it is called lingua franca, so people start using English to interact with each other that comes from some other country to make a partnership for business, education, and so on.

¹ Martin Kütz, Introduction to E-Commerce: Combining Business and Information Technology (London: Bookboon Online Ebook Publishing, 2016), 16.

² Z. Fang, "E-Government in Digital Era: Concept, Practice, and Development". *International Journal of the Computer, the Internet and Management.* Vol. 10 No. 2, 2002, 1-22.

Since it is necessary to learn English, it is a good idea to learn English effectively using ICT. Research conducted by Sophia Fithri Al-Munawwarah found that there were three advantages of using ICT in the English teaching and learning process. The first is helping the teacher create fun and enjoyable learning experiences in the classroom, the second is encouraging students to be independent learners, and the last is motivating students to learn English.³ Based on the above advantages of using ICT in English language teaching, the students will be more motivated and confident in learning English if there is support from ICT during the teaching and learning process. They can find a million learning resources on their own through the internet, and how teachers presenting materials using ICT software or application would also motivate them as they are uniquely presented.

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.⁴ 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.⁵ 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.

³ 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.

⁴ 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.

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

Today, e-learning has been widely adopted in higher education and has been commonly used in the education field. It is proven that today people are more capable of using technology and accept the revolution of advanced teaching and learning methods. Dahlstrom, Brooks, and Bichsel have found that 95% of higher education institutions in the United Kingdom have implemented the Learning Management System to assist their education programs, and 85% of Learning Management Systems have been used in many institutions. And about 99% of the institutions have a Learning Management System in place. The study showed that the use of e-learning in higher education institutions has been widespread and has become common in its implementation in the teaching and learning process.

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. 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.

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⁶ D. Al-Fraihat, M. Joy, R. Masa'deh, & J. Sinclair, "Evaluating E-learning Systems Success: An Empirical Study". *Computers in Human Behavior*. Vol. 102 No. 4, January 2020, 67-86.

⁷ 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.

⁸ G. Attwell, "Evaluating E-learning: A Guide to the Evaluation of E-learning". *Evaluate Europe Handbook Series*. Vol. 2 No. 2, 2006, 1610-0875.

One of the potential ways to evaluate the implementation of e-learning is already a success or not is by investigating student attitudes towards e-learning. It is in line with Phipps and Merisotis, who said that there are three general online learning success measurements. Those are students' attitudes towards distance learning or e-learning, student learning outcomes such as grades and learning achievements, and overall student satisfaction and acceptance of such a program.9 Phipps and Merisotis agreed that students' attitude is one of the key factors that can determine the success of e-learning in the university. In his research, Rhema et al also proved that the students 'positive attitude towards e-learning had built a successful e-learning course. 10 The study found that investigating student attitudes can determine the success of e-learning. The research also reported that only the positive attitude of students that can promote the success of e-learning. Positive attitudes are shown in the willingness of students to always engage in online learning or e-learning. As Chang's study found, recognizing students' perceptions and assumptions about e-learning is fruitful to help the instructor in designing a more effective course that encourages a successful e-learning program. Additionally, studying the essential factors that affect students' behavior towards e-learning may also useful in supporting a successful e-learning program.¹¹ Based on a previous statement, understanding the students' attitudes towards e-learning will help the instructor build successful e-learning program.

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.

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⁹ 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).

¹⁰ 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.

¹¹ 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.

The first factor is the usefulness of e-learning, which focuses on how e-learning can benefit students from the learning experience and how e-learning can improve students' learning experience to achieve a specific goal in the context of English language teaching. The next factor is ease of use. The previous study describes that e-learning ease of use depends on the way the students can easily access the e-learning platform. The last factor is the design of an e-learning course that enables the students to experience an interactive learning activity. By looking at the student perceptions of these three factors, the teacher or institution will see if the student's attitude towards e-learning is positive or negative.

The feasible way to evaluate the success of e-learning could also be not just investigating student attitudes, but also exploring student satisfaction toward e-learning. It is in line with Atwell's statement that student satisfaction is one of the main factors that can influence the success of e-learning.¹³ The theory argued that there is a main factor that can affect the success of e-learning, namely student satisfaction. It is clearly stated that student satisfaction will decide whether or not the implementation of e-learning has been a success. Additionally, Seddon and Kiew also found that the satisfaction of the e-learning user, which is students in this context, is the most essential and general measure of information systems success or e-learning Furthermore, computer-assisted language learning research suggests that the satisfaction of learners is one of the key determinants for the successful adoption of online learning or e-learning.¹⁵ Those theories agreed that students' satisfaction is playing an important role in determining the success of the e-learning implementation.

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¹² 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.

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

¹⁴ 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.

¹⁵ 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.

Thereafter it is about the factors that can influence the level of students' satisfaction toward e-learning. According to the theory developed by Sun et al, there is no doubt that five dimensions can affect student satisfaction with e-learning. The first dimension is about the course. It includes flexibility in time, space, and the quality of the course. The second element is the e-learning class design. The e-learning class design should be easy to access and provide advantages for students' learning progress. The next dimension is about the instructor's attitude toward e-learning. The following dimension is about the students' anxiety in using technology. The last aspect is the e-learning environment, which includes the various assessment methods that the instructor used during the process of teaching and learning. 16 Suppose the students perceived that the above aspects are conducted excellently during the e-learning process. Then, it can be said that the e-learning program was successfully implemented in an institution. From those previous studies, we can suggest that it is strongly recommended to evaluate student satisfaction to ensure that the e-learning course in an institution is implemented successfully or not.

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.¹⁷ 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.

¹⁶ P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful elearning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

¹⁷ 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).

Different from the previous studies, this research is focused on the implementation of e-learning in the English language teaching context. Allam and Elyas stated that e-learning had been implemented to promote the study of English as a foreign language / second language, based on the location or context. The e-learning program is adapted to the context of the English language teaching and the location in Indonesia. Moreover, Gibbs asserted that online learning phenomena are frequently context-specific. This means that e-learning can be applied to a particular context, or the users of e-learning can suit the e-learning program to their course needs and requirement.

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.

B. Research Question

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?

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 ¹⁸ 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.
 ¹⁹ 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.

C. Objectives of the Study

In this research, there are two objectives related to the research question, which are investigating students' attitudes and exploring students' satisfaction toward e-learning.

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

D. Significance of the Study

The result of this study is expected to give a contribution to the educational area, especially in English language teaching for college students. There are some significances from this research.

- For lecturer: The result of this research can be fruitful for the lecturer. This research provides the lecturer with insight into how satisfied students are with teaching and learning activities using the e-learning method. If students are satisfied with the program, the lecturer can improve the quality of the technology or materials taught in the online class. But if students are not satisfied with the program, the lecturer will be able to fix the problem and improve the quality of the program by the next time. Moreover, from the student's attitude, this study gives the lecturer a vision of the student's behavior towards e-learning. The result shows students' acceptance of the e-learning method used. If students show their preference for e-learning, it means that they have a positive attitude towards e-learning. On the contrary, if students refuse to use the e-learning method, it means that they have a negative attitude towards e-learning.
- 2. For institution: The result of this research can be useful as a recommendation for the institution to upgrade the e-learning program to become better for the next semester so that the students will not facing any problems or difficulties with the e-learning program. Because of this research, the institution may know about something related to the e-learning program, which can be repaired or improved, and consequently, the process of teaching and learning using technology becomes effective.

- Therefore, the quality of ICT facilities, also teaching and learning processes can be raised fitted with the needs.
- 3. For further research: The result of this study gives an illustration of students' attitudes and satisfaction toward e-learning for the English language education department. So, if there is a researcher that wants to do the same research, they can imagine how their research should be done, and they can suit it with their needs. This study also can be a reference for further research that has a similar topic to this study. The topic talks about students' attitudes and satisfaction toward e-learning or students' attitude and satisfaction toward blended learning. Also, they can explore more detail about students' attitudes and satisfaction toward a specific application that is used in e-learning. The last, hopefully, this study will help them to complete their research.

E. Scope and Limit of the Study

This research has focuses on two scopes, which are the students of the English language education department and the course that uses e-learning as the technique to explain the material. The limitation of this study is the students' perception of attitude and satisfaction toward e-learning.

- 1. The first scope is students of the English language education department at UIN Sunan Ampel Surabaya.
- 2. The second scope is the class that using e-learning as the main tool for teaching and learning activities, which is ICCA class or Intercultural Communication and Cultural Awareness class.
- 3. This study limits the students' perception of attitude and satisfaction toward e-learning in the English language education department.

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.²⁰ 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.²¹ 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.²² 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.

²¹ J. H. Wu, R. D. Tennyson, & T. L. Hsia, "A study of student satisfaction in a blended elearning system environment". *Computers and Education*. Vol. 55 No. 1, 2010, 155-164.
 ²² 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.

²⁰ 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.

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. 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.² 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.³ E-learning is different from the traditional teaching method because e-learning is more flexible in terms of time and space.

¹ M. Prensky, "Digital Natives, Digital Immigrants". On the Horizon. Vol. 9 No. 5, 2001,

² B. Márkus, "E-learning Experiences". *Geographia Technica*. Vol. 14 No. 2, 2011, 45-55.
³ *Ihid*

E-learning can also be defined as a self-organized method of teaching where users can design their preferred e-learning course system and conduct individual or collaborative learning based on their needs.

Meanwhile, Koper defined e-learning as the effort to facilitating and enhancing a process of teaching and learning using information and communication technologies (ICTs).4 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.⁵ 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.⁶ 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.⁷ 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.

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⁴ 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.

⁵ H. D. Surjono, *Pengantar e-learning dan penyiapan materi pembelajaran* (Jogjakarta: Pusat Komputer Universitas Negri Jogjakarta, 2009).

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

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

Of course, it is markedly beneficial for the students as well as the institution.⁸ Other advantages are stressed by Marc, who said that e-learning allows students' self-pacing, which they can control their pace and speed in the process of learning, whether at a slow pace or quick pace. As a result, it will decrease their stress and enhancing students' satisfaction.⁹ Likewise, students will encourage remembering the material for a long period by using video and audio that makes the teaching and learning process more interesting. In the same way, e-learning also provides easy access for students to get the materials that have been taught by the teacher whenever they need it.¹⁰ In a word, it can be said that e-learning is an effective way of teaching and learning which gives more benefits rather than traditional methods, especially for higher education levels. In like manner, e-learning also provides the flexibility of time and place for teachers and students related to the process of delivering material and downloading the material so that the students can reread the material whenever they want if they do not understand yet.

The use of electronic media in explaining the material makes learning activity become more interesting and helps the students to remember the lesson well. As a result, it can increase students' satisfaction and decrease students' stress. Important to realize, in this context e-learning is specifically beneficial for English language teaching. Soong proved in her research about the use of the e-learning program for learning English. She reported that the students are feeling helped in learning English by studying through e-learning programs. The theory claimed that learners feel more helped by the use of the e-learning method during the teaching and learning process.

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⁸ J. Smedley, "Modelling the impact of knowledge management using technology". *OR Insight*. Vol. 23 No. 4, 2010, 233-250.

⁹ Marc J. Rosenberg, *E-learning Strategies for Delivering Knowledge in the Digital Age* (New York, NY: McGraw-Hill Companies, 2002), 5.

N. Guragain, E-learning Benefits and Application (Finland: Helsinki Metropolia University of Applied Sciences, 2016).

¹¹ 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.

Yang and Chen also added that e-learning could become a resource for learners to acquire the four major English language skills, which are writing, reading, listening, and speaking. 12 For example, another study that conducted by Yang and Chen who agreed that e-learning could help the students develop their speaking skills using a various application from e-learning program by communicating with other students from another country that has a different language. 13 In brief, e-learning is a helpful program for language students to develop their four skills, such as writing, reading, listening, and speaking. It is also a fruitful aid and source for students to develop their communication skills as the main purpose of learning English.

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. He 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.

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¹² I. J. Shuchi, & A. B. M Islam, "Teachers' and Students' Attitudes towards L1 Use in EFL Classrooms in the Contexts of Bangladesh and Saudi Arabia". *English Language Teaching*. Vol. 9 No. 12, 2016, 62-73.

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

¹⁴ 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.

In the second place, the lecturer will difficult to control the students' activities.¹⁵ As an illustration, the lecturer will give the students assignment to check the students' understanding of the material. Certainly, the students will do it online consequently lecturer may not know how the students finish their assignment. Since the lecturer cannot control all of the students' activities in detail, students might do bad behavior like cheating and doing a copy-paste to finish their assignment.

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. 16 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 enhance and develop the 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.

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

¹⁶ Wu. Weimin, Initial Analysis of lots of Information in Network Study (China: China Educational Technology, 2001).

2. Definition of Attitude

It is clear that there are a million works of literature defined attitude differently. Those definitions are suited to the context that the researcher needs. In general, attitude can be defined as a person's point of view as a result of his / her experience towards a situation, objects, or people. Moreover, this will lead them to respond either positively or negatively or based on their preference or psychological orientation. ¹⁷ A positive or negative attitude derives from someone's opinion as a consequence of experiencing something like a situation, an object, or a person. Additionally, Mensah also said that the way someone act, behaves and think is also the concept of attitude works. 18 To sum up, an attitude is a way individuals act as the consequence of experiencing a situation, object, or people around them. Since this research is focused on the education field, it is important to realize that there should be an explanation about attitude in the context of education.

Since talking about the education field is too broad to be discussed, the researcher will specify the subject that related to this study which is e-learning, absolutely in English language teaching. To point out, Peng, Tsai, Chen, and Yeh defined students' attitudes as a students' impression of joining in e-learning activities using a computer or mobile phone. Based on the theory before, students' attitude toward e-learning is the students' feeling after experiencing or participating in an e-learning program using a mobile phone or computers. The first thing to remember, knowing students' attitudes toward e-learning program is important.

¹⁷ A. C. Langat, Thesis: "Students' Attitudes and Their Effects on Learning and Achievement in Mathematics: A Case Study of Public Secondary Schools in Kiambu County, Kenya" (Nairobi: Kenyatta University, 2015).

¹⁸ J. Mensah, M. Okyere, & A. Kuranchie, "Student Attitude towards Mathematics and Performance: Does the Teacher Attitude Matter?". *Journal of Education and Practice*. Vol. 3 No. 3, 2013, 132-139.

¹⁹ C. C. Liu, C. C. Tsai, "An Analysis of Peer Interaction Patterns as Discoursed by Online Small Group Problem-solving Activity". *Computers and Education*. Vol. 50 No. 3, April 2008, 627-639.

As Peng, Tsai, and Wu discovered in their study, which revealed that attitude and self-efficacy can impact students' performance, motivation, and interest in the internet-based environment or e-learning.²⁰ It is clearly stated that knowing the students' attitude is beneficial because it can have an impact on students' learning performance that can influence their achievement. Students' attitudes can also affect the students' motivation and the students' interest in learning in an internet-based environment. Another key point to measure the success of an e-learning program is to know the students' attitudes and assumptions towards e-learning. It is also can help the teacher in designing an effective course so that the students will easily reach their goals in the process of learning.²¹ By looking at the student's attitude, the teacher can create a more effective course that can help students achieve their learning goals.

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.

²⁰ 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.

²¹ 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.

On the other hand, if the attitude is negative, it will not motivate them and it will affect their performance in the process of learning.

Equally important, after knowing the students' attitude, the teacher should decide whether the attitude is positive or negative. So, the teacher may take steps to increase the quality of the e-learning course. Additionally, if the e-learning program is fitted with the students' characteristics and the students' needs, it can influence the students' attitudes to become positive.²² Based on this theory, the factor that can have a positive impact on the students' attitude is the design of the e-learning class that meets the students' needs and fits the students' characteristics. On the other hand, another study found other factors that could influence students' attitudes toward e-learning. According to Jovic et al., three factors can influence students' positive attitudes, such as the design of e-learning, ease of use, and usefulness.²³ The first factor is the design of e-learning. A well-designed e-learning system provides an interactive learning activity. A significant number of authors agree that an important element for learning success is an interactive instructional design.²⁴ This theory asserts that one of the factors which can determine the learning success is interactive instructional design. According to Siagian et al., an interactive learning activity is defined as teaching and integrating the learning process with information, communication, and technology or ICT.²⁵ So, any activities during the e-learning class that combined with the use of ICT can be called interactive e-learning.

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²² 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.

²³ 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.

²⁴ K. S. Hong, K. W. Lai, & D. Holton, "Students' Satisfaction and Perceived Learning with A Web-based Course". *Educational Technology & Society*. Vol. 6 No. 1, 2003, 116-124.

²⁵ 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.

An interactive experience in e-learning can be formed in the use of interesting graphics, animation, or linked the material with a real-life situation to capture the students' attention and focus on understanding the material taught.²⁶ Interactive e-learning not only integrates teaching and learning activities with ICT but also provides teaching materials that are linked to a real-life situation. The aim of linking the material to the real-life scenario is to make it easier for students to understand the subject taught.

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.²⁷ 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.²⁸ This typically can be done by a good interface, with multiple ways of accessing a certain feature of a device or platform.²⁹ A good interface gives the students easiness in accessing the platform because they can find information from the platform easily.

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J. Keller, & K. Suzuki, "Learner Motivation and E-learning Design: A Multinationally Validated Process". *Journal of Educational Media*. Vol. 29 No. 3, October 2004, 229-239.
 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.

²⁸ J. B. Arbaugh, "Managing the Online Classroom: A Study of Technological and Behavioural Characteristics of Web-based MBA Courses". *The Journal of High Technology Management Research*. Vol. 13 No. 2, September 2002, 203-223.

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

A well-arranged layout and sequence of features in an e-learning platform ease the students to find the information easily.³⁰ As a result, they will be more focused on learning the course material instead of wasting their precious time learning the platform that hard to be accessed.

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.³¹ 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.³² Not only that Felix also found that inadequate interaction between students and teachers can also cause students' negative attitudes toward e-learning.³³ Those

³⁰ Mehrdad Hamidi, Art of Teaching (Tehran: Ravan Publication, 2007).

³¹ 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.

³² 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.

³³ U. Felix, "A Multivariate Analysis of Students' Experience in Web-based Learning". Australian Journal of Educational Technology. Vol. 17 No. 1, December 2001, 21-36.

statements conveyed an inadequate interaction between students and teachers probably can impact the students' understanding of the material taught. It is because the teacher is rarely coming to the class. As a result, the explanation of the material is less, and it can make the students do not understand the material taught easily. That's why the students might have a negative attitude because of inadequate interaction between students and teachers. In summary, to gain success in e-learning implementation, the instructor needs to know the attitude of students toward the e-learning program because it is beneficial in improving the quality of the technology or the content of material that has been learned by students in the class. If the attitude is positive, the teacher can improve the e-learning program so that the quality of the e-learning program will be increase. If the attitude is negative, the teacher can seek and solve the problem in the hope that the e-learning program can works effectively in the future.

3. Definition of Satisfaction

The change of era gives a big impact on the development of the way people think. It also affects the expertise in defined any objects. Much expertise had agreed that satisfaction is an individual condition of happiness that might be happened if someone had fulfilled their goals in something which they expected.³⁴ Locke also asserted that satisfaction is a psychological reaction or feeling regarding an object.³⁵ To clarify, in general satisfaction was a pleasurable emotional reaction of a person who can fulfill their aims toward something that they wanted.

³⁴ R. L. Oliver, R. T, Rust, & S. Varki, "Customer delight: foundations, findings, and managerial insight". *Journal of Retailing*. Vol. 73 No. 3, 1997, 311-336.

³⁵ E. A. Locke, "The Nature and Causes of Job Satisfaction". *Handbook of Industrial and Organisational Psychology*. Vol. 1 No. 1, January 1976, 1297-1349.

Similarly, in an educational context satisfaction is the insight of pleasure and achievement in the process of learning.³⁶ As well as Wu et al. discover in their research who claimed that students' satisfaction touches on expectations, attitudes, and perceptions regarding a particular mode of learning.³⁷ Certainly, the methodology of learning in this research is referring to the e-learning program. To repeat, learners' satisfaction is the perception of enjoyment in achieving something in the process of participating specific mode of learning that is an e-learning program.

Coincidently, 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.³⁸ Comac stated that the higher level of students' satisfaction toward the online course. The more it can enhance the process of teaching and learning.³⁹ 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. 40 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.

³⁶ J. C. Sweeney, & D. Ingram, "A Comparison of Traditional and Web-Based Tutorials in Marketing Education: An Exploratory Study". *Journal of Marketing Education*. Vol. 23 No. 1, 2001, 55-62.

³⁷ 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.

³⁸ G. Attwell, "Evaluating E-learning: A Guide to the Evaluation of E-learning". *Evaluate Europe Handbook Series*. Vol. 2 No. 2, 2006, 1610-0875.

³⁹ 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.

⁴⁰ 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.

In short, one of the essential factors that can raise the success in the implementation of the e-learning program is by knowing the students' satisfaction. By looking at the students' satisfaction, the lecturer can improve the quality of e-learning. It is lucid that students' satisfaction becomes one of the determining factors in gaining the success of the implementation of the e-learning program.

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.⁴¹ 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. 42 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.⁴³ Lecturer capability in teaching using technology and teaching with various e-learning methods in delivering material also can be the predictors of students' satisfaction.

⁴¹ P. C. Sun, R. J. Tsai, G. Finger, Y. Y. Chen, D. Yeh, "What drives successful elearning? An empirical investigation of the critical factors influencing learner satisfaction". *Computers and Education*. Vol. 50 No. 4, 2008, 1138-1202.

⁴² 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.

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

The following dimension is about the course flexibility and course quality. The course flexibility refers to the flexibility of time and place that the students can get from the online class. The flexibility of time, place, and methods in e-learning will promote the participation and satisfaction of e-learning learners.⁴⁴ The more flexible course can ease the students to balance their activities that related to their e-learning courses. Those activities are in the form of working on their assignment to other e-learning classes or other activities that they would like to do that related to their job or family.⁴⁵ Then, good quality of the course is the course that allows the students to experience interactive learning activities like having a discussion session or using various multimedia in delivering the materials.⁴⁶ A flexible course and a good course quality encourage the students' satisfaction toward e-learning.

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.⁴⁷ 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.⁴⁸ To clarify, the product mentioned in theory is an e-learning class, the

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⁴⁴ J. B. Arbaugh, "Managing the Online Classroom: A Study of Technological and Behavioural Characteristics of Web-based MBA Courses". *The Journal of High Technology Management Research*. Vol. 13 No. 2, September 2002, 203-223.

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

⁴⁶ 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.

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

⁴⁸ 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.

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.

Meanwhile, for e-learning ease of use, it refers to easiness in accessing the course website or e-learning platform and the easiness of understanding the material taught during the online class. An easy e-learning platform is a platform that has a good interface. A good interface gives the students easiness in accessing the platform because they can find information from the platform easily. A well-arranged layout and sequence of features in an e-learning platform ease the students to find the information easily. 49 As a result, they will be more focused on learning the course material instead of wasting their precious time learning the platform that hard to be accessed. The theory asserts that the more students perceived the e-learning usefulness and ease of use, the more it can improve their learning experience and satisfaction.⁵⁰ Student satisfaction can be achieved if students gain the advantages of e-learning and if students feel the ease of using e-learning as a teaching method.

The last dimension is about the diversity in the assessment method used in the e-learning environment. Various assessment methods allow the instructor to assess the students' activities or learning process effectively. The assessment will be more focused on the specific skills that the instructor wants to assess. Consequently, the students will achieve better performance from the feedback given by the instructor. The various assessment successes decrease the students' boredom and create students' positive spirit during the teaching and learning process.

⁴⁹ Mehrdad Hamidi, Art of Teaching (Tehran: Ravan Publication, 2007).

⁵⁰ J. B. Arbaugh, "Managing the Online Classroom: A Study of Technological and Behavioural Characteristics of Web-based MBA Courses". *The Journal of High Technology Management Research*. Vol. 13 No. 2, September 2002, 203-223.

⁵¹ V. A. Thurmond, K. Wambach, H. R. Connors, B. B. Frey, "Evaluation of student satisfaction: Determining the impact of a web-based environment by controlling for student characteristics". *The American journal of distance education*. Vol. 16 No. 3, 2002, 169-190.

Because routinized and monotonous classroom activities lead some students to show inappropriate behaviour, cut class, academically disengage, and even drop out.⁵² The various assessment methods also motivate the students to be more enthusiasts in doing the assignment because they experience different assessments during the virtual class. Sun et al. stated that varied methods of evaluation motivate students to perform their maximum effort in different assessment methods to continue the activities in their e-learning class seriously.⁵³ Giving students various methods of assessment will boost their enthusiasm for doing the project, and they will give their best effort to finish their assignment. If the students having a good perception of those dimensions, it is confirmed that they are satisfied with the e-learning course.

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.⁵⁴ 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.

⁵² R. Mora, "" School Is So Boring": High-Stakes Testing and Boredom at an Urban Middle School". Penn GSE Perspectives on Urban Education. Vol. 9 No. 1, 2011, 1.

⁵³ 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.

⁵⁴ 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.

Choy et al. also opined in their research about the aspect that can influence students' dissatisfaction, they found several aspects which is slow feedback from the teacher, less interaction between students and teacher also the e-learning facilities that stop working.⁵⁵ The aspect that the researcher wants to underline is the e-learning facilities that stop working. This is a big problem because the important thing in the e-learning course is the technology itself.

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.

⁵⁵ 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.

The feedback should be given as fast as the lecturer can so that the students can fix what should be fixed regarding their work quickly. Thereupon, their learning progress will improve quickly, and they can continue to the next lesson. The feedback should be given adequately, not too short and not too long. The feedback should clear and strict to the point. Those are the aspects that can influence the students' satisfaction become negative.

In brief, as has been noted before, to attain a successful implementation of the e-learning program, 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.

4. Information, Communication, and Technology Used in ELT

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.

There was a lot of technology development that could help improve the education field to become more advanced. One of the significant innovations from technology for education is called e-learning, which referred to any teaching and learning activities that operated electronically.⁵⁶ Today, there are many educational institutions trusting e-learning to facilitate teaching and learning activities at the school level until the higher academic level.

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.⁵⁷ 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.

⁵⁶ M. M. Abbad, D. Morris, & C. De Nahlik, "Looking Under the Bonnet: Factors Affecting Student Adoption of E-learning Systems in Jordan". *International Review of Research in Open and Distributed Learning*. Vol. 10 No. 2, April 2009, 596.

⁵⁷ I. Mutambik, "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.

Nomass clarified, in her research, which found that facilitating students to practice their reading skills using electronic tools was effective in improving their reading skills. Students can use various devices such as multimedia software, mobile phones, or computers to browse the internet. install computer programs for a reading activity, read newspapers/books on the internet, and use electronic dictionaries and gloss.⁵⁸ As an example, if the students wanted to practice their reading skills. They can open their internet browser and search for reading material that they need or install a reading program on their mobile phone or computer. For example, those reading programs are 'Reading Trainer,' which can help the learners to improve their reading speed and ability.⁵⁹ Also, 'See Read Say', that can help the young learners more familiar with the word used frequently in daily life. 60 In terms of helping students improve their reading skills, the use of technology in English language teaching could them improve their vocabulary also help development.⁶¹ Exercising reading skills through e-learning is successfully raising student motivation, as the program provides a range of features that can be suited to students' needs, such as audio or image animation.

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.

⁵⁸ B. B. Nomass, "The Impact of Using Technology in Teaching English as a Second Language". *English language and literature studies*. Vol. 3 No. 1, 2013, 111.

⁵⁹ 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)

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

⁶¹ L.T. Muharlisiani, N. Kurniasih, L. Istiqomah, R. Safriyani, 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

In the same manner, ICT has helped and encouraged student writing skills and motivated students to write. E2 Students tend to be motivated in writing because of several reasons. One of the reasons is that writing through online application brings its pleasure. For instance, students can do some editing while writing a text in a Wiki program. The editing activity that can be done in the Wiki program was excessively various such as change the colors of a letter, make an underline, do the italics, change the font size, and even control the spelling and grammar errors which facilitated by the program. Some other electronic tool widely used in teaching and learning activities, especially for enhancing the students' writing skills, is a blog. The key point of writing through e-learning was that the students felt more relaxed and reduced anxiety because they found it fun.

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. 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.

⁶² 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.

⁶³ B. B. Nomass, "The Impact of Using Technology in Teaching English as a Second Language". English language and literature studies. Vol. 3 No. 1, 2013, 111.

⁶⁴ 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.

⁶⁵ F. Lazuwardiyyah, S.U. Khasanah, & R. Safriyani, "Instagram and Students' Creativity in Writing: A Students Voice". *In Proceeding International Conference on Islamic Education (ICIED)*. Vol. 4 No. 1, December 2019, 1-6.

The inference that the researcher can draw from both statements above is about how students learn language skills with electronic tools, which can be said as e-learning. As explained before, e-learning improved and motivated students to learn a language at the same time. When e-learning can encourage them to study, it will surely help them attain success in learning a language. As a result, they will be more fluent in speaking, mastered a lot of vocabulary, understand a reading material quickly, get easy on constructing the idea, and write it down in their paper.

It is also necessary to realize the use of electronic resources that the students used in the learning language process. In reality, the students freely choose the application or the software that suits their learning purpose. Still, to choose the right application, they should ask the person who has more experience in e-learning activities. The person is their instructor or lecturer. To emphasize, students need teachers' recommendations and suggestions to keep them learning properly. This is supported by Lai, Yeung, and Hu in their research. They argued that students must learn from their teacher and understand the teacher's explanation about the authentic material.⁶⁶ They believed that it would help the students understand the authentic materials and improve their English language skills if the teacher is doing so. In summary, the use of information, communication, and technology in English language teaching is necessary. There are so many benefits of ICT used for the success of English language teaching.

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⁶⁶ C. Lai, Y. Yeung, J. Hu, "University Student and Teacher Perceptions of Teacher Roles in Promoting Autonomous Language Learning with Technology Outside the Classroom". Computer Assisted Language Learning. Vol. 29 No. 4, March 2015, 703-723.

The research from Ahmadi and Reza recommends that students enhance their language skills by using ICT devices because it can develop students' creativity and enable them to get exciting, interesting, and enjoyable environments in English language learning. The study asserted that it is beneficial for students to learn English through technology because technology can boost their motivation to learn language skills. Technology also provided various exciting features that made students more confident and enjoyed teaching and learning English. Therefore, their language skills improved. Again, it is proved that ICT used in English language teaching also has an essential role in enhancing and motivating students to learn a language.

5. The Role of Satisfaction and Attitude towards Students' Achievement in ELT Using E-learning

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. 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.

⁶⁷ M. R. Ahmadi, "The Use of Technology in English Language Learning: A Literature Review". *International Journal of Research in English Education*. Vol. 3 No. 2, June 2018, 115-125.

⁶⁸ 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.

Must be remembered, one of the things that could be a factor for the success of teaching and learning English using e-learning is the students' achievement. It means that the students can achieve better in the learning process through the use of technology. This is corresponding to the statement by Kenning who analogized English as a "killer" language that only can be beaten by communication, information, and technology as a sophisticated weapon.⁶⁹ Therefore, it is believed that to improved students' English language skills, it will be better for them to use technology specifically elearning rather than using a traditional method. Thus, gaining students' positive achievements in learning English will be easier as ABC.

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. 70 Aung and Ye also agree that there is a positive relationship between students' level of satisfaction and students' achievement in higher education.⁷¹ 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.

⁶⁹ Marie Madeleine Kenning, *ICT and Language Learning from Print to the Mobile Phone* (New York: Palgrave Macmillan, Springer, 2007).

⁷⁰ 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.

⁷¹ J. S. Aung, & Y. Ye, "The Relationship between the Levels of Students' Satisfaction and Their Achievement at Kant Kaw Education Centre in Myanmar". *Scholar: Human Sciences*. Vol. 8 No. 1, June 2016, 38.

Over and above that, students' satisfaction gained from various factors. One of the factors is about the facilities that the students use in the process of learning English through elearning. It is compatible with Hoque et al. opinion about the factor that can impact students' satisfaction. The factor is regarding the physical environment and facilities that can excite students' first impressions.⁷² If we talk about elearning, the essential thing that should be having more attention is the facilities used. The facilities refer to the devices, the program application software, and internet connection that support the e-learning activities, if the facilities work in good condition, it can help the students to improve their language skills. Resultantly they will gain a positive achievement. On the contrary, the students will dissatisfy if the facilities are damaged so it will hinder the students from improving their language skills consequently gained a positive achievement will be hard for them.

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. The students' attitude also asserted that besides beliefs and opinion, students' attitudes also gave a great impact on students' performance and students' behavior in learning English. 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. The evidence showed that

⁷² K. E. Hoque, A. Z. A. Razak, A. J. Othman, P. K. Mishra, & R. S. A. Samad, "Quality Services as Perceived by Students of International and Public Schools". *Life Science Journal*. Vol. 10 No. 12, 2013, 74-78.

⁷³ D. O. Fakeye, "Students' Variables as Correlates of Academic Achievement in English as A Second Language in Nigeria". *Journal of Social Sciences*. Vol. 22 No. 3, March 2010, 205-211.

⁷⁴ A. Kara, "The Effect of a 'Learning Theories' Unit on Students' Attitudes toward Learning". *Australian Journal of Teacher Education*. Vol. 34 No. 3, 2009, 5.

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.

students' attitude had a major role in the students learning process, students' behavior, and students' performance that can impact students' achievement. Students' attitudes can be divided into two types, the first one is students' positive attitude and the second one is students' negative attitude. In this case, to attain a positive achievement, students need to build a positive attitude in the process of learning, particularly in learning English with or without the aid of technology.

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. 76 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.

⁷⁶ A. I. Prastiwi, "The Role of Students' Attitude towards EFL Learning Processes in Their Achievements". *English Language Teaching Journal*. Vol. 7 No. 4, 2018, 265-274.

The one that can help the students to achieve better in the process of learning is the students' positive attitude. Again, both students' satisfaction and students' attitude have an essential role in influence the students' achievement in learning.

B. Review of the Previous Studies

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. To f 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.

⁷⁷ C. E. Indriyani, P. C. Kusuma, & V. M. N. Hadisantosa, "Students' Attitudes Toward The Online Learning Program: A Case Study of National Certification Program". *Unika Soegijapranata, Semarang.* Vol. 18 No. 1, 2018, 1-19.

The next previous study is about the students' and instructors' attitudes towards e-learning in the context of college education compiled by Alabdulaziz et al. The study indicates that the students and instructor had a positive attitude toward the use of e-learning program on campus. 78 For the instructor, they agree about the concept of e-learning for delivering material and expect that in the future, they will use the e-learning program again to teach another subject. Because they believed that teaching in the e-learning environment was helpful and fruitful, also they said that they enjoy teaching using technological tools like computers. The students then find that the e-learning program is interesting because it provides electronic multimedia like colorful pictures, animations, clear audios, and playful videos that were used to help them understand the material easily. Additionally, students also opined that e-learning is the most effective method of learning. The students hope that learning through an e-learning program will help them to reach their learning goals easily.

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. 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.

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⁷⁸ F. Alabdullaziz, M. M. Alanazy, S. Alyahya, & J. E. Gall, "Instructors' and Learners' Attitudes Toward e-learning within a College of Education". *AECT's Annual Convention Proceedings*. Vol. 1 No. 2, 2011, 37.

⁷⁹ 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.

Another strategy to promote students' positive attitude is to enable the students to use the internet more in their education and their communication purposes with their teacher or friends.

The next previous study is about students' satisfaction, but in this study, the researcher tried to determine the factors influenced by the students' satisfaction toward the use of Learning Management System or LMS in the e-learning program. The result depicted, at least three elements could affect the students' satisfaction during the process of teaching and learning using LMS. Those elements were the quality of services, the easiness of technology used, and the quality of information but the quality of service is the major factor that affects the students' satisfaction. The information quality includes information about the course material and the lesson taught by the instructor. The course material is given to the students adequately and meets the students' needs also the way the instructor taught the lesson was clear and the term that they use in explaining the lesson was understandable.

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).

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⁸⁰ J. Ohliati, & B. S. Abbas, "Measuring Students' Satisfaction in Using the Learning Management System". *International Journal of Emerging Technologies in Learning (iJET)*. Vol. 14 No. 4, 2019, 180-189.

The research has shown that students were highly satisfied with the e-learning program offered by the university.⁸¹ The researcher possessed eight elements involved in the questionnaire to explore the students' satisfaction toward e-learning. Those elements were assessment, course content and organization, instructor, learning environment and teaching methods, learning resources, quality of delivery, student contribution, and tutorials. It has revealed that e-learning has a great deal to increase the growth of higher education in Pakistan, where higher education institutions' capacity is limited.

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. Recause 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.

⁸¹ Muhammad Zaheer et.al., *E-learning and student satisfaction* (Kuala Lumpur, Malaysia: In Proceedings of the 29th Annual Conference of the Asian Association of Open Universities-New frontiers in ODL, 2015), 275-285.

⁸² 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), 157-17.

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.

CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

To investigate the question of how the students' attitudes were and how satisfied they are with e-learning, the researcher used a qualitative research method as the methodology for doing this research. Since the study aims to gain a deeper understanding the participants' attitudes and satisfaction with the implementation of the e-learning program, it would be appropriate for the researcher to use the qualitative research method. It is in line with McMillan and Schumacher, who have argued that to compose a fact based on the participant's point of view; the researcher should use a qualitative method to seek a meaningful perspective on the object being studied.1 Arora and Stoner also claim that qualitative research methodology is the best option for a researcher who wants to collect more detailed and richer information on events, problems, or cases.² Since this research aims to obtain deeper and more detailed information from the participants' point of view about attitude and satisfaction toward e-learning, this research used a qualitative method.

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.

¹ James H McMillan – Sally Schumancher, Research in Education: Evidence-Based Inquiry, 7th Edition (London: Pearson, 2010), 528.

² 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.

B. Research Location

This study was designed to investigate students 'attitudes and satisfaction with e-learning at the college level. To collect the data, the researcher researched one of the universities in Surabaya namely Universitas Islam Negeri Sunan Ampel, specifically in the English language education department major that uses e-learning in teaching and learning. The consideration of choosing the English major as the location of this research reflects on the fact that this major has adopted an e-learning system in the teaching and learning process. As we know, e-learning is an enhanced teaching and learning process, which is facilitated by information and communication technologies (ICTs).³ Technology-based e-learning involves using the internet and other essential technologies to create learning materials, teach learners, and even manage courses in an institution.⁴ Some previous studies have argued that e-learning relies on computers and networks but that e-learning is likely to advance in systems with a range of platforms, such as wireless and satellite, and technology such as mobile phones.⁵ E-learning is an improved teaching method that uses the internet as a principal aid to help the user conduct the teaching and learning activities facilitated by computers or mobile phones.

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.⁶ 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.

³ 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

⁴ K. Fry, "E-learning Markets and Providers: Some Issues and Prospects". *Education + Training*. Vol. 43 No. 4/5, June 2001, 233-239.

⁵ T. L. Wentling, C. Waight, J. Gallagher, J. La Fleur, C. Wang, A. Kanfer, "E-learning – a review of the literature". *Knowledge and Learning Systems Group NCSA*. Vol. 9 No. 7, 2000, 1-73.

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

C. Data and Source of Data

1. Data

The data of this research were the students' attitudes and satisfaction toward e-learning in the ICCA class. The first data was the information from the questionnaire about students' attitudes toward e-learning. The second data was also the information from the questionnaire for how the students' satisfaction toward e-learning. Both data were collected through questionnaires as the questionnaire is for deciding the students' attitude if it is positive or negative and the other questionnaire is for investigating the students' satisfaction with the e-learning program in the ICCA class.

2. Source of Data

The source of data collected from the participants by giving an open-ended questionnaire to one of the ICCA classes, especially at 'A' class, which consists of 25 students in the English Language Education Department as the way the researcher collected the data. The aim of distributing the open-ended questionnaires was to gather in-depth data on the students' attitudes and satisfaction towards e-learning and help the evidence so that the researcher got richer information. Of course, the researcher made a questionnaire that appropriates the topics about attitude and satisfaction toward e-learning. The questionnaire is developed by the researcher with the lecturer's side. It is based on the previous study that talked about the attitudes and satisfaction of the students towards e-learning.

D. Data Collection Technique

The researcher used an online questionnaire to collect the data. The questionnaire used in this research is open-ended questionnaire that purposed to investigate the students' attitude and satisfaction with e-learning.

Since this research needed rich, meaningful, and detailed information on the topic, the researcher decided to use the open-ended questionnaire where the participants can freely answer the question of this open-ended questionnaire using their word. Participants in this research were allowed to share their interpretations, perceptions, perspectives, and understandings of the research subject. As this research needed detailed information about the subject, the most appropriate questionnaire for this qualitative research is an open-ended questionnaire that the researcher employed.

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.

E. Research Instrument

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.

⁷ J. D. Brown, *Open-response Items in Questionnaires. Qualitative Research in Applied Linguistics.* (London: Palgrave Macmillan, 2009) 200-219.

⁸ 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.⁹ 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. 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. After collecting the data from questionnaires, the researcher read all the answers from the participants.

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

⁹ 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.

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

The purpose of reading the answers from the questionnaires is to select the basic data which are the data that answer the question from the questionnaire. If the students' answers were out of the topic, they cannot be called the basics of the data because they cannot answer the question. The researcher focused on the essential of the data related to the research context, which are the students' attitude and the students' satisfaction. This type of data was summarized in several themes or categories following the responses of the participants. Even though the researcher stated that only focusing on the essential data or the relevant data, the researcher still kept the un-important data or the whole data just in case if it is needed to complete some of the evidence or findings.

2. Data Display

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. The data were presented in a graphic design format that can provide detailed textual information clearly and efficiently. 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. In this stage, the researcher displayed the data in a table design to deliver the information efficiently and interestingly.

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¹² E. W. Eisner, "The Promise and Perils of Alternative Forms of Data Representation". *Educational Researcher*. Vol. 26 No. 6, August 1997, 4-10.

¹³ S. Verdinelli, & N. I. Scagnoli, "Data display in qualitative research". *International Journal of Qualitative Methods*. Vol 12 No. 1, 2013, 359-381.

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

3. Conclusion Drawing/Verification

The last point in the analysis of the data is to conclude and carry out a verification based on the research. The researcher inferred the outcome of the data. For verification, the researcher used the theories to validate the finding or conclusions.

G. Checking Validity of Findings

The researcher needed to check the validity of the data. To check the validity of the data in the findings, the researcher used the triangulation technique. According to Creswell, triangulation, member checking, and auditing are the three techniques to validate the research findings. From those three ways to checking the validity of the findings, the researcher decided to use the triangulation technique because it is the most suitable technique for this research. As claimed by Moleong, triangulation is the technique to verify the data using theory or source to compare the data or if there is any data checking needed. In this research, the researcher used the theory or reference to verify the findings based on the triangulation technique works.

H. Research Stages

The process of this research is explained as these following stages.

- 1. The first stage that the researcher wanted to do is designing the research, such as make a title, find the right theories that suitable for the context of the research, and plan the method that suitable for the research purpose.
- In the second stage, the researcher asked the lecturer's
 permission in the ICCA class to distribute the questionnaires.
 The researcher also asked the students' permissions to answer
 the questionnaires based on their point of view without any
 pressure from the researcher, so the result revealed the real
 fact.

¹⁵ J. W. Creswell, Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, the 4th edition (Boston: Pearson Education, Inc., 2010), 259.

¹⁶ Lexy J Moleong, Metodologi Penelitian Kualitatif Edisi Revisi (Bandung: PT Remaja Rosdakarya, 2007), 103.

- 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.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the findings and discussions of this research. The chapter will be divided into two subchapters. The first subchapter depicts the data of open-ended questionnaires about the students' attitudes and students' satisfaction toward e-learning in ICCA class. The second chapter discusses the analysis of the open-ended questionnaire data. The researcher also supports the result analysis with the theories from the expert in chapter II of this research.

A. Research Findings

To investigate the students' attitudes and students' satisfaction toward e-learning, the researcher distributed the questionnaire to 25 students of ICCA or Intercultural Communication and Cultural Awareness class in the English Language Education Department. The questionnaires are consists of several questions dealing with students' attitude and students' satisfaction toward e-learning. Both questionnaires are in the form of an open-ended questionnaire that is distributed online to all of the participants. The results of the study were presented in two parts, the first part is about the students' attitude and the second part is about the students' satisfaction. In this segment, the researcher presented the data through any table in order to provide the information effectively. The detailed information on research findings are elaborated below.

1. Students' Attitude toward E-learning

In this study, the researcher used the theory developed by Jovic et al. Based on the theory developed by Jovic, beyond and doubt, three factors can influence the students' attitude toward e-learning. ¹ Those factors are the design of the e-learning system, the ease of use, and the usefulness.

¹ 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 students' attitude will be positive if those factors also having a positive perception, and the students' attitude will negative if those factors also having a negative perception. So, it depends on the result of the open-ended questionnaires, which contain some of the questions about those three factors. The result of open-ended questionnaires will be presented below.

a. The Design of E-learning System

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.

Table 4.1 The Design of E-learning System

No.	Aspect	Categories	Percentage
1)	Lesson	1. Clear	56%
	Delivery Activity	2. Clear Enough	44%

2)	Electronic	Video, Audio,	
	Media Used	Pictures, A	100%
	in Delivering	Website Link,	
	Materials	PowerPoint	
		Presentation	

1) Lesson Delivery Activity

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. It is recommended to use electronic media like mentioned above and connect the material with a real-life situation in order to help the students understand the material easily. Based on the result of open-ended questionnaires, the researcher found two answer categories that can represent students' perceptions about delivering material activity in an e-learning class.

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 very clear. During the online class, the lecturer gives very clear explanation and instruction." (S1)

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

"In my opinion, the explanation of my lecturer is clear during the e-learning class." (S3)

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

"The lecturer gave a specific explanation and gave the point of materials." (S5)

"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 lecturer 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 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.

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.

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.

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

"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)

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)

2) Electronic Media Used in Delivering Material

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.

The students said that the lecturer used all of the media mentioned in the open-ended questionnaire such as video, audio, picture, website link, and PowerPoint Presentation. The student said that those media used was helped them a lot in understanding the materials. Delivering materials through electronic media also made the materials clearer than just read so many passages and listen to the lecturer's explanation. Research had it that, through pictures, maps, and info-graphics, the human brain tends to remember information more easily than through text. The student stated that explaining the material through those electronic media made the teaching and learning process more interesting.

"In my opinion, the use of multimedia technology during the e-learning class, help the students in understand the subject better." (S1)

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

"These are the interesting electronic media used by the lecturer during the elearning class: video, audio, pictures, website link, and also PowerPoint presentation." (S3)

"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, pictures, website link, and PowerPoint presentation." (S5)

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

"Video, audio, pictures, website links, PowerPoint presentation." (S7)

"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 Clasroom, 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." (\$16)

"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)

"Video, PowerPoint presentation." (S24)

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.

"In my opinion, the electronic media used by the lecturer is various. The lecturer uses electronic media depends on the situation. Sometimes the lecturer used video and audio, sometimes used pictures and PPT, sometimes used a website link. It depends on the learning activity needs." (\$25)

b. The Ease of Use

In this section, the researcher will move to the second factor which is the ease of use. The word ease of use in this section refers to students' perception of easy access to the e-learning platform. Then, the easiness of accessing the e-learning platform reflects any kind of the easiness that the students can get in doing whatever activity inside the e-learning platform.

But in this study, the researcher specified the activities in two types, the first type is the activity in accessing the e-learning platform and the second type is the activity in finding the learning resources inside the e-learning platform. Furthermore, the researcher had categorized the answer from the open-ended questionnaire to find the result of students' perception of the activity in accessing the e-learning platform and finding the learning resources inside the e-learning platform. The detailed information is presented in the table below.

1	Table	4.2	
The	Ease	of	Use

The Ease of Use					
No.	Aspect	Categories	Percentage		
1)	Easiness in Accessing the	1. Easy	88%		
	E-learning Platform	2. Uneasy	12%		
2)	Easiness of Accessing the	1. Easy	80%		
	Learning Resources	2. Easy Enough	20%		

1) Easiness in Accessing the E-learning Platform

The easiness of accessing the e-learning platform is also considered an important thing in teaching and learning through online class because it can influence teaching and learning activity. If the students cannot access it easily they will face some problems like difficult to find the information about the course, difficult to submit the assignment, or difficult to access the material or the learning resources. In this study, the researcher found two kinds of students' perceptions of easiness in accessing e-learning platform. The perceptions were 'easy' and 'uneasy'.

Those categories were obtained based on the students' answers from open-ended questionnaires about the students' attitudes toward e-learning. 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 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.

"Yaps. <mark>It's e</mark>asy." (S1)

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

"I just feel happy because it is easy to access." (S3)

"I think it's quite easy for me as university students." (S4)

"It is quite easy in accessing the elearning 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 elearning 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 elearning 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.

"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." (\$13)

"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 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 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 Messanger, Gmail, etc. So I think the e-learning class feels easier, but Schoology is most dominant." (S16)

"In ICCA class, the lecturer used Schoology which is accessible but there is one meeting using Zoom which needs a strong connection and requires lots of internet credit." (S17)

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

"The platform is easy to use. However, it depends on the internet connection as well." (S19)

"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.

2) Easiness of Accessing the Learning Resources

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.

In this study, the researcher found two answer categories based on the students' perception of easiness in accessing the learning resources in 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.

"The learning resources are easy to find, as they are online resources. We can use Google Scholar to find the learning resources that we need." (S1)

"Access to learning resources within the e-learning platform is easy, as the elearning 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 elearning 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.

"I usually open the materials or download it through browser on my pc or phone." (S12)

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

"I usually access it by smartphone and computer." (S14)

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

"I often access it using my mobile phone." (S16)

"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." (\$20)

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." (\$25)

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.

Because the participants were the English Language Education Department students, the researcher specified the advantage from an English teacher's point of view since the students will be the English teacher in the future. The usefulness of e-learning will influence the students' positive attitudes. The researcher asked the students' perceptions about the usefulness of e-learning for English language teaching. Furthermore, the researcher has categorized the answer from the open-ended questionnaire. The detailed information will be presented in the table below.

	Ta	ble	4.	3
The	e I	Jset	fu1	ness

The Osciulless					
No.	Aspects	Categories	Percentage		
	- / -				
1)	Advantages	1. Improving	72%		
	of E-	students'			
	lea <mark>rni</mark> ng for	skills in			
	English	using			
	L <mark>an</mark> guage	technology			
	T <mark>eaching</mark>	that can be	,		
		useful in			
		teaching and			
		learning			
		2. Motivate the	28%		
		students in			
		designing			
		more			
		creative and			
		innovative			
		e-learning			
		class			

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.

On this occasion, the researcher asked the students about the usefulness of e-learning for educational purposes. Because the participants were the English students, the researcher specified the advantages of the English teacher's point of view. Based on the result of distributing open-ended questionnaires, the researcher found some categories dealing with the benefits of e-learning for English language teaching.

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

"It improves my skill in designing a digital poster/brochure." (S1)

"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)

"During this e-learning class, I become more skillful in using technology. It's also one of the advantages that I get from the e-learning program that can help me as an English teacher in the future." (S3)

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

"E-learning gives me the knowledge to use an e-learning platform that I can use when I become a teacher in the future." (S5)

"Joining an e-learning class gives me a lot of knowledge about the various technologies used during the teaching and learning process." (S6)

"It gave me knowledge of the appropriate platforms to teach English later." (S7)

After having an e-learning class they can create something by using technology that can be useful in teaching English such as designing a digital brochure, creating digital media in teaching, and making a digital form about teaching materials.

"I know how to prepare the materials through the internet or social media as well as how to use other teaching or study applications." (S8)

"During this e-learning class, I learn that, as an English teacher, we should be creative in designing teaching media even if we use technology." (S9)

"E-learning teaches us to be more creative in creating technology-based teaching media." (S10)

"The use of technology in doing the assignment makes the students become more creative." (S11)

"I am pleased with this online learning and the use of learning tools, because the learning tools are usually designed in English. The advantages of using English in learning tools are that students will find the meaning and learn English in an easy and unique way." (S12)

"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)

"With this experience, I could learn to teach with the aid of digital media in the future." (S14)

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.

"For this one, it would help me a lot as a future English teacher, as technology is becoming more and more integrated into education." (S15)

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

"It makes me know that we should be able to operate technology, because today all the things that are related to teaching and learning can be done through technology." (S17)

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

Having a lot of experience and knowledge from the e-learning class, students felt motivated to conduct a better e-learning class in the future. It can be seen in the following statements.

> "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 feel I'm going to apply my knowledge from the e-learning program to my future teaching." (S20)

> "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)

The students stated that they will implement the knowledge they get from the e-learning class, such as the teaching method. But, one of them opined that he/she need a practice of what he/she got from the e-learning class.

"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)

"Honestly, I do not want to be a teacher but it is very useful for those who want to be a teacher." (S24)

They also used their experience during the elearning class to conduct a better e-learning class in the future by observing the advantages for improving the quality of the e-learning class and observing the disadvantages of online learning to seek what is the problem that occurred during an elearning class and they found a solution to solved the problem.

> "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)

2. Students' Satisfaction toward E-learning

satisfaction investigating students' 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.² 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.

² 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.

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a. Learner

First of all, the researcher presented the data from the first dimension that can influence the students' satisfaction toward e-learning which is the learner dimension. The aspect that is involved in this dimension is learner technology anxiety. The learner technology anxiety is defined as the students' nervousness or fear in operating or using technology during the e-learning class. The researcher presented the detailed data in the form of the table below.

Table 4.4

	7/ /	Learner	
No.	Aspect	Categories	Percentage
1)	Students' Anxiety when	1. Less Anxiety	76%
	Accessing and Operating	2. Feel Uneasy	24%
	Technology during the E-		
	le <mark>arning Class</mark>		

1) Students' Anxiety when Accessing and Operating Technology during the E-learning Class

On this occasion, the researcher asked the students' perceptions about their nervousness when using the technology to measure their anxiety toward technology used in the e-learning class. When students feel like they have no fear, nervous, or confusion about using technology, they may claim that they do not have anxieties about using technology and enjoy doing technology-based activities during e-learning classes. But it will be different if they feel nervous or uneasy in using or operating technological tools during the e-learning class. It indicates that they were too scared to use technology or do tasks with the use of technology.

After collecting the data through the open-ended questionnaire, the researcher found that there were two categories based on the students' perception. Those categories are 'less anxiety' and 'feel uneasy.' Based on the data percentage from the table above, 76% of students having less anxiety in using technology, while 24% of the students were feeling uneasy.

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 don't feel nervous, uneasy or confused about using technology during the e-learning class." (S1)

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

"I enjoy accessing and operating the technological tools during the e-learning class." (S3)

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

"At the first time, I got a little nervous about using e-learning because I didn't know what I had to do. But after a long time, I'm enjoying the process of learning." (S5)

"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)

The student opined that she or he doesn't feel nervous because she is getting used to utilizing the technological tools during e-learning class.

"I feel like I'm getting used to the elearning 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 elearning class." (S11)

"I don't feel nervous, uneasy or confused because I know how to use technology well." (\$12)

"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)

"I was nervous for the first time, of course, but my lecturer used some of the technologies that are familiar to me, makes it much easier as time goes by." (S17)

"I enjoy it, because I know the features of a technological tool that I use during the online class." (S18)

The next statements explained that the students were feeling uneasy because of the poor internet connection. Sometimes the technology needed a strong internet connection. The statements stated that they felt uneasy because of the slow internet connection. It would be difficult for them to use technology because the internet speed was weak.

"It depends on the internet connection. If I had a bad signal, it would be difficult for me. But if I had a good connection, I think it's easy to operate/use the technology." (S19)

"Because I live in the area of the city corner, I often lose my signal and make it difficult for me to use technology." (S20)

"Bad internet connection is the problem that caused the use of technology to become uncomfortable." (S21)

"Sometimes I have a signal problem." (S22)

The student also stated that sometimes she/he felt uneasy when she/he should do an assignment that needed technological tools like making or editing a video.

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

The students claimed that they were uncomfortable using or operating technological tools because they don't have enough experience and felt that they were not good in using technology.

"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

In this section, the researcher will display the data from the second dimension which is the instructor dimension. Two aspects involved in this dimension related to the instructor's attitude toward e-learning. Those aspects are the instructor's attitude toward technology and interactive e-learning activity. To know the instructor's attitude toward technology, the researcher asked the students' perceptions of the instructor's ability to use technology. The researcher asked the students' perceptions about the lecturer's teaching and learning activity during the e-learning class to know the interactive learning activity. For the detailed information, the researcher will elaborate it below.

Table 4.5
Instructor

No.	Aspects		Categories	Percentage
1)	Instructor'	1.	Good in	60%
	Attitude		Using	
	toward		Technology	
	Technology		in Delivering	
			Material	
		2.	Good in	40%
			Teaching	
	7/1		with E-	
			learning	
			Method	
2)	Lesson	1.	Clear	56%
	Delivery		at 5 1	
	Activity	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 lecturer is very good at using elearning technology." (S1)

"The lecturer is able to use technology during the e-learning class." (S2)

"In this ICCA class, the lecturer is able to teach using e-learning." (S3)

"The lecturer is capable of using technology and the e-learning platform." (S4)
"I think the lecturer is good at teaching using technology." (S5)

"The lecturer has mastered the use of technology." (S6)

"She is good at operating the tools."
(S7)

"It is good." (S8)
"I think is good." (S9)
"It is very good." (S10)
"It's great." (S11)
"Good." (S12)

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

"I think the lecturer can operate the technology easily and have a high ability to teach using e-learning." (S13)

The student also opined that most of the lecturer in his / her major was good at operating or using technological tools or software applications like e-learning platforms.

"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." (\$16)

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) The students said that the lecturer is capable and mastered in teaching in the online class. The students stated that the lecturer used an appropriate, interesting and various methods to teach the students during the online class, that's why the students were easier in understanding the material taught.

"In my opinion, the e-learning method used by the lecturer is very interesting." (S19)

"I think that the lecturer often uses video conferencing to make sure that the student is active in the learning process." (S20)

"I think the lecturer has used the appropriate method and that makes us understand better." (S21)

"All of my lecturers are integrated into the change of the e-learning method, and their ability to use technology is amazing."
(S22)

"Amazing, because my lecturer using a variety of online teaching methods in elearning class." (\$23)

"The lecturer mastered teaching using the e-learning method." (S24)

"The lecturer is able to teach using the e-learning method." (S25)

2) Lesson Delivery Activity

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.

It is recommended to use electronic media like mentioned above and connect the material with a real-life situation in order to help the students understand the material easily. Based on the result of open-ended questionnaires, the researcher found two answer categories that can represent students' perceptions about delivering material activity in an e-learning class.

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 very clear. During online class, the lecturer gives very clear explanation and instruction." (S1)

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

"In my opinion, the explanation of my lecturer is clear during the e-learning class." (S3)

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

"The lecturer gave a specific explanation and gave the point of materials." (S5)

"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 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.

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.

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

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." (\$25)

c. 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.

Equally, for the e-learning course quality, the researcher specifies the aspects in three parts which are the activities during the e-learning class, material explanation activity, and the media used in delivering material. It is about how the activities in the e-learning class can attract the students' attention and focus so that they can understand the subject taught easily. The detailed informations are elaborated in the tables below.

Table 4.6

Course						
No.	Aspects	Categories	Percentage			
1)	The flexibility of the Course					
	Flexibility of Place	1. Flexible	100%			
	Flexibility of Time	 Flexible Inflexible 	80%			
		2. Innextore	2070			
2)	Quality of the Course					
	Teaching and	1. Interesting	68%			
	Learning	2. Un-	32%			
	Activities	interesting				
	during the E-	ities				
	learning the L-					
	Class					
	Lesson	1. Clear	56%			
1	Delivery Activity	2. Clear Enough	44%			
	Electronic	Video, Audio,	100%			
	Media Used	Pictures, A				
	in Delivering					
	Materials					
	1.2002.1015	Presentation				

1) The flexibility of the Course

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.

"It's flexible" (S1)
"Yes, it is flexible." (S2)
"Great, it is flexible." (S3)

"Yes, it's very flexible." (S4)

"It is easy and flexible." (S5)

"It's flexible in time and space." (S6)

"Yes, it is flexible in term of place." (S7)

"Yes, it can be accessed wherever I want." (S8)

"All e-learning programs are accessible." (S9)

"Well, it's good. Students can access the e-learning class wherever they want." (\$10)

"Yes, it's flexible because I can do it wherever I want it to be." (S11)

"I think I can access the e-learning class wherever I am." (S12)

"Yes, it can be accessed wherever and whenever I want." (\$13)

"I feel enjoy because I can access it wherever I want." (\$14)

"Yes, we can do an e-learning class all over the place and every time." (S15)

"Yes, it can be accessed wherever you want, as long as you have your own phone." (S16)

"Yes, we can do e-learning classes all over the place. So, it's very flexible to take an online class." (S17)

"I'm pleased with the flexibility of online learning, because I can learn the material all over the place and every time." (S18)

The students also said that the flexibility of place is one of the advantages of teaching and learning using the e-learning method. Those statements agreed that the e-learning class provided a flexible space for its user.

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 the flexibility of space is one of the advantages of e-learning, because we can access it everywhere." (S19)

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

"This is one of the advantages of using an e-learning method for teaching and learning, which can be accessed wherever we want. For example, we shouldn't go anywhere as long as we have a good internet connection at home." (S21)

"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.

"I can access or join a class based on the condition of my internet connection." (S23)

"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 elearning 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)

The next statements also agreed that e-learning gives them the flexibility of time like they can do another activity during the e-learning class. But they prefer to avoid that because of some reason. Even though the students can do some activities during the e-learning class, they chose to give all of their attention only to the e-learning class because it can distract their focus from understanding the material taught.

"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)

The student also said that even though she/he could do another activity, she/he preferred to concentrate on the class because it could make it difficult for her/him to understand the material since the time is limited.

"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)

The students also opined that time flexibility is one of the advantages that e-learning class can give to them. The students argued that one of the benefits they can get from the e-learning class is the flexibility of time since they can do another activity at the same time. They also argued that they can freely access the learning resources inside the e-learning platform every time they want. That's also one of the advantages because if the student wants to get more understanding of the material taught they can access the learning resources many times until they understand the material.

"The advantage is that we can do other activities while on e-learning class." (S10)

"One of the benefits is that I can both join the class and help my mom." (S11)

"I think it gives us the benefit of doing another activity during the e-learning class." (S12)

"Save my time, energy, and money." (S13)

"Yes, of course. It's saving my time." (S14)

"I think this is one of the advantages of an e-learning class that is flexible in term of time." (S15)

"The advantage is that I can do two or more things at the same time, other word, it can save my time." (S16)

"I'm happy with the flexibility of online learning, because I can learn the material everywhere and every time." (S17)

"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.

The teleconference activity is a conference between participants at different locations connected to telecommunications equipment.

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.

"Sometimes the time is not too effective. It becomes ineffective when the e-learning class uses video conferences for teaching and learning activities." (S20)

"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)

"Yes, it's flexible, but it takes more time than the scheduled one." (S22)

"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.

"I couldn't do another activity during the e-learning class because the class could be started earlier than the original schedule. I had to be ready in front of my laptop or mobile phone if there were any sudden notifications or a deadline from the lecturer." (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 openended 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.

As we know, most of the learning activity in the e-learning class just sit in front of the technology devices and watch the lecturer explain the material. But, in this class, the lecturer always tried to give various learning activities that can engage the students' attention and focus during e-learning class. The learning activity also gives the students new experience and new knowledge in the process of online learning.

"It's interesting." (S1)

"Yes, it is quite interesting." (S2)

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

"The activities are interesting." (S4)

"Sometimes the learning activity 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)

She/he also said even though the learning activity is interesting but after the student attended one class, she/he should continue to join another class.

"It's interesting actually but it's unstoppable." (S9)

The lecturer always gave her best in choosing the learning activity during the online class. The activities chosen by the lecturer are various and that 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. A 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 focus during the e-learning class.

"The project of ICCA class, it's very different from others because the lecturer gave us chance to be more creative." (S10)

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

"It's interesting to me, because the lecturer has a different kind of activity, like playing a game." (S12)

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

Not only about the fun activity and innovative project assignment, but the students also said that the activity of explaining material is interesting and helped them in understanding the material easily. Furthermore, the explanation activity gave by the lecturer also involves interactive activity.

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.

Not merely explaining the material by spoken, the lecturer also added a video to grab the students' attention and make the explanation clearer. The lecturer also allowed the students to have a discussion session after presenting the materials through the teleconference software application. The students allowed sharing their thought or their idea and it made the students active although in the online class. It allowed the students to have two-way communication virtually both with their lecturer and classmates.

"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)

The student also said that sometimes they cannot play a video through an LCD projector inside their traditional classroom, but when they joining the e-learning class, the video always played successfully.

"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 provides an interactive communication in the form of discussion session between the lecturer and students even with the native speaker. Thus, makes the learning activity more interesting for the students.

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)

"Interestingly, I don't feel nervous speaking in the e-learning class because I can't see the person who is talking to me."

(S17)

In contrast, some students also stated that sometimes the e-learning class is not interesting and they prefer to choose the teaching and learning activity in a traditional classroom because it is more effective. The student stated that the learning activity becomes uninteresting when an activity forces the student to sit in front of their technology devices for a long period. The activity can be in the form of a presentation or explanation of the materials. The students should pay attention to the speakers, if they don't focus and listen carefully to the lecturer's explanation, they will miss the information. Reading a lot of text also made the learning activity uninteresting.

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"It is uninteresting." (S18)
"I think it's uninteresting." (S19)
"I think it's is not really interesting."
(S20)
"I think it's more interesting in the real
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class." (S21)

"Offline learning is more interesting so far." (S22)

"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)

Another important thing in the process of teaching and learning by an online method is presenting the material. The material should be understandable for the students to make the teaching and learning process more effective. If the learning material is easy to understand, the lecturer felt helped because the learning materials are understandable since they do not have to repeat or give students a long explanation. The students also don't have to think hard to understand the material. So it can reduce their stress in the teaching and learning process. 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 very clear. During online class, the lecturer gives very clear explanation and instruction." (S1)

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

"In my opinion, the explanation of my lecturer is clear during the e-learning class." (S3)

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

"The lecturer gave a specific explanation and gave the point of materials." (S5)

"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 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.

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.

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

"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 lecture 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)

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)

The next is about the digital media used during the teaching and learning activity in the online class. The students said that the lecturer used all of the media mentioned in the open-ended questionnaire such as video, audio, picture, website link, and PowerPoint Presentation.

The student said that those media used is helped them a lot in understanding the materials. Delivering materials through electronic media also made the materials clearer than just read so many passages and listen to the lecturer's explanation. Research had it that, through pictures, maps, and info-graphics, the human brain tends to remember information more easily than through text.

The student stated that explaining the material through those electronic media made the teaching and learning process more interesting.

"In my opinion, the use of multimedia technology during the e-learning class helps students understand the subject better." (S1)

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

"These are the interesting electronic media used by the lecturer during the elearning class: video, audio, pictures, website link, and also PowerPoint presentation." (S3)

"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, pictures, website link, and also PowerPoint presentation." (S5)

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

"Video, audio, pictures, website links, PowerPoint presentation." (S7)

"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." (\$13)

"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 Clasroom, 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." (\$20)

"The lecture mostly gives a website link and also PowerPoint presentation." (S21)

"Video, audio, PPT, and Zoom meeting." (S22)

"Video and PowerPoint presentation." (S23)

"Video, PowerPoint presentation." (S24)

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.

"In my opinion, the electronic media used by the lecturer is various. The lecturer uses electronic media depends on the situation. Sometimes the lecturer used video and audio, sometimes used pictures and PPT, sometimes used a website link. It depends on the learning activity needs." (S25)

d. Design

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.

Table 4.7
Design

No.	Aspects	Categories	Percentage		
1)	Usefulness				
	E-learning as a Tool in Improving Students' Learning Process	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)	1/ /		Ease of Use	
	Easiness in	1.	Easy	88%
	Accessing the E- learning Platform	2.	Uneasy	12%
	Easiness of Accessing	1.	Easy	80%
	th <mark>e</mark> L <mark>ea</mark> rning	2.	Easy Enough	20%
	Resources			

1) Usefulness

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.

The data percentage from open-ended questionnaires depicts that 36% of students believed that e-learning was useful and helpful in improving their learning process. 24% of them opined that e-learning improved their ability in creating a good e-learning class in the future. At the same time, 16% of the students felt that e-learning improved their skills in operating or using technology. But, 24% of them argued that e-learning class doesn't give them a specific improvement in their learning process.

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

"The online class is friendly to me, and it will help me a lot to improve the learning process." (S1)

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

"I think that the e-learning program can improve my learning process." (S3)

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

"Yes, this is useful. I've had a new experience." (S5)

"I think it's very useful and helpful."

(S6)
"I find it very helpful." (S7)
"It is really useful." (S8)

The student also argued that she/he got a lot of new experiences and new information during the e-learning class. That new experience and new information can increase the students' improvement in the learning process.

"It's very useful to improve my learning process, as I've had a lot of experience and new information." (S9)

The students added that the e-learning program is useful in improving their ability to create 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 conduct a fun and better e-learning class.

"It's useful and it gave me the creativity to create a fun online class." (S10)

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

"E-learning has given me a good impact, especially in thinking creatively to design a good e-learning class." (S12)

"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)

"The e-learning program is so useful to me because I can apply the strategy or use the media for my future if I become a teacher." (S14)

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

The next statements about the students that opined e-learning improved their skills in operating or using technology. The statement explained that the student got more knowledge about technology during the e-learning class, thus can help him/her in improving his / her skill in operating or using technology.

The students also said that after having an e-learning class she/he more enjoy using technology because during the e-learning class they used a lot of technological tools, so now they were getting used to the utilization of technology. These days, it is easier for the students in using or operating technology.

"I felt more enjoy using technology, and I could learn more about it." (S16)

"Well, it improves my ability to use technology since we've always used it during the e-learning class" (S17)

"I think e-learning is useful to students because it can improve students' technical skills." (S18)

"It imp<mark>rove</mark>s my skill." (S19)

The student also stated that getting an improvement in their skill in operating technology is a good thing because nowadays everything is linked with technology.

"It's so useful, because now everything is based on technology." (S20)

The students said that e-learning cannot help them in improving their learning process or their skills.

"I don't think there were many advantages to studying using the e-learning method." (S21)

"I don't think the e-learning program can improve our skills." (S22)

"It doesn't help that much." (S23)

The students also said that he/she preferred the teaching and learning activity in a traditional classroom rather than online learning because it would be easier for him/her to understand the lecturer's explanation.

"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)

"If I have a choice, I'd rather to choose offline learning." (S25)

2) Ease of Use

As explained above, the ease of use in this context refers to the easiness of accessing the course website that contains the material and learning resources. The easiness in accessing the platform for supporting the teaching and learning activity also includes in this context. The platform can be in the form of an e-learning platform or course website. An easy platform will make the students more focus on the material rather than frustrating with the platform that hard to be accessed. As a result, they will achieve better in the process of learning. Based on the data from open-ended questionnaires, the researcher found the students perceive that the platform used in the e-learning class is easy to access.

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.

The participants said that they can access the e-learning platform easily. These statements implied that the students can access the e-learning program easily without any obstacle that can interrupt the e-learning process.

"Yaps. It's easy." (S1)

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

"I just feel happy because it is easy to access." (S3)

"I think it's quite easy for me as university students." (S4)

"It is quite easy in accessing the elearning 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 elearning 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 elearning 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.

"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 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 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 Messanger, Gmail, etc. So I think the e-learning class feels easier, but Schoology is most dominant." (S16)

"In ICCA class, the lecturer used Schoology which is accessible but there is one meeting using Zoom which needs a strong connection and requires lots of internet credit." (S17)

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

"The platform is easy to use. However, it depends on the internet connection as well." (S19)

"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.

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.

"The learning resources are easy to find, as they are online resources. We can use Google Scholar to find the learning resources that we need." (S1)

"Access to learning resources within the e-learning platform is easy, as the elearning 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 elearning 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.

"I usually open the materials or download it through browser on my pc or phone." (S12)

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

"I usually access it by smartphone and computer." (S14)

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

"I often access it using my mobile phone." (S16)

"I access it by the use of Google." (S17)

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

"I downlo<mark>a</mark>d 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." (\$25)

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	377	Categories	Percentage
1)	Various	1.	The	76%
	Assessment		Assessment	
	Method		Method is	
			Various	
		2.	The	24%
			Assessment	
			Method is	
			Various and	
			Interesting	

2)	Assessment	Discussion/Sem	100%
	Method	inar,	
	Used in the	Poster/Booklet,	
	Class	Presentation,	
		Concept	
		Map/Mind Map,	
		Research	
		Report/Mini	
		Research,	
		Video, Group	
		Work.	

1) Various Assessment Methods

Giving different assessments during the e-learning class will increase the student's satisfaction. Surprisingly, in this study, researcher found that the lecturer gave various assessment methods in the e-learning class. The students opined that the assessment method used is interesting. Those assessment methods are discussion/seminar, poster/booklet, presentation, concept map/mind map, research report / mini research, making a video, and group work. It depicted in the table above, 100% of students perceived that the assessment method given by the lecturer is various and interesting. These statements would support the facts on the different assessment methods used in the e-learning class.

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.

"The assessment method used in the ICCA class is various." (S1)

"I think the assessment method is various because I've experienced making a video, a poster, a mind map, an individual presentation of my home culture, and doing a discussion." (S2)

"In my opinion, the assessments method were various, such as video projects, the research report presented in the poster and the discussion session." (S3)

"They are various; the various assessments were in the form of a discussion, poster, presentation, mind map, research report, and video project." (S4)

"These are the different assessment methods used in the ICCA class, such as video, group work, research report, poster, presentation, etc." (S5)

"We used different methods of assessment. For the final project, the lecturer asked us to draw up a mind map about culture, make a research report, and make a video." (S6)

"I think the method of assessment in the ICCA class is various. The lecturer gave us some tasks, such as having a discussion, making a poster, making a video, and joining a video conference with a native speaker." (S7)

"We've done a lot of things. The assignments are in the form of individual and group work." (S8)

"The assessment method is various and some of them have been part of the group work." (S9)

"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)

"The assessment method used in the elearning class is various, and most of the time my lecture gives us group work". (S11)

Students also mention the assessment method often used by the lecturer. The assessment method that students mean is a discussion session.

"It's various, but the activity is mostly in the form of a discussion session." (S12)

"It's quite varied, and mostly the lecturer just gives an explanation, and then the lecturer did a discussion session like asking the students to share their opinions on the materials." (S13)

One of the students asserted she/him rarely doing the same assignment two times. It means the project given is different. It depends on the lecturer's needs in evaluating the students' specific skills.

"The assignments were varied. As I remember, I didn't have the same assignment twice, so I've always had another new kind of assignment, which means that the assignment is different." (S14)

"The assessment in the ICCA class every day is different. It is in the form of a discussion group, make a video, make a booklet, and create a mind map." (S15)

"In the ICCA class, we don't repeat the same assignment that we did before." (S16)

The following statements showed that some of the students were interested in making a poster and video.

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

"In my opinion, the assessment method in ICCA class is very interesting. We asked to make a video of our final project." (S18)

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

Another fascinating thing that the researcher found in this research is that the lecturer gave the students an example before the lecturer asked them to make or design something. So the students were not confused about how they should finish their assignment because there is an example provided by the lecturer.

"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." (\$20)

These statements have shown that the students are excited and enjoy doing the assignment. The student not only said that the assignment is interesting, but the student also mentioned that the assignment is improving her / his skills in designing something.

"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 diverse and gives me the ability to formulate and present a research, as well as to create and design an interesting online/manual poster." (S22)

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

The statements also expressed that the students can be more creative during this online class because of the various assignment given by the lecturer.

"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)

2) Assessment Method Used in the Class

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.

Statements by the students indicated that usually, the assignment asked the students to have a discussion session.

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"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
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The discussion session was held regularly after the lecturer explained the material. Routinely, the lecturer divided the students into some groups. Then, the lecturer asked the students to read an article or give the students issue related to culture. After that, the lecturer gave the students a question related to the topic.

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)

The students should discuss it with their group to seek the answer. The lecturer asked about the students' opinions about the case that exists inside the article.

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

"Discussion: It's like the lecturer has given us an article or issue, and we have to read it, then discuss it together by asking a question and giving our opinion." (S2)

"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)

The statement also explained that the lecturer offered the students a chance to take part in a culture seminar given by a native speaker. In this chance, the students had a discussion session like question and answer activity with the speakers. They may also share their opinion on the topic under discussion at the seminar.

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

The next statements explained that the students asked to do a presentation about culture. The student said that she/he asked to explain a culture from her / his hometown using video. The video contains a slide of PPT and the student should explain the PPT with the audio from her / his voice recorder.

"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)

"In my experience, one of the tasks is to make and edit a video presentation about the culture that exists in our hometown." (S16) "Do a presentation using PPT in the form of a video about the culture of our hometown." (S22)

There was also a group presentation assignment about explaining the type of culture in a specific area or city. Additionally, the students were asked to do a presentation about their result of mini-research and presenting their booklet in the form of a world-wide cultural exhibition virtually. Another presentation is about explaining a topic in the form of a mind map or poster.

"We also asked to do a presentation using mind-map." (S1)

"Presentation." (S5)

"Presentation: Each group should explain about the type of culture in a specific area or city." (S6)

"We had a Worldwide Cultural Exhibition on-line, creating a booklet and presenting it as a video." (S10)

"We asked to conduct a mini-research about culture. After that, we asked to present the results in a form of video and an online poster." (\$10)

"They are creating and presenting a manual poster in front of the class." (S10)

"In my experience, one of the tasks is to make and edit a video presentation about the culture that exists in our hometown." (S16)

"Do a presentation using PPT in the form of a video about the culture of our hometown." (S22)

"Making video presentation" (S24)

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.

"We've done making a video." (S1)

"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)

"At the end of the lesson, we've got to make a video for our final project. The video is about the culture of a particular country."
(S3)

"Make a video project." (S5)

"Design something: Each group is supposed to make a video project about a city or country." (S6)

"We make a video for the final project." (S7)

"There were video projects." (S9)

"We asked to conduct a mini-research about culture and to present the result through a video." (S10)

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

"Make a video." (S11)

"Video." (S13)

"We've done a lot of things like making a video about cultural things." (S14)

"I had a task that asked us to edit a video, and I realize it's not an easy thing to do." (S17)

"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)

"Make a video." (S21)

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.

"We've also done a booklet." (S1)

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

"Then we were asked to create a poster, and it's also related to the video project." (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 countr." (S2)

"*Poster*." (S5)

"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." (S7)

"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)

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"Poster." (S13)
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"Make a poster and make a brochure." (S14)

"The lecturer asked the students to create a poster about culture in a country." (S19)

"The assignment is really interesting because we had to create an online culture brochure as unique as possible." (S20)

"Booklet." (S21)

"Designing an online poster." (S24)

"Booklet." (S25)

The students stated that they asked to conduct mini-research and presented the result of the research in the form of a video presentation. The students also asked to make a poster related to their research. Not only presenting the culture through video presentation but, the students also asked to explain the course topic using a mind map.

"We've also got to do a mini-research."

(S1)

"Research report." (S5)

"Research report." (S13)

"Conduct a mini research" (S25)

"We asked for a mini-research about culture. After that, we asked to present the result in a video form." (S11)

"One of the assignments asked me to have a chance to interview traditional ancestral culture elders. And I asked to make a research report about that." (S23)

"Mind map." (S5)

"Create a mind map for explaining our culture." (S7)

"Create a mind map and design mind map." (S11)

"Mind map." (S13)

"Create a mind map." (S24)

Some of the students also explained the midterm 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.

Another remarkable point that the researcher found in this research was that before the lecturer asked the students to create or design something, the lecturer gave the students an example. So the students were not confused about how they should finish their assignment because there was an example provided by the lecturer. For the final project, the students asked to hold an online world-wide cultural exhibition by displaying a booklet about a particular country which created by them. It was a group project which consisted of four to five students in one group and the students made the explanation video for the poster or booklet that they have made.

"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)

"In the mid-term project, the students asked for a mini-research on a specific culture in a city, and then we had to submit a full report and present it through a video and an online poster." (S11)

"In the mid-and final project, the lecturer gave us a project for groups, and first she gave us an example, and then later we could do the project." (S12)

"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)

B. Research Discussion

In this discussion session, the researcher will discuss the findings correlated with the theories stated in chapter II. For sure, two topics will be discussed in this section based on the research question. The first research question is 'How is the students' attitude towards e-learning at ICCA class in English language Department?' The second research question is 'How is the students' satisfaction towards e-learning at the ICCA class in English language Department?' For the first research question, the researcher used the theory from Jovic et al.³ The theory founded by Jovic et al. unquestionably identified three factors that affect student attitudes towards e-learning, such as the design of the e-learning system, ease of use, and usefulness.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³ 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 used the Sun et al.'s theory for research question number two.⁴ Based on the theory developed by Sun et al., there is no doubt that there are five dimensions that can affect student satisfaction, namely the learner, the teacher, the course, the design, and the environment.

1. Students' Attitude toward E-learning

To answer the first research question, the researcher asked the students' perceptions about the e-learning system's design, the e-learning ease of use, and the usefulness of e-learning. The design of the e-learning system refers to the system that provides an interactive teaching and learning activity. And the e-learning ease of use refers to the easiness provided by online learning. Then, e-learning usefulness refers to the advantages that the students can get from e-learning that is related to English language teaching. The researcher will explain the evidence from the finding session and correlate it with theories in chapter II in more detail below.

a. The Design of E-learning System

The researcher will come up with the first factor which is the design of the e-learning system. Two aspects included in this factor, such as the lesson delivery activity and the media used to deliver the material. Two factors were involved to help the researcher determine whether the e-learning design is well designed or not. The researcher found that the students perceived a well-designed e-learning system in this course based on the data from open-ended questionnaires. A well-designed e-learning system provides an interactive learning activity.

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⁴ 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.

According to Siagian et al an interactive learning activity is defined as integrating the teaching and learning process with information, communication, technology, or ICT.⁵ 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.⁶ A good learning activity provides an opportunity for students to understand the lessons taught easily.

The materials were delivered clearly and understandable based on the research finding because it explained interactively using some of the electronic media. To help the learners understand the lesson taught, learning media plays an essential role in transmitting the messages.⁷ The lecturer used video conferencing application software in explaining material to the students. The lecturer used the feature inside the application called 'screen sharing' to show the PowerPoint Presentation, which explains the material in the written form. This mode of learning is called synchronous. The type of distance communication that enables students to communicate with lecturers and their classmates on the internet at the same time with the aid of technology.8 This kind of media makes the explanation clearer since the students can listen to the lecturer's explanation like in traditional class.

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⁵ 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.

⁶ Robert M, Gagne, - Leslie J, Briggs, *Principles of instructional design* (New York: Holt, Rinehart & Winston, 1974).

⁷ 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.

⁸ A. Almosa, & A. Almubarak, "E-learning Foundations and Applications". *Riyadh: Future Education Library*. Vol. 2 No. 2, 2005, 57-77.

It is enable the students and lecturer to have interactive communication in the form of a discussion session or question and answer session. During the lesson delivery activity, the lecturer also linked the material with a real-life problem. Theall stated that connecting the learning materials to a real-life situation makes the learning materials understandable.⁹ The students believe that linking the material with real-life situations makes the material more understandable. The students asked to find a culture that still exists in their hometown. Thus, they can understand the lesson taught easily and the culture that occurs in their hometown. Not only relating the material with a real-life situation, but the lecturer also provides some examples in the form of video, picture, and audio. This is in line with previous studies that suggest the importance of integrating various strategies through the use of fascinating pictures, videos, or any form of event that causes a difference or conflict that can be discussed to capture learners' attention.¹⁰ The students believe that using video to deliver material success caught their attention and made the explanation clearer.

The students acknowledged that they could deepen their understanding by the use of media. So, after the lecturer explains the material about the difference between Indonesian culture and other countries using PowerPoint Presentation, the lecturer gives a video for the students to make the explanation clearer and easy to understand. The lecturer also uploads some of the learning resources in the form of e-document in the e-learning platform.

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M. Theall, Related course material to a real-life situation (Ohio: The Idea Centre, 2004).
 J. Keller, & K. Suzuki, "Learner Motivation and E-learning Design: A Multinationally Validated Process". Journal of Educational Media. Vol. 29 No. 3, October 2004, 229-239.
 F. T. Leow, & M. Neo, "Interactive Multimedia Learning: Innovating Classroom Education in a Malaysian University". Turkish Online Journal of Educational Technology-TOJET. Vol. 13 No. 2, January 2014, 99-10.

The e-document refers to information distributed in electronic form such as e-books, online periodicals, e-journal, animation, websites, photographs, graphics, Metadata, Microsoft Office Word processors, etc.¹² Typically the learning resources is in the form of a website link that can lead students to a website containing learning resources. The learning resources are often in the form of article, a journal article, a research paper, etc. Those e-documents are in the downloadable PDF format. On the contrary, in this study, the researcher found that some students struggle with internet connection during the lesson delivery activity using video conference software applications.

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.¹³ 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.¹⁴ 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.

¹² M. A. Aremu, "Students' Perception of the Use of Electronic Media in ELT Large Classes in Southwestern Nigeria Colleges of Education". *European Centre for Research Training and Development UK*. Vol. 3 No. 8, December 2015, 1-16.

¹³ Raquel Ribeiro, "Coping with Unstable Internet Connection" *Cambridge University Press* (https://www.cambridge.org/accessed December 30, 2020).

¹⁴ *Ibid*

Even though the students miss some information during the process of delivering material through video conferencing, they still can read the material they missed in the form of e-document that the lecturer has provided in the e-learning platform.

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.

b. The 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.

The platform can be accessed through some devices, such as a laptop or a mobile phone. The students should log into their account by entering their user name and password to access the e-learning platform and then they can access the learning resources or any information related to their course. When they have successfully signed in to their account, they can find the information they need, such as searching for learning materials or learning resources. The students can easily find the learning material or learning resources because the layout and sequence of the e-learning platform are well arranged. ¹⁵ The features inside the e-learning platform ease the students to find the information that they need. The students only need a little effort to find the learning resources because the e-learning platform features provide an obvious direction for them to access the information.

In this study, the researcher found that using a popular platform during the online class will ease the students access the platform used. Other lecturers used the same platforms in the students' previous course. Thus, the students are familiar with this e-learning platform because they had used it in their past courses. Keller stated that using an uncommon e-learning platform will make the students facing trouble like difficulty accessing the e-learning platform and decreasing the students' enthusiasm. But, it doesn't happen in this course because the lecturer uses the common one. As a result, it can ease the students in accessing the e-learning platform.

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¹⁵ Mehrdad Hamidi, *Art of Teaching* (Tehran: Ravan Publication, 2007).

¹⁶ 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.

Furthermore, the platform used in this class is a user-friendly platform. A user-friendly platform is a platform that is easy to use and needs less user's effort to access the platform.¹⁷ Again, some students still complain about a poor internet connection. Jurado et al stated that limited internet connectivity is a significant challenge in the implementation of blended learning as well as e-learning.¹⁸ Sometimes, the internet connection condition asked them to wait for a long time to log into the e-learning platform. Also, a platform is used to deliver material like video conferencing, which needs a strong internet connection. If the students' internet connection is slow, it can be difficult for them to have a smooth and complete explanation.

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. 19 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.

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¹⁷ M. Sharples, J. Taylor, & G. Vavoula, "Towards a theory of mobile learning". In Proceedings of mLearn. Vol. 1 No. 1, October 2005, 1-9.

¹⁸ Ramon Garrote Jurado, et.al., *Training Teachers in E-Learning without Internet Access* (Barcelona: Proceedings of Edulearn10 Conference, 2010), 6336-6341.

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

c. The Usefulness

The last factor that will be discussed in this section is the usefulness of the e-learning class. In this study, the researcher found that the students perceived the usefulness of their e-learning class. The usefulness itself refers to the extent to which a product can be used by specified users in a specified context of use to achieve specified goals with efficiency, effectiveness, and enjoyment.²⁰ To clarify, the product mentioned in the 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.

Based on the open-ended questionnaire data, the researcher discovered that the students got some advantages from the e-learning class. In line with Volery's theory, e-learning has more significant benefits and has an effective impact on higher education than with the traditional teaching method.²¹ The theory stated that students can get a more meaningful benefit from online classes rather than the traditional class. The fruitfulness that the students get from the e-learning class is in the form of skills improvement. According to Dorrian one of the advantages of e-learning is developing the students' skills.²² The students believe that their skills in using technology improve during this online class. One of the examples is creating digital media for teaching.

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²⁰ 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.

²¹ T. Volery, "Critical success factors in online education". *The International Journal of Educational Management*. Vol. 14 No. 5, 2000, 216-223.

²² J. Dorrian, & D. Wache, "Introduction of an Online Approach to Flexible Learning for On-campus and Distance Education Students: Lessons Learned and Ways Forward". Nurse Education Today. Vol. 29 No. 2, November 2008, 157-167.

During this online class, the students' critical thinking also has an improvement. One example, students motivated to observe the problem that occurred in this virtual class and find the solution to that problem. The result of this observation will help the student to conduct better e-learning. Rosenblit stated e-learning allows the students to develop their problem-solving skills, information reasoning, and interpersonal skills, enhances creativity and other higher abilities for orderly thinking.²³ The students are motivated to use their experience and knowledge that they acquire in this e-learning class to conduct a better e-learning class in the future. In sum, based on the evidence above, the researcher can conclude that the students perceived the usefulness of e-learning. It is readily apparent from the advantages that they got during the online class, such as improving their skills in using technology and their skills in creating a better e-learning class.

2. Students' Satisfaction toward E-learning

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 the students' perceptions about their technology anxiety, the lecturer's attitude toward e-learning, the flexibility and the quality of the e-learning course, the e-learning usefulness and ease of use, and the last is the diversity in the assessment. The researcher explained the evidence from the finding session and correlate it with theories in chapter II in more detail below

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

a. Learner

Based on the researcher's theory, there must be five dimensions that can affect student satisfaction towards e-learning. Those dimensions are learner. instructor, course, design, and environment. But, on this occasion, the researcher will discuss factor number one, namely the learner dimension. The learner dimension involves the aspect of the learners' technology anxiety. Technology anxiety refers to the students' fear or nervousness in using technology during the online class.²⁴ The fear or nervousness that the students feel in using technology during the online class is the result of their anxiety toward their technological skills. Heissen et al stated that the lower computer anxiety, the higher the level of students learning satisfaction.²⁵ According to the researcher's finding, the students don't have any fear or nervousness in using technology because the technology is easy to be used. If the technology uses relatively free effort, it can positively enhance the students' intention to accept the technology.²⁶ They feel happy and enjoy operating technological tools in the learning process.

Another factor causing the students' enjoyment in operating or using the technological tool is their experience. Hasan stated that experienced computer users have greater computer self-efficacy and lower computer anxiety.²⁷ The students have experience in using technology in their previous classes.

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²⁴ 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.

²⁵ R. K. Jr. Heissen, C. R. Glass, & L. A. Knight, "Assessing Computer Anxiety: Development and Validation of the Computer Attitude Rating Scale". *Computer in Human Behavior*. Vol. 3 No. 1, 1987, 49-59.

²⁶ F. Kanwal, & M. Rehman, "Factors Affecting E-learning Adoption in Developing Countries-empirical Evidence from Pakistan's higher Education Sector". *IEEE Access*. Vol. 5 No. 5, 2017, 10968-10978.

²⁷ B. Hasan, "The Influence of Specific Computer Experiences on Computer Self-efficacy Beliefs". *Computers in Human Behavior*. Vol. 19 No. 4, July, 2003, 43-450.

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.²⁸ 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.

Less experience in using technology also makes the students feel uneasy in doing assignments, particularly assignments related to technology used, such as making a video project. 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. Even though there are still some hesitations at first due to a lack of experience or skills in making a movie.²⁹ To sum up, it is clearly reported that students do not have technology anxieties, and therefore that they enjoy the process of teaching and learning during this online class.

b. Instructor

The next dimension will discuss the instructor's attitude toward e-learning. There are two aspects involved in this dimension. Those are the lecturer's attitude toward technology and the technology used in the teaching and learning process. To investigate the lecturer's attitude toward technology, the researcher will measure the lecturer's technology anxiety during the teaching and learning process.

²⁸ P. C. Chu, & E. E. Spires, "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.

²⁹ N. C. Ting, "Classroom video project: An investigation of students' perception". Procedia-Social and Behavioral Sciences, Vol. 90 No. 6, 2013, 441-448.

Technology anxiety is characterized as a negative emotional condition when an individual uses technology or technological equipment.³⁰ The researcher will measure the lecturer's anxiety by asking the students' perceptions about the lecturer's skill in using or operating technology. Based on the open-ended questionnaire filled, the researcher found that the lecturer doesn't have technology anxiety. It is reflected by the students' positive perception toward the lecturer skills in using technology. The finding shows that the lecturer has good skills in using or operating technology.

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.³¹ 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.³² 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.

N. Bozionelos, "The Relationship of Instrumental and Expressive Traits with Computer Anxiety". Personality, and Individual Differences. Vol. 31 No. 6, October 2001, 955–974.
 E. Kilinc, S. Kilinc, M. Kaya, E. Baser, 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.

³² 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.

Tuparova et al stated that the multimedia used in presenting or delivering material indicates the lecturer's positive attitude toward e-learning.³³ Based on the research finding, the researcher found that the lecturer uses various digital media in delivering the material like using video conferencing application software to explain the material.

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.³⁴ 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.³⁵ 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.

³³ D. Tuparova, G. Tuparov, S. Ivanov, E. Karastranova, & J. Peneva, "Teachers' attitudes towards e-learning courses in Bulgarian universities". *Current Developments in Technology-Assisted Education*. Vol. 3 No. 3, 2006, 1755-1759.

³⁴ A. Almosa, & A. Almubarak, "E-learning Foundations and Applications". *Riyadh: Future Education Library*. Vol. 2 No. 2, 2005, 57-77.

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

This is in line with previous studies that suggest the importance of integrating various strategies through the use of fascinating pictures, videos, or any form of event that causes a difference or conflict that can be discussed to capture learners' attention.³⁶ The students agree that the use of video as an example in delivering material catches their attention and clarifies the explanation.

The students acknowledged that they could deepen their understanding by the use of media.³⁷ 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.³⁸ 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.

J. Keller, & K. Suzuki, "Learner Motivation and E-learning Design: A Multinationally Validated Process". *Journal of Educational Media*. Vol. 29 No. 3, October 2004, 229-239.
 F. T. Leow, & M. Neo, "Interactive Multimedia Learning: Innovating Classroom

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

³⁸ M. A. Aremu, "Students' Perception of the Use of Electronic Media in ELT Large Classes in Southwestern Nigeria Colleges of Education". *European Centre for Research Training and Development UK*. Vol. 3 No. 8, December 2015, 1-16.

It can be illustrated by the lecturer's positive attitude toward technology and the various digital media used during the teaching and learning process that can excite the students' attention to understand the subject better.

c. Course

The following dimension will discuss the e-learning course flexibility and e-learning course quality. E-learning course flexibility refers to the flexibility of time and place that the students got during the online class. For e-learning course quality it is about how the e-learning class activities can attract the students' attention and focus so that they can understand the subject taught easily. Based on the data displayed in the finding session, the researcher discovered that the e-learning class is flexible. It can be seen from the students' perception of the flexibility of time and place. The flexibility of time, place, and methods in e-learning will promote the participation and satisfaction of e-learning learners. 39 Student satisfaction will be reached if students find that the e-learning class is flexible.

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. 40 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.

³⁹ J. B. Arbaugh, "Managing the Online Classroom: A Study of Technological and Behavioural Characteristics of Web-based MBA Courses". *The Journal of High Technology Management Research*. Vol. 13 No. 2, September 2002, 203-223.

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

Leila argued that there are several benefits of e-learning, such as time savings, cost savings, fast results in teaching and learning, environmental and noise emission reduction, collaborative training and learning, learning at any time, anywhere in any field, without specific learning criteria. ⁴¹ The students feel that e-learning can save time since they can do another activity during the online class.

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. 42 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.⁴³ 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.

⁴¹ L. Gholamhosseini, "E-learning and Its Place in University Education" *Army Medical Journal of the Islamic Republic of Iran.* Vol. 3 No. 2, 2008, 28-35.

⁴² 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).

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

According to Siagian et al an interactive learning activity is defined as integrating the teaching and learning process with information, communication, and technology or ICT.44 Interactive learning activity allows the students to experience teaching and learning processes which integrated with information. communication, and technology or ICT to make the learning materials more understandable. Based on the data displayed in the finding session, the researcher found that the quality of the course in this e-learning class is good. It can be viewed from the students' perception of the learning activity and learning materials provided by the lecturer. The learning activity given is interesting because the lecturer provides various learning activities.

Sun et al found that the virtual features of e-learning class include online interactive activity, interactive discussion. brainstorming, digital presentation for course material, and management of learning processes.⁴⁵ The learning activity is like asking the students to design a booklet or poster. This kind of activity stimulates the students to become more creative. Rosenblit stated e-learning allows students to strengthen their creativity, enhance their problem-solving skills, information reasoning and communication skills, and other higher orderly-thinking skills.46 Furthermore, in explaining material the lecturer used video conferencing and provide a video as an example. Then, asked the students to have a discussion session that permits the students to have interactive communication and give them the chance to share their thoughts and ideas.

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⁴⁴ 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.

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

⁴⁶ S. Guri-Rosenblit, "Distance Education' and 'E-learning': Not the Same Thing". *Higher Education*. Vol. 49 No. 4, June 2005, 467-493.

The lecturer also asked the students to join an international online seminar about culture. This learning mode is called the synchronous type that allows students to communicate with the instructors and with each other through the internet at the same time using technologies such as video conferencing and chat rooms.⁴⁷ In contrast, some students prefer to learn in a traditional classroom because they feel bored looking at screen devices for a long time on a particular activity like when the lecturer explains the material using video conferencing. Pekrun and Garcia have claimed that students' enjoyment and boredom in e-learning can be caused by learning activities.⁴⁸ An interesting learning activity can activate students' enjoyment, while a monotone learning activity can deactivating students' enjoyment and result in boredom.

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. 49 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.

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⁴⁷ A. Almosa, & A. Almubarak, "E-learning Foundations and Applications". *Riyadh: Future Education Library*. Vol. 2 No. 2, 2005, 57-77.

⁴⁸ Reinhard Pekrun – Lisa Linnenbrink Garcia, *Academic emotions and student engagement* (Boston, MA: Springer, 2012), 259-282.

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

PowerPoint has proven to be a precious tool for lecturers by providing them with a fascinating way to present the lesson. PowerPoint has made it easier for the lecturer to keep students interested in a class by using different forms of media, such as images, animations, and graphics. ⁵⁰ To make the explanation understandable, the lecturer also provides video and audio as an example.

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.⁵¹ 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 easier to understand.⁵² The students believe that linking the material with a real-life situation makes the material more understandable.

The lecturer also uploads some learning resources in the shape 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.⁵³ Often, the learning resources in the form of a web link that can lead students to a web page containing learning resources such as an article, journal article, research, etc. Typically those e-documents are in the downloadable PDF format.

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

⁵¹ N. Guragain, *E-learning Benefits and Application* (Finland: Helsinki Metropolia University of Applied Sciences, 2016).

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

⁵³ M. A. Aremu, "Students' Perception of the Use of Electronic Media in ELT Large Classes in Southwestern Nigeria Colleges of Education". *European Centre for Research Training and Development UK*. Vol. 3 No. 8, December 2015, 1-16.

In a nutshell, the researcher can conclude that the students perceived e-learning flexibility. E-learning allows the students to learn everywhere and every time they want. The students also perceived an excellent quality of the course that enables the students to experience an interactive learning activity through digital media such as video, audio, picture, PowerPoint Presentation, and a website link in the process of delivering and presenting materials. Thus, help the students to understand the material easily and remember the material for a long period.

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 computerbased instruction. 54 It means that e-learning allows the students to gain a lot of knowledge and information in implementation. Marc asserts that e-learning increases knowledge and skills through the ease of access to a huge amount of information.⁵⁵ In this study, the students acquire new experience and information during the online class.

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⁵⁴ EMICT, Information and Communications Technology Indicators Bulletin, Quarterly Issue (Egypt: Ministry of Communications and Information Technology, 2009).

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

The use of digital multimedia in the teaching and learning process also helped the students to understand the material easily and affect their improvement in the learning process. This has been proven at Carnegie Mellon University (CMU) in America, where students' test outcomes have shown progress due to the implementation of e-learning methods.⁵⁶ The student perceives that teaching and learning using the e-learning method suits her / his learning style which can help the student to understand better about the course material taught. If the student understands the material better, it would be easier for them to have a good achievement in the class.

The second improvement is related to the students' skills. Churchill stated that the use of e-learning efficiently improved the students' learning process through the development of knowledge and skills, the development of students as autonomous learners, and the students' motivation.⁵⁷ This explains that e-learning improves students' skills. In this research, two skills improved, which are soft skills in the form of thinking creative and hard skills in the shape of operating or using technology. The students get a lot of experience and knowledge, which encourages them to generate creative ideas in designing a good e-learning class in the future. Not only about thinking creatively to design a better e-learning class in the future, but the students also perceive the improvement in their skills in using technology. The improvement of skill in using technology makes the students more enjoy e-learning class and confident in using technology these days. On the other side, some students perceive that traditional class is better than an online class in the term of delivering material.

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⁵⁶ Helwan University, "Technology and Application". (http://www.helwan.edu.eg/english/accessed on December 30, 2020)

⁵⁷ D. Churchill, "Teacher's Private Theories and Their Design Technology-based Learning". *British Journal of Education Technology*. Vol. 37 No. 4, 2005, 559-576.

The students can understand the material better if it is explaining directly in the traditional classroom.

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.⁵⁸ 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.⁵⁹ The platform has been used in their previous class, and it is also frequently used by other lecturers.

The students find that it is easy to access the learning material or learning resources inside the platform. They can use their mobile phone or laptop to log into the platform by entering their user name and password. Then, it can lead them to their e-learning platform account. After success logging into their account, they can find the information they need, like searching for learning material or learning resources.

⁵⁸ 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.

⁵⁹ 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.

The students can easily find the learning material or learning resources because the layout and sequence of the e-learning platform are well arranged. It is proven that the platform used during the e-learning class is well designed, and it has a good interface because the students can easily find the information inside the platform. In short, it can be concluded that the student perceived e-learning usefulness and e-learning ease of use. E-learning gives many benefits for the students, such as improving the students' learning process and improving the students' soft skills and hard skills. The platform used in e-learning also easy to be accessed. Thus, the students will be more focused on learning the course material instead of spending extra effort on learning the platform.

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.

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⁶⁰ Mehrdad Hamidi, Art of Teaching (Tehran: Ravan Publication, 2007).

Because routinized and monotonous classroom activities lead some students to show inappropriate behavior, cut class, academically disengage, and even drop out.⁶¹ The various assessment methods also motivate the students to be more enthusiasts in doing the assignment because they experience different assessments during the virtual class.

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. 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. 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.⁶⁴ 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.

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

⁶¹ R. Mora, "" School Is So Boring": High-Stakes Testing and Boredom at an Urban Middle School". *Penn GSE Perspectives on Urban Education*. Vol. 9 No. 1, 2011, 1.

⁶³ H. Bembenutty, & M. C. White, "Academic Performance and Satisfaction with Homework Completion among College Students". *Learning and Individual Differences*. Vol. 2 No. 4, April 2013, 83-88.

⁶⁴ 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.

Those various assessment methods are in discussion/seminar sessions, creating an online poster/booklet, doing a presentation, making concept map/mind map, doing research report / mini research, making a video, and group work.

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. 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. 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. The lecturer gives the students a chance to join a seminar about a culture that presented by a native speaker.

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⁶⁵ A. V. Manzo, U. P. Casale, "Listen-read-discuss: A Content Reading Heuristic". *Journal of Reading*. Vol. 28 No. 8, 1985, 732-734.

⁶⁶ 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).

⁶⁷ Tamil Nadu Textbook Society, *Teaching of Science, First Year Source Book (D.T.Ed.)* (Chennai: Tamil Nadu Textbook Society, 2011), 74-78.

In this chance, the students can have a discussion session like question and answer activity with the speakers. Also, they can share their opinion about the topic that is discussed in the seminar.

The next is about the presentation. 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. 68 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.⁶⁹ 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.⁷⁰ The presentation activities usually in the form of group work.

⁶⁸ O. I. Normansyah, Papers: "Students' Perception on the Advantages of doing Oral Presentation" (Yogyakarta: University of Muhammadiyah, 2019).

⁶⁹ K. K. Thyagharajan, D. Ramachandran, & B. Anbumani, "Effective Multimedia Presentation Models". *In Proceedings of the International Conference on Technology Enhanced Learning and Teaching TELT*. Vol. 1 No. 1, 2002, 26-31.

⁷⁰ 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.

The following assessment method is making a video. Implementing digital video as generative project work in higher education demonstrates the students' understanding of certain knowledge.⁷¹ A number of some well-known digital video assignments created by students represent an aspect of society, telling a personal experience, personal introductions, 72 creating a trailer for a book⁷³ or recreating a historic moment.⁷⁴ In this context, the video was made to present some assignments like presenting the mini-research result or presenting an online world-wide cultural exhibition conducted in their virtual class. The next assessment method is designing a poster, booklet, or brochure. Normally, a poster assignment uses for explaining a concept or a topic related to the course.⁷⁵ The students are divided into several groups, and they should choose a certain country. After that, they should design a booklet or brochure as creative as possible. The booklet was presented in the world-wide culture exhibition conducted by their class. Another assignment related to making a poster is mini-research. This is group work, they should conduct mini-research, and the result of that mini-research is presented in the form of an online poster.

⁷¹ L. O. Campbell, & T. D. Cox, "Digital Video as a Personalized Learning Assignment: A Qualitative Study of Student Authored Video Using the ICSDR Model". *Journal of the Scholarship of Teaching and Learning*. Vol. 18 No. 1, February 2018, 11-24.

⁷² J. Hughes, & L. Robertson, "Transforming Practice: Using Digital Video to Engage Students". *Contemporary Issues in Technology and Teacher Education*. Vol. 10 No. 1, 2010, 20-37.

⁷³ G. A. Gunter, "Digital Book Talk: Creating a Community of Avid Readers, One Video at A Time". *Computers in the Schools*. Vol. 29 No. 1, January 2012, 135-156.

⁷⁴ M. Debiase, *Video Documentaries as Content and Tools to New Learning Experiences: Recreating History with Shared Resources* (Waynesville: Association for the Advancement of Computing in Education, 2008), 2839-2845.

⁷⁵ Kent State University, "Online Teaching". (http://www.kent.edu/ accessed on December 30, 2020).

Another assessment method used in this class is doing mini-research. Experiencing research project makes it possible for undergraduate students to understand scientific papers better, learn to manage individual and group work, and identify their subject interest. 76 This mini-research is a group assignment that asked the students to explore the culture in a specific area in Indonesia. The output of this project is a poster, paper, and explanation video about the research report. Additionally, the students also asked to make a mind map. Arulselvi stated that asking students to create a mind map allows them to feel more connected to the material. It drives them to map their thoughts on paper, which leads to improving the students' connection between experience and material.⁷⁷ The students are asked to make a mind map to explain the culture that exists in their place. Thus, they will be more understood about the culture in their place, and the subject taught.

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. The formative assessment reflects on students' daily assignments, and it usually in the form of discussion and presentation sessions.

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⁷⁶ C. Madan, & B. Teitge, "The Benefits of Undergraduate Research: The Student's Perspective". *The Mentor: Innovative Scholarship on Academic Advising*. Vol. 15 No. 1, May 2013, 4.

⁷⁷ E. Arulselvi, "Mind Maps in Classroom Teaching and Learning". *Excellence in Education Journal*. Vol. 6 No. 2, 2017, 50-65.

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

According to Bennet, one example of formative assessment is discussion.⁷⁹ As stated above, the discussion session conducted after the lecturer explained the materials, 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.

Another discussion session is giving students a current issue or case related to the course topic and asking the students to give their opinion or idea about the issue or case. The next assignment is in the form of a presentation. Aufa stated that to evaluate students' progress during the teaching and learning process, the lecturer can use the presentation to assess the students' skills. In this study, the students are asked to do a presentation about the subject taught that is culture. Another daily assignment is creating a mind map. To evaluate students' understanding of the subject, the assessment is given in the form of drawing a mind map in the class. The students are asked to make a mind map to explain the culture that exists in their place.

The second type is a summative assessment. This evaluation comes at the end of the course to assess the overall performance of students. 82 It reflects on the students' mid-term project and the students' final project.

⁷⁹ R. E. Bennett, "Formative Assessment: A Critical Review". *Assessment in Education: Principles Policy & Practice*. Vol. 18 No. 1, February 2011, 5-52.

⁸⁰ F. Aufa, "Students' Oral Presentation as Multimodal and Formative Assessment". *In International Conference: The 61st TEFLIN International Conference at Sebelas Maret University, Solo.* Vol. 3 No. 3, October 2014, 1-26.

⁸¹ Carnegie Mellon University, "What is the Difference between Formative and Summative Assessment?". (https://www.cmu.edu/accessed on December 30, 2020).

⁸² B. A. Baht, & G. J. Bhat, "Formative and Summative Evaluation Techniques for Improvement of Learning Process". *European Journal of Business & Social Sciences*. Vol. 7 No. 5, June 2019, 776-785.

There are three examples of summative assessments, such as a mid-term project, final project, and paper.83 The mid-term project is doing mini research and the output of mid-term projects such as video presentations and posters. For the final project, the students asked to design a booklet. The booklet is about the culture of a particular country. After making a booklet, the students asked to present their booklet in the form of a video. Both the mid-term and the final project are asking the students to make a poster and booklet.

Giving students a project to create a poster or booklet can be used during the process of learning material and in the final lessons.⁸⁴ 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.85 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. 86 The last project is doing mini research about the culture in a specific area in Indonesia.

⁸³ Carnegie Mellon University, "What is the Difference between Formative and Summative Assessment?". (https://www.cmu.edu/accessed on December 30, 2020)/.

⁸⁴ O. Rybalko, "College Students Interactive E-Poster Project Work". Int J Sch Cogn Psychol. Vol. 6 No. 3, 2019, 219.

⁸⁵ B. A. Baht, & G. J. Bhat, "Formative and Summative Evaluation Techniques for Improvement of Learning Process". European Journal of Business & Social Sciences. Vol. 7 No. 5, June 2019, 776-785.

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

In sum, it can be concluded that the assessment method used in intercultural communication and cultural awareness class is various. Those various methods in the form of the discussion session, seminar session, creating an online poster, booklet, doing a presentation, make a mind map, doing research report / mini research, making a video, and doing a lot of group work. This class also used two types of assessments. Those are formative assessment and summative assessment. The formative assessment reflects on the daily assignment. Meanwhile, the summative assessment reflects on the mid-term project and the final project.

Based on the finding section, the researcher can conclude that the implementation of e-learning at intercultural communication and cultural awareness class or ICCA class is a success. It reflected on the students' positive attitude. Rhema stated that the students' and teachers' positive attitudes toward e-learning courses draw the success of the implementation of e-learning. ⁸⁷ The student's positive attitude towards e-learning could be seen on the student's perception of these factors influenced. Those factors are the e-learning system's design, e-learning ease of use, and e-learning usefulness. ⁸⁸ The researcher discovers that the students perceived well-designed e-learning, perceived the e-learning usefulness.

By looking at the research findings' results, the researcher may conclude that the e-learning class has been successfully implemented because the students are satisfied with the e-learning class.

⁸⁷ 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.

⁸⁸ 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.

Atwell asserted that students' satisfaction is one of the main factors which can affect an e-learning success. ⁸⁹ Furthermore, student satisfaction is shown in the student perception of five dimensions that can affect student satisfaction with e-learning. Those five dimensions are students' technology anxiety, instructor attitude toward e-learning, the flexibility and the quality of the course, the easiness and the usefulness of e-learning design, and the diversity in assessment method. ⁹⁰ The researcher found that the student doesn't have technology anxiety, the instructor's attitude toward e-learning is positive, the e-learning course is flexible and the quality is good, the students perceived the e-learning usefulness and e-learning easiness, and the assessment method used in this class is various.

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

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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.

1. Students' Attitude towards E-learning

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.

2. Students' Satisfaction towards E-learning

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.

The design of an e-learning system also gives the students many benefits. The platform used in e-learning also easy to be accessed. Lastly, the assessment method used in this class is various. Those are discussion/seminar sessions, creating an online poster/booklet, doing a presentation, making a concept map/mind map, doing research report / mini research, making a video, and group work.

B. Suggestion

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.

3. For Further Researcher

This research focuses on the students' attitudes and satisfaction toward e-learning in English language teaching. For further research that attempts to take a similar subject with this research may explore the attitude and satisfaction of students towards other teaching and learning methods that are combined with technology such as blended learning. They also can investigate the correlation between students' attitudes and satisfaction toward e-learning or blended learning or investigating the students' attitude and satisfaction toward a specific application used in the e-learning program.



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