

**EFL STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING
PLATFORM AS A TOOL IN IT FOR ELT COURSE**

THESIS



By:

Aeva Suhesta Rani

NIM. 18180021

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
June, 2022**

**EFL STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING
PLATFORM AS A TOOL IN IT FOR ELT COURSE**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of English Language Teaching (S.Pd) in the
English Education Department.*



By:

Aeva Suhesta Rani

NIM. 18180021

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
June, 2022**

APPROVAL SHEET
EFL STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING
PLATFORM AS AN EFFECTIVE TOOL IN IT FOR ELT COURSE

by:

Aeva Suhesta Rani

NIM. 18180021

Has been approved by the advisor for further approval by the Board of
Examiners

Advisor,



Harir Mubarak, M.Pd

NIP. 19870708201802011152

Acknowledged by

Head of English Education Department,



Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

LEGITIMATION SHEET
EFL STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING
PLATFORM AS A TOOL IN IT FOR ELT COURSE

THESIS

by:

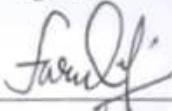


Aeva Subesta Rani (18180021)

Has been defended in front of the board of examiners at the date of
and declared PASSED

Accepted as the requirement of the Degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

Signature

1. <u>Farid Munfaati, M.Pd</u> NIP.19860420201802012225	Chairman	
2. <u>Harir Mubarak, M.Pd</u> NIP.19870708201802011152	Secretary/Advisor	
3. <u>Dr. Alam Aji Putera, M.Pd</u> NIP.19890421201802011153	Main Examiner	

Approved by

Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University



APPROVAL

This is to certify that the thesis of Aeva Suhesta Rani has been approved by the advisor for further approval by the board of examiners.

Malang, June 9, 2022
Advisor,



Harir Mubarok, M.Pd
NIP. 19870708201802011152

DECLARATION OF OUTHORSHIP

Bismillahirrahmanirahim,

Herewith, I:

Name : Aeva Suhesta Rani
Student ID Number : 18180021
Department : English Education
Address : Dsn Paok Lombok Timur, Desa Paok Lombok, Suralaga,
Lombok Timur, NTB

Declare that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 9, 2022

The Researcher,



Aeva Suhesta Rani

NIM.18180021

MOTTO

“Progress is still progress no matter how slow”

DEDICATION

The researcher would like to express gratitude to ALLAH SWT and The Prophet Muhammad SAW. This thesis is dedicated to my beloved parents, **H.Alimanyah and Laili Astuti**, and my grandmother, who have supported, and accompanied, gave me a lot of motivation, love, meaningful life, and so much more. I want to thaks to my self who still survive and still believe in process. And Special thanks to my first Family in Malang, CSSMoRA UINMA especially M-Fayar, who always support me since first time we met, and also always give me warmth. Also thanks to my TBI friends. I love you.

ACKNOWLEDGEMENT

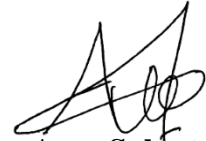
Bismillahirrahmanirrahim, Praise be to God Almighty because for Rahmad and the gift of research entitled “EFL Students’ Perception Toward the Use of E-learning Platform as a tool in IT for ELT Course” can wholly be finished. Shalawat and greetings are given to the Prophet Muhammad SAW, who is a role model for humanity. The Prophet has guided Muslims from the Jahiliyah era to the Islamic era.

The writing of this thesis is to fulfill the graduation requirements as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islamic University. It is a happiness and pride for the writer to be able to complete this thesis through a long journey. However, the writer realizes that this writing cannot be separated from the guidance and direction and constructive criticism from various parties. Therefore, on this occasion, the author would like to express his deepest gratitude and highest appreciation to.

1. Prof. Dr. H. M. Zainuddin, M.A as the Rector of the Maulana Malik Ibrahim State Islamic University Malang
2. Dr. H. Nur Ali, M.Pd as the Dean of Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang
3. Dr. Langgeng Budianto, M.Pd as the Head of English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang
4. Mr. Harir Mubarak, M.Pd as the writer’s advisor
5. To Mr and Mrs Lecturers in the English Education Department (TBI) State Islamic University of Maulana Malik Ibrahim Malang who have provided learning, educating, guiding and practicing their knowledge sincerely and patiently. Hopefully the knowledge obtained is valuable and useful for future supplies.
6. H. Alimansyah and Laili Astuti who have educated me with love, prayed with all their hearts and gave encouragement at all times

7. Ustadz H. Muhayyan, M.H who always pray and give me support.

Malang, June 09, 2022

A handwritten signature in black ink, appearing to be 'Aeva Suhasta Rani', written in a cursive style.

Aeva Suhasta Rani

NIM.18180021

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

اؤ = aw

اي = ay

او = û

اى = î

TABLE OF CONTENTS

COVER PAGE	I
APPROVAL SHEET	II
LEGITIMATION SHEET	III
THE OFFICIAL ADVISORS' NOTE	IV
APPROVAL	V
DECLARATION OF OUTHORSHIP	VI
MOTTO	VII
DEDICATION	VIII
ACKNOWLEDGEMENT	IX
LATIN ARABIC TRANSLITERATION GUIDE	XI
LIST OF TABLE	XIV
LIST OF APPENDICES	XV
ABSTRAK	XVI
ABSTRACT	XVII
ملخص البحث	XVIII
<u>CHAPTER I: INTRODUCTION</u>	1
1.1 Background of study.....	1
1.2 Research Question.....	7
1.3 Research objective	7
1.4 Significance of Study.....	7
1.5 Scope and Limitation of study.....	8
1.6 Definition of Key Terms	8
<u>CHAPTER II: LITERATURE REVIEW</u>	9
2.1 EFL Students	9
2.2 Perception	10
2.2.1 Perception concept	10
2.2.2 Factors influencing perception.....	11
2.3 Learning Management System	14
2.3.1 E-learning of State Islamic University of Maulana Malik Ibrahim Malang Platform.....	18
2.4 IT for ELT Course.....	19

2.5 Previous Study.....	22
<u>CHAPTER III: RESEARCH METHOD.....</u>	26
3.1 Research Design.....	26
3.2 Subject of the study.....	27
3.3 Research Instrument	27
3.4 Data Collection.....	30
3.4.1 Questionnaire	30
3.4.2 Interview.....	30
3.5 Data Analysis.....	31
3.5.1 Data Reduction	31
3.5.2 Data Display.....	32
3.5.3 Conclusion Drawing.....	32
3.5.4 Triangulation.....	32
<u>CHAPTER IV: FINDING AND DISCUSSION</u>	34
4.1 Research Findings	34
4.2 Discussions	47
4.2.1 The Perceptions of EFL Students Toward The Use of E-learning.....	48
4.2.2 Effect of Adopting E-learning in IT for ELT course.....	49
<u>CHAPTER V: CONCLUSION AND SUGGESTION.....</u>	51
5.1 Conclusion	51
5.2 Suggestion.....	51
REFERENCES.....	53

LIST OF TABLE

Table 3.1 Questionnaires.....	27
Table 3.2 Interviews.....	29
Table 4. 1 Research participants on Questionnaire.....	35
Table 4. 2 Students' perception and behaviour.....	35
Table 4.3 perception of E-learning operational	38
Table 4.4 Students' perception in practising IT for ELT course	40
Table 4. 5 Research participants in interviews	42

LIST OF APPENDICES

Appendix I Permission letter	56
Appendix II Instrument Validation	57
Appendix III Result of Questionnaire	58
Appendix IV Result of Interview	61
Appendix V Documentation of Interviews	70
Appendix VI Curriculum Vitae.....	71

ABSTRAK

Rani, Aeva Suhesta. 2022. Persepsi mahasiswa EFL terhadap platform E-learning UIN Maulana Malik Ibrahim Malang sebagai alat pembelajaran dalam mata kuliah IT for ELT. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Harir Mubarak, M.Pd.

Kata kunci: Persepsi mahasiswa, E-learning, Alat pembelajaran efektif.

Teknologi berkembang sangat pesat terutama dalam bidang Pendidikan. Kebutuhan yang sangat diperlukan adalah bagaimana memanfaatkan teknologi di masa sekarang. Semua kalangan harus merespon kemajuan teknologi, terutama pelajar dan pengajar. E-learning merupakan salah satu platform yang memanfaatkan teknologi informasi dan komunikasi untuk memfasilitasi pembelajaran, baik tradisional, online, maupun hybrid, melalui aplikasi teknologi digital. Salah satu manfaat E-learning adalah mempermudah komunikasi antara pendidik dan peserta didik. Pendidik dapat menawarkan E-learning dengan memberikan sumber daya bagi siswa untuk belajar dan belajar lebih lanjut.

Tujuan penelitian ini adalah: (1) Bagaimana persepsi mahasiswa EFL terhadap E-learning UIN Maulana Malik Ibrahim MALANG platforms sebagai alat pembelajaran yang efektif? (2) Bagaimana E-learning UIN Maulana Malik Ibrahim MALANG platforms memengaruhi siswa EFL dalam mata kuliah IT for ELT?

Penelitian ini menggunakan metode kualitatif yang berfokus pada studi kasus. Subjek dari penelitian ini adalah mahasiswa semester enam jurusan Tadris Bahasa Inggris yang mengambil mata kuliah IT for ELT. Dalam pengambilan data, peneliti menggunakan kuisioner dan wawancara. Kemudian data yang sudah diperoleh, dianalisis melalui prosedur kualitatif.

Hasil dari penelitian ini menunjukkan bahwa mahasiswa jurusan Pendidikan bahasa inggris memiliki persepsi positif terhadap platform E-learning UIN Maulana Malik Ibrahim Malang sebagai alat pembelajaran di mata kuliah IT for ELT.

ABSTRACT

Rani, Aeva Suhesta. 2022. EFL Students' Perception Toward the Use of E-learning Platforms as a tool in IT for ELT Course. Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training. State Islamic University Maulana Malik Ibrahim Malang. Thesis Advisor Harir Mubarok, M.Pd.

Keywords: Students' perception, E-learning, Effective learning tool.

Technology is developing very rapidly, especially in the field of education. An indispensable need is how to take advantage of today's technology. All groups must respond to technological advances, especially students and teachers. E-learning is a platform that utilizes information and communication technology to facilitate learning, whether traditional, online, or hybrid, through digital technology. One of the benefits of E-learning is to facilitate communication between educators and students. Educators can offer E-learning by providing resources for students to study and learn further.

The aims of this research are: (1) What are the perceptions of EFL students towards the E-learning UIN Maulana Malik Ibrahim MALANG platforms as a learning tool? (2) How do the E-learning UIN Maulana Malik Ibrahim MALANG platforms affect EFL students in the IT for ELT course?

This research uses a qualitative method that focuses on case studies. The subjects of this research were sixth-semester students majoring in English Tadris who took IT for ELT courses. In collecting data, researcher used questionnaires and interviews. Then the data that has been obtained is analyzed through a qualitative process.

This research indicates that students majoring in English education have a positive perception of the E-learning platform at UIN Maulana Malik Ibrahim Malang as a learning tool in the IT for ELT course.

ملخص البحث

أيضا سوهيستا راني. ٢٠٢٢. نظر طلاب اللغة الإنجليزية كاللغة الأجنبية لهم تجاه استخدام برنامج الدراسة الإلكتروني المسمى بإيلرنينج لجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج كآلة الدراسة و التدريس النافذة في مادة المعلومات و التكنولوجيا لتدريس اللغة الإنجليزية. رسالة جامعية قسم تدريس اللغة الإنجليزية. كلية التربية و تدريب المعلمين بجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف : حرير مبارك الماجستير

الكلمات المفتاحيات : نظر الطلاب، برنامج الدراسة الإلكتروني، آلة الدراسة النافذة

يتطور التكنولوجيا تطورا مذهلا لا سيما في إطار الدراسة و التدريس. و من الحاجة الماسة معرفة كيفية الانتفاع بالتكنولوجيا في عصر تطوره الذي اشتد أمره على الدارسين و المدرسين. و مما حازوا من استغلال هذا التطور برنامج الدراسة الإلكترونية المسمى بإيلرنينج حيث جعلوه وسيلة لتسهيل أمر الدراسة سواء عبر الإنترنت أو لا عبره أو مزجا بينهما، فإن من أهم منافع هذا البرنامج تيسير الاتصالات بين الدارسين و المدرسين. و يمكن عرض هذا البرنامج على الطلاب بتجهيزه لهم للدراسة و غرض هذا البحث (١) معرفة نظر طلاب اللغة الإنجليزية كاللغة الأجنبية لهم تجاه برنامج إيلرنينج لجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج كآلة الدراسة النافذة. (٢) معرفة كيفية تأثير برنامج إيلرنينج للجامعة لطلاب اللغة الإنجليزية كاللغة الأجنبية لهم في مادة المعلومات و التكنولوجيا لتدريس اللغة الإنجليزية

استخدم هذا البحث طريقة البحث النوعي الذي اهتم بدراسة الحال، و كانت المواد له طلاب الجامعة الذين في السادس من فصلهم الدراسي من قسم تدريس اللغة الإنجليزية و الذين أخذوا مادة المعلومات و التكنولوجيا لتدريس اللغة الإنجليزية. و أما البيانات فقد جمعها الباحث بالاستبيان و المقابلة ثم قام بتحليلها نوعيا.

و قد تم هذا البحث و تبين منه أن طلاب اللغة الإنجليزية كاللغة الأجنبية لهم، لهم نظر إيجابي تجاه برنامج إيلرنينج لجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج كآلة الدراسة الإلكترونية في مادة المعلومات و التكنولوجيا لتدريس اللغة الإنجليزية

CHAPTER I

INTRODUCTION

This chapter begins with a discussion of what a researcher is trying to accomplish: the background of the study, the research question, the object of the study, the significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of study

There is a lot of fear and uncertainty around the world because of the recent breakout of COVID-19. Therefore, the government has implemented several policies to tackle this virus, such as keeping a distance and even going into lockdown in some areas. The policies implemented by the government certainly impact all aspects, especially in the education aspect. During this pandemic, distance learning is applied in the educational part or is referred to as online learning.

In terms of online learning, the researcher believes using media will help students achieve learning objectives. In mid-March 2020, all schools and colleges in Indonesia must be closed and conduct online learning. It is a challenge for educators and students. Online Education, including student engagement, connectivity, community growth, and better access to information. Learning a foreign language like English requires a particular way because it relates to language skills. Only conveying theory is not enough. Reading ability, speaking ability, writing ability, and listening ability require a unique approach applied effectively.

One of the particular ways to implement foreign language learning is technology. In this era, technology is well-known. With the advancement of technology, particularly in Education, a system supports and examines the learning process. It is in concordance with Al-Qur'an surah Ar-Rahman (55); 33:

يَمْعَشِرَ الْجِنَّ وَالْإِنْسِ إِنْ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

33 O assembly of jinn and men! If you have the power to pass beyond the zones of the heavens and the Earth, then pass beyond [them]. But you shall never be able to pass them, except with extraordinary power.

According to the verse, humankind is urged to expand their knowledge of science and technology beyond their current limitations (as far as possible) to improve human existence in various fields, most notably Education. We who live in the 21st century have seen how sophisticated rocket technology and electronic control have succeeded in bringing humans to the moon's surface, returning them to Earth, and sending spacecraft, each of which has a specific mission to Earth.

E-learning is one platform that utilizes information and communication technology to facilitate learning, whether traditional, online or hybrid, through digital technology applications. One of the benefits of E-learning is that it simplifies communication between educators and students. Educators may offer E-learning by giving resources for students to study and further study.

E-learning is one of the most extensively used forms of digital learning. Technological learning or learning helped by computer-based gadgets and internet.

E-learning gives students the space and opportunity to learn creatively and actively while actively understanding the instructional material (Sakkir & Dollah, 2019). The term "e" or electronic abbreviation in E-learning, is used for all internet electronic technology.

In this pandemic era, educators can conduct learning in numerous systems, such as Edmodo, Moodle, and Schoology, which connect remote learning to online education. In addition to these platforms, the State Islamic University of Maulana Malik Ibrahim Malang has built one of its own: E-learning of State Islamic University of Maulana Malik Ibrahim Malang platforms. The E-learning developed for State Islamic University of Maulana Malik Ibrahim Malang uses the Moodle platform. Moodle is a *Learning Management System* platform widely used in various educational institutions at national and international levels. The Moodle license is free and has an open-source (free & open sources), so it can be freely developed according to the institution's needs. When this guide was made, the Moodle system used was version 3.6, where there were several changes (added features) compared to previous versions.

Furthermore, the researcher wishes to ascertain the perceptions of EFL Students, especially students of the English Education Department at State Islamic University of Maulana Malik Ibrahim Malang, using the learning management system platform that has been developed by that university itself, the E-learning at State Islamic University of Maulana Malik Ibrahim Malang platform.

It is ensured that all students access the State Islamic University of Maulana Malik Ibrahim Malang's E-learning platform through security measures. Sharing information between users via synchronous mechanisms (chat) and asynchronous communication on this platform (discussion forums) is possible. The State Islamic University of Maulana Malik Ibrahim Malang's E-learning contains content relevant to the learning objectives. It is delivered through instructional methods such as presenting examples and exercises and exciting elements such as words and pictures to convey learning material. Furthermore, it can help individuals and groups better grasp talents linked to the learning objectives. Concerning its functionalities, it is simple to configure features, create student assessment processes (such as quizzes or tests) and manage their assignments following the course calendar. It also includes various complementary tools to assist in teaching and learning.

The purpose of this research is to examine the perceptions of EFL students, especially students of the English Education Department at State Islamic University of Maulana Malik Ibrahim Malang, on the use of E-learning as a learning tool in IT for ELT course in the sixth semester. The IT for ELT course is one of the subjects studied by the sixth-semester students of the English Education Department at the State Islamic University of Maulana Malik Ibrahim Malang. This introductory course allows students to explore relevant technology-Aided Language Learning theories, principles, and models through reading, discussion, demonstration, and learning environments. This course covers various media types and skills for

selecting, developing, operating, and evaluating learning materials and environments in various EFL teaching and learning contexts.

Some previous research used in this research are the first research conducted by Kodriyah (2016) which aims to determine the usefulness of Edmodo based on student perceptions. The result indicated that most participants responded positively and recognized Edmodo as a straightforward and useful learning platform. The second previous Mu'in and Amelia (2018) sought to ascertain student perceptions on implementing the Minister of Education and Culture's Law No. 109 of 2013 on distance education in higher education. The outcome established findings that the availability and accessibility of well-established exercises, quizzes, and tests elicited extremely positive comments.

The third Ma'azi and Janfeshan (2018). The primary purpose of this research is to determine the influence of Edmodo's social learning network on the writing ability of Iranian students. The findings may have ramifications for Iranian English teachers' instructional practices. The fourth previous study was conducted by Sakkir and Ahmad (2021). This research established students' perceptions of adopting an E-learning platform to aid in the process of English learning throughout the COVID-19 pandemic era. Students are less interested in utilizing those media in the E-learning process.

The next was conducted by Septyani et al. (2021). This research aimed to ascertain students' attitudes toward the Undiksha Moodle E-learning platform. Based on the results of this research, students found the Undiksha Moodle E-

learning platform to be beneficial, as indicated by the large number of students who strongly agree that the Undiksha Moodle E-learning platform is. The last previous study was conducted by Sama et al. (2021). try to find out the students' perception of the English Literature Study Program Universitas Flores about using the Edmodo platform in Effective Listening class at the time of Covid-19 quarantine. The findings revealed that students' opinions of the utilization of the Edmodo platform in the English Literature Study Program's Effective Listening course were positive in terms of content/material features, interface, feedback, evaluation, and personalization, except personalization.

In hence, this research occupied the gap established from the previous study above by determining the perspectives of EFL students, especially English Education Department students at the State Islamic University of Maulana Malik Ibrahim Malang, regarding the use of the E-learning platform as a learning tool in IT for ELT course. Because IT for ELT is course that need detail instructions and this course also included all skills in English Language. So researcher found challenging to see how EFL students' perception the use of the E-learning platform as a learning tool in IT for ELT course.

The researcher classified students' attitudes toward E-learning as a tool. The categories are students' behavior when they use E-learning platform in IT for ELT course, students' impressions of how E-learning works, and students' perceptions of IT for ELT practice when they use E-learning. The research subjects are the sixth-semester students of the English education department students at Maulana Malik Ibrahim Malang State Islamic University.

1.2 Research Question

The researcher will construct several research questions based on the issues outlined above:

1. How are EFL students' perception toward the use of E-learning at the State Islamic University of Maulana Malik Ibrahim Malang as a learning tool?
2. How does E-learning of State Islamic University of Maulana Malik Ibrahim Malang platform influence EFL students' in IT for ELT course?

1.3 Research objective

The following are the study's aims, which are based on the research question above:

1. To examine the perceptions of EFL students toward the use of E-learning at the State Islamic University of Maulana Malik Ibrahim Malang, based on the research question above.
2. To investigate the influence of adopting E-learning at the State Islamic University of Maulana Malik Ibrahim Malang as a learning tool in IT for ELT course in the English education department enrolled in the department of English.

1.4 Significance of Study

This research examines EFL students' attitudes majoring in English education at the State Islamic University of Maulana Malik Ibrahim Malang toward E-learning, which is defined as a learning tool in IT for ELT course. In addition, the researcher believes, this research will be of great assistance to some practical

users, particularly lecturers and students at State Islamic University of Maulana Malik Ibrahim Malang who use E-learning as a learning media and that this research will be helpful as a reference for those who need to conduct additional research. Additionally, this survey aims to discover how students perceive English instruction.

1.5 Scope and Limitation of study

This research's primary objective is to ascertain the perceptions of EFL students majoring in English Education at State Islamic University of Maulana Malik Ibrahim Malang regarding the use of E-learning at State Islamic University of Maulana Malik Ibrahim Malang to develop their ability in IT for ELT course. This research will examine EFL students who are in sixth-semester.

1.6 Definition of Key Terms

The researcher defines several crucial terminologies in this chapter. To aid in comprehension, the following definitions are included:

- 1. EFL Students:** A person who is part of the English education department at the State Islamic University of Maulana Malik Ibrahim Malang is called a student. They work hard to improve their English skills.
- 2. Perception:** A person's perception can comprehend the world around them by gathering, identifying, and sensory processing information.
- 3. E-learning at State Islamic University of Maulana Malik Ibrahim Malang:** E-learning at State Islamic University of Maulana Malik Ibrahim Malang was developed by that university itself.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss some of literature associated that have been developed to support this research and some of the significant variables that have been identified. Student, perception, and digital learning are all defined in this section. E-learning system of State Islamic University of Maulana Malik Ibrahim Malang.

2.1 EFL Students

English as a Foreign Language, inside a country where English is not dominant. According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication. He further indicated that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English.

English is not considered an official language or a dominant language in Indonesia. Therefore, Indonesian students in Indonesia who learn English are referred to as EFL students. In this case, the researcher chose the English Education Department Students of Maulana Malik Ibrahim Malang State Islamic University are registered as students of Maulana Malik Ibrahim Malang State Islamic University in the Department of English Education is responsible for the English Education program, which focuses on all aspects of English studies, beginning with

hearing, speaking, reading, and writing. Students pursuing a degree in English Education aspire to be outstanding teachers of these four talents.

2.2 Perception

2.2.1 Perception concept

Human beings are made uniquely. Each individual has a unique perspective. There are distinctions between persons who enjoy an object and those who dislike it, and it all relies on how the individual perceives the object. A perception is a group of systems through which a person becomes aware of and comprehends their surrounding environment. Perception is how we attempt to comprehend the world around us. Our five senses provide us with information. Perception is a term that refers to the experience of an object or an event. Perception is our subjective experience of information content; this representation can be compared to previous experiences and how people pay attention to or comprehend something using someone's senses.

Perception is the act of a human receiving a stimulus via their senses, also referred to as a sensory process. The stimulus will be maintained, and the perceptual process will begin (Walgito, 2010). Perception is the process of recognizing something by using one's five senses. Perception is critical to communication success. That is, accuracy in sensory stimuli perception results in successful communication. On the other side, non-perception of the stimulus results in misunderstanding (Suranto, 2011).

According to Nugroho (2008), perception can be classified into positive and negative perceptions. Positive perception encompasses all knowledge (whether consciously or unconsciously) in a maintained response. Meanwhile, negative perception is a state of consciousness that encompasses all knowledge (whether explicit or implicit) and discordant responses to the viewed object.

Perception begins with an object that generates a stimulus and a sensory stimulus. The sensory nerves relay to the brain the stimulus received by the sense organs. Then, as the brain serves as the center of consciousness, a process occurs in which individuals become aware of what they see, hear, or feel. Individuals can respond to impressions in various ways (Walgito, 2010).

2.2.2 Factors influencing perception

1. Internal Factors

a. Age

A person's age is calculated from the current birthday of birth. The older we are, the more mature we are, and the more mature we will think and work (Nursalam, 2009). age is a factor that can affect a person's perception. A person looks at a target and tries to give different perceptual interpretations of the object he sees. Individual characteristics such as age can affect the interpretation of a person's perception, so that everyone of different ages has a different perception of an object or stimulus. Age is a factor that can affect a person's knowledge and perception. Age can affect a person's grasping

power and a person's mindset. The older a person gets, the more their grasping power and mindset will develop.

b. Education

According to Notoadmojo (2007), in higher education, people provide more rational feedback than slightly formed ones. The level of education will affect a person's perception of performance. A good level of education can affect the level of public knowledge in understanding an information. Education affects the learning process, the higher a person's education, the easier it is for someone to receive information. Someone who is highly educated is considered to have high knowledge.

c. Profession

By working, we can do something useful, increase knowledge about something to understand things better and finally understand something positive (Notoatmojo, 2010). Job factors can affect a person's level of knowledge, circumstances and environmental conditions such as work are one of the factors that can affect a person's perception. Everyone's perception is different due to differences in experience and the environment around which the person lives.

d. Gender

Gender can influence a person in providing a perceptual interpretation of an object or stimulus he sees. So it can be concluded that the male gender in perceiving an object or stimulus is different from women. Gender differences

tend to form different perceptions so that they affect different attitudes between men and women in assessing.

2. External Factors

a. Environment

The environment is one of the factors that can affect a person's perception. Everyone's perception is different due to differences in the environment around which the person lives. Our perception of how the environment makes us satisfied or disappointed will affect our behavior in this environment (Rachmat, 2010).

b. Information

Additional information can influence or add to one's knowledge and with knowledge raises awareness which, in the end, a person will behave in accordance with the knowledge possessed (Notoatmojo, 2012).

c. Experience

Experience affects the accuracy of experience and is not always associated with the formal learning process. Experience can be improved through several events that have been encountered (Rachmat, 2010). According to Notoatmojo (2012), the experience of a person has important factor in interpreting the stimulus we get. the past or what we learn will cause differences in interpretation. Experience affects the accuracy of perception. Experience does not always go through a formal learning process. Experience can be increased through a series of events that have been encountered

2.3. Learning Management System

Learning Management system is a multi-user application typically accessed using a web browser. It facilitates the administration of training events, self-paced courses, and blended learning programs. It automates labor-intensive and costly manual tasks, saves time, and enables the organization of content, data. It monitors and reports on training activities and outcomes.

Learning Management System contains materials in pedagogic and professional competencies, which are made in multimedia packaging (text, animation, video, sound), given as a supplement and enrichment for the development of learner competencies. Learning Management System offers learning innovations that include innovations in technology, especially virtual-based ones through online web learning, multimedia, and video conferencing. Web-based learning LMS is developed dynamically (dynamic E-learning).

There are several categories of features owned by the learning management system, (Foreman, 2017). First is User Management Features. The user management features of an academic LMS include user account creation, authentication, user profiles, and roles and permissions. Second, Course Management Features. Managing courses in an academic LMS is very different from doing so in a corporate LMS. An academic LMS is focused on the way courses are taught in academic environments and includes some features. Third, Lessons and Assignment. this feature includes presentations, assignments, quizzes, and other materials and activities. You can create lessons from scratch or import a copy of a lesson or assignment from another class and then modify it. A teacher can post

instructions and a due date for any number of assignments, along with materials students need to complete each assignment.

The fourth, Syllabus, Learning Goals, and Schedule. Teacher can publish a course syllabus, the learning objectives or goals for the course, and a course schedule. Students can view this information before registering and any time after registering for the course. The course schedule is particularly useful to set students' expectations and allocate sufficient time for assignments, study, and other coursework. The fifth, Surveys, Quizzes, and Polls. Teacher can create a quiz or survey in the system. The LMS provides a variety of question types that may include multiple choice (select one, select all that apply); Boolean (true/false, yes/no); matching; Likert scale; short answer; and essay. The sixth, Multimedia Course Materials. Some academic LMS products provide a way for you to manage your own searchable repository of course materials. The repository may be organized into files and folders and can include: instructional materials in a wide variety of formats, such as text, images, audio, and video. The seventh, Web Conferencing. Web conferencing allows an instructor and the students to access a common URL, sign in, and participate in an online group session

The next, Instant Messaging. Instant messaging features enable teacher to communicate online with students, or students to communicate with one another. You can message a single student, a group of students, or the entire class. Classmates can message one another individually or in groups. The ninth, Multimedia Feedback. Teachers can provide feedback to students in a variety of ways using different media. Many academic LMS products enable instructors to

use any combination of text, audio, and video to communicate their feedback. The tenth, Discussion Boards. Some academic LMS products offer discussion boards where teacher and students can create topics, post and reply to one another, like one another's posts and replies, and follow a discussion or another user. The eleventh, Students Groups and Collaborative Workspaces. Some LMS products enable you to create student groups for class projects and breakout sessions. You can establish collaborative workspaces, or virtual breakout rooms, where each student group "meets" to share materials, message one another, give one another feedback, post and reply to discussions, and conduct web conferences.

The next, Administration Features. One or a small group of super-administrators who manage the LMS technology and assign permissions to instructors, but the primary, and most active, administrators of an academic LMS are instructors, and professors. The thirteenth, Online Classroom Teacher can create any number of online classrooms for the classes you offer. Each online classroom contains your lessons, materials, and other resources for the class. The fourteenth, Roster and Gradebook. A student roster is a list of all the people in class. When students log in to the system, they are able to access a list of online classes in which they're enrolled. The last, Reports, Analytics, and Statistic. Academic LMS products provide reports on areas that help teacher manage classes.

One of Learning Management System used in the learning process is E-learning Platforms. Waterhouse (2003) describes E-learning as a computer-based medium for developing teaching and learning applications. Additionally, "The use of modern multimedia technologies and the internet to increase the quality of

learning by facilitating access to materials and services and remote communication and collaboration" is how the European Commission (2001) defines E-learning. Horton (2006) describes E-learning as the capacity to build "information and computer technology learning experiences," whereas I define it as the ability to preserve, distribute, and update data. Learning using technology or with computer-based devices and the internet, E-learning offers students the space and opportunity to think creatively and actively comprehend the educational material. It is critical to highlight that most educators agree that E-learning entails facilitating and enhancing learning. Computer technology definitions facilitate and enhance learning. E-learning also includes the use of computers to enhance learning quality and the use of mobile technology such as PDAs and MP3 players.

Additionally, web-based and hypermedia instructional materials, multimedia CD-ROMs or websites, discussion forums, collaborative software, e-mail, blogs, wikis, computer-assisted assessments, educational animations, simulations, games, learning management software, and electronic voting systems. Additionally, it might be a synthesis of the use of many media. E-learning has four distinct qualities. They are as follows:

1. Including content that is pertinent to the educational objectives.
2. Educating others through the use of examples and exercises.
3. Incorporating exciting components such as words and images into instructional materials.
4. Furthermore, it can develop understanding and abilities connected to learning objectives individually or in groups (Prayudi, 2007).

2.3.1 E-learning of State Islamic University of Maulana Malik Ibrahim Malang Platform

The Moodle platform develops E-learning for the State Islamic University Maulana Malik Ibrahim Malang. Moodle is a popular open-source Learning Management System (LMS) in Education. It performs several critical roles that facilitate interactive and practical learning. As with E-learning in general, E-learning at Maulana Malik Ibrahim Malang State Islamic University also has a central system component. First, the Learning Management System (LMS), LMS the engine of the E-learning system created. Second, E-content is a learning material developed by teachers, lecturers, and facilitators who will deliver the material to their students. However, a supporting staff is needed to support an E-learning system that can run as expected, providing electronic e-services.

E-learning has become very helpful in Education because, in terms of the benefits of many things that can be felt positive benefits, in general, E-learning can be seen from 2 different points of view, namely between students and teachers or teachers.

1. Students Benefits

- a. Flexibility in terms of time and location for learning from anywhere and at any time.
- b. Increased engagement between students and teachers or instructors through increased interactivity.
- c. Reaching a global audience of students.

- d. Facilitate the refinement and storage of instructional materials and easy content upgrading and archiving capabilities.

2. Teacher Benefits

- a. Teachers/lecturers/instructors benefit from E-learning activities. They can more easily update materials and teaching methods to meet the demands of scientific breakthroughs and can more efficiently control student learning activities.
- b. Reduce educational costs such as facilities, equipment, and literature.
- c. Providing additional material during non-school hours. While the advantages of online Education.

According to [A. W. Bates, 1995, and K. Wulf, 1996], is comprised of the following four components:

- a. Increasing the level of interaction between students and teachers or instructors increases interactivity.
- b. Enables engagement learning from any location and time, allowing for time and location flexibility.
- c. Reaching out to a diverse spectrum of pupils with the potential to reach a worldwide audience. The flexibility of time and place enhances or expands the number of students reached through electronic learning activities.
- d. Enable the refinement and storage of educational materials and easy content upgrading and archiving capabilities.

2.4 IT for ELT Course

IT for ELT course is one of the subjects studied by the sixth-semester students of the English Education Department at State Islamic University of Maulana Malik Ibrahim Malang. This is an introductory course that allows students to explore relevant technology-Aided Language Learning theories, principles, and models through reading, discussion, demonstration, and learning environments language teaching and learning through technology examines strategies for using technology in language teaching and learning. Grammar, vocabulary, reading, writing, listening, and speaking are only a few of the areas of language teaching that make use of technology.

Grammar

In the IT for ELT course, which focuses on grammar, students will see how emerging technologies are not confined to classic implicit/explicit grammar teaching methodologies but also allow for learner-computer and person-to-person interactions.

Vocabulary Development

Provides an overview of the memory-based strategic model for vocabulary acquisition, explains its implications for technology-mediated L2 vocabulary acquisition, and then proposes a framework for understanding the mediation role of technologies in L2 vocabulary acquisition. There are three perspectives on vocabulary learning: the role of computer technologies, ii) incidental/intentional approaches to vocabulary acquisition, and iii) technology-mediated lexical applications or tools. The framework can be used to categorize applications/tools

for vocabulary learning, assisting teachers in selecting and implementing learning resources as well as selecting the appropriate technologies. The author next discusses the various ways in which mobile technologies mediate or help vocabulary learning before emphasizing the growing need for learner training to improve the efficiency of both computer-assisted and mobile-assisted vocabulary learning.

Teaching and learning L2 reading

Discussing the use of technology in the teaching and learning of L2 reading. The following is a synthesis of three viewpoints on the L2 reading process (structural, cognitive, and metacognitive), with an emphasis on the interactive and social components added by technologies. Students are introduced to the technologies that are most relevant to L2 reading. Additionally, the breadth and depth of the applications addressed are excellent. Additionally, this lesson includes a discussion about the difficulties that educators face as a result of technological advancements. These include the risk that the interactive character of technology would distract readers, the risk that the technology chosen for L2 reading will be motivated by social and economic factors rather than pedagogical considerations, and the necessity to extend L2 reading beyond the classroom.

L2 Writing

In terms of writing abilities, there are many technology classifications for L2 writing that characterize their respective capabilities: web 2.0 applications (Lang-8, Google Docs), automated writing evaluation systems (Criterion, Turnitin, and

Writing Pal), and corpus-based tools (COCA). Additionally, this course promotes discussion of prospective learner analytics technology and educates students about the technology used for L2 writing.

Listening Skills

Technology can play a significant part in developing listening abilities. Throughout the twentieth century, technological advancements enabled the human voice to be captured and subsequently replayed or broadcast over the airways. The voices, faces, and culture of native speakers are brought into foreign language classrooms through vinyl records, films, and audio and video cassettes. Radio and television, frequently in conjunction with recording equipment, also play a role. The qualitative shift in second language hearing may be traced back to two technologies introduced in the 1980s: laser videodiscs and the introduction of digital sound on personal computers and early Macintosh computers. In both instances, the critical alteration is the improved control enabled by this technology.

L2 Speaking

The use of technology to teach L2 speaking abilities includes selecting the appropriate usage model, overcoming anxieties associated with speaking exercises that do not involve the instructor, and overcoming difficulties in selecting CALL activities. Thus, one of the course's objectives is to teach a better understanding of the diverse range of situations, tasks, and CALL tools that can be utilized to enhance L2 speaking.

2.5 Previous Study

Some previous studies that were used in this research are the first study conducted by Kodriyah (2016). The purpose of this research is to evaluate the effectiveness of Edmodo from the perspective of students. Eighty-six students who had been taught to use Edmodo for one semester were asked to complete a questionnaire about Edmodo's efficacy as a classroom learning tool. Additionally, ten students were interviewed to elicit additional information regarding their semester-long experience using Edmodo. The study's findings indicated that 56.34 percent of participants felt that Edmodo needed a stable internet connection, which not all students have. It leads pupils who do not have access to the internet to fall behind. Additionally, 38.03 percent of participants allowed time-consuming online activities such as debates, quizzes, and assignments. According to the data above, Edmodo is an excellent educational tool since it enables students to improve their learning through active involvement in online conversations and tasks. The data indicated that most participants replied favorably and accepted the invitation

The second previous study conducted by Mu'in and Amelia (2018) attempted to ascertain student perceptions on implementing the Minister of Education and Culture's Law No. 109 of 2013 on distance education in higher education. This research utilizes the qualitative method. The outcome established several findings. First, students' attitudes toward independent assessment of E-learning were favorable. The availability and accessibility of well-established exercises, quizzes, and tests elicited extremely positive comments. Second, students' perceptions of the learning outcome of E-learning were favorable. The

integration of E-learning in the context of this research is not intended to replace or exceed traditional face-to-face classes.

The third Ma'azi and Janfeshan (2018). The primary purpose of this research is to determine the influence of Edmodo's social learning network on the writing ability of Iranian students. Additionally, it seeks to ascertain students' sentiments toward Edmodo. The Edmodo social learning network was found to substantially affect Iranian intermediate-level English writing skills as a foreign language student (EFL). Additionally, the data indicate that students favor integrating the Edmodo social network into the classroom. The findings may have ramifications for Iranian English teachers' instructional practices.

The fourth previous study was conducted by Sakkir and Ahmad (2021). This research established students' perceptions of adopting an E-learning platform to aid in the process of English learning throughout the COVID-19 pandemic era. The study's findings reveal that most students have unfavorable attitudes toward the usage of E-learning in the EFL process. The data collection instrument was a questionnaire that used previously gathered participant background information and a five-point Likert scale to assess students' impressions of the usage of E-learning in EFL classes during the COVID-19 epidemic timeframe. The study's findings reveal that most students have unfavorable attitudes toward the usage of E-learning in the EFL process. Student perceptions attest to this. Only one student expresses excellent agreement with the existing E-learning approach or believes that E-learning is beneficial in the COVID-19 pandemic age. Ten students responded that E-learning is ineffective, one student indicated that it is somewhat effective (4%),

and twelve students stated that E-learning is not practical. Three students stated that E-learning is highly ineffective.

The next was conducted by Septyani et al. (2021). This research employs a qualitative case study in conjunction with quantitative data. The study enrolled fifteen English Language Education students who were enrolled in pedagogical courses. Nonprobability sampling was used to select the individuals from the population. The results of this research, students found the Undiksha Moodle E-learning platform to be beneficial. As indicated by the large number of students who strongly agree, the Undiksha Moodle E-learning platform is effective in the eyes of many. Student motivation and desire to study can be boosted by using the Undiksha Moodle E-learning platform. Any time and any place electronic devices are used for teaching purposes, the Undiksha Moodle E-learning platform can be used.

The last study was conducted by Sama et al. (2021). The findings revealed that students' opinions of the utilization of the Edmodo platform in the English Literature Study Program's Effective Listening course were positive in terms of content/material features, interface, feedback, evaluation, and personalization, except for personalization. If we look at the content and material, students have much easier access to the required material in full than they would in a face-to-face lecture setting. Additionally, students are less likely to be able to repeat material that they have not fully grasped during the learning process, so using Edmodo media, they can review the course material again with the content being quite complete and containing the most recent material.

CHAPTER III

RESEARCH METHOD

A description of the research technique used will be provided in this chapter, including the research design, the subject of the study, the research instrument, the data collecting technique, and the data analysis.

3.1 Research Design

The researcher employed a qualitative approach, concentrating on a case study. According to Creswell (2008), the qualitative research method is a strategy for examining and interpreting a central phenomenon. To further comprehend the central phenomenon, the researcher interviewed the participants, asking them a series of questions. The data from the interviews were then transcribed and examined in text or words. A written report is used to present the findings of qualitative research.

A case study is an empirical research undertaken inside a constrained boundary of place and time into fascinating elements of educational activity, system, institution, or program, especially in its natural setting and within ethics of respect for persons, in educational terms Bassey (1999). The case study in this study is to describe information about the perceptions of English Education students on the use of E-learning of the State Islamic University of Maulana Malik Ibrahim Malang. The urgency of using a case study describes the phenomenon in students when using the E-learning platform of the State Islamic University of Maulana Malik Ibrahim Malang in the IT for ELT course. The researcher has observed and made conclusions from happenings as naturally as possible. The researcher provided findings from examining the students' perception on using of E-learning

platforms as a tool in the development of IT for ELT course in the English Education Department of Maulana Malik Ibrahim Malang State Islamic University. Without altering the events, the researcher observes and concludes as many as feasible. In the end, the researcher provided the results of analysis of the perceptions of English education department students regarding the usage of E-learning in IT for ELT course.

3.2 Subject of the study

Data is an important and central part of research activities. Phenomena or research problems that have been abstracted into a concept or variable are referred to as research objects Silalahi (2009).

On this occasion, the researcher selected the sixth-semester students who took IT for ELT courses from the English education department as participants. The reason for taking this subject is that they are one of the E-learning platform users. They mainly carry out their learning process online and use E-learning. Six of the total number of students will be selected to be interviewed to express their views on the application of E-learning.

3.3 Research Instrument

The tool was used online in this research to allow the researcher to collect data quickly and efficiently. The researcher employed questionnaires and interviews to explore and discover the perspectives of students majoring in English Education regarding digital learning in IT for ELT course, questionnaires was distributed online via Google Forms.

QUESTIONNAIRE

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1.	E-learning affords me time to explore learning source						
2	E-learning enhances my learning motivation						
3.	E-learning helps me to be more independent in my						
4.	E-learning increases my confidence in articulating my thoughts and opinions						
5	E-learning enhances the enjoyment of learning						
6.	E-learning enhances my interactions with friends and the teacher						
7	My discipline is improved through online tasks.						
8	I have the capability to access the module						
9	I am able to access the online resources.						
10	I am able to view the online resources provided by the teacher						
11	The teacher's online instructions are easy to understand						
12	E-learning spends cost a lot						

13	My Internet connection is problematic						
14	The online forums ease my interactions with classmates and teacher						
15	I enjoy doing assignments using the E-Learning						
16	I feel comfortable doing assignments using E-learning						
17	I like the learning process through E-learning						
18	I'm confused learning IT for ELT through E-learning						
19	I like to use E-Learning in IT for ELT course						

INTERVIEW

No	Introduction	Feedback/suggestion
1.	Do you feel more comfortable and enjoy the online learning process using E-Learning?	
2.	What are the difficulties that you feel during the online learning process through E-learning	
3.	Do you prefer to learn using E-learning or other devices?	
4.	do you have difficulties when using e-learning	

3.4 Data Collection

Collecting data is a tool chosen and used by the researcher in the activity of collecting data in order that the activity becomes systematic and (Denzin & Lincoln, 2005). This research used two techniques during the process of the research, namely questionnaires distributed online and interviews. The researcher used these techniques to collect data about English Education students' perceptions of E-learning in the IT For ELT course. Further explanation will be explained as follows:

3.4.1 Questionnaire

A questionnaire is a type of research instrument in which respondents are asked a series of questions to obtain information. Researcher used online questionnaires using google forms. The use of questionnaires allows researcher to obtain information relatively cheap, fast, and efficient way because researcher do not need to be present when the respondent is completed. There are many advantages to using google Forms as a data collection platform. We do not incur any costs in creating the questionnaire. It also has capabilities that are beneficial to us, such as the ability for researcher to generate direct quotes from responses and the ability to export data directly from Google forms into Google sheets (Scheef & Johnson, 2017).

3.4.2 Interview

To understand students' perceptions of the E-learning platform as a tool for IT for ELT course in-depth, the researcher used interview techniques as a follow-up to collect data. Interviews were conducted through audio recordings or video

recordings. Interviews performed following a list of questions designed to elicit responses from interviews.

In conducting interviews, the researcher focused on interviewing some students in the sixth semester. Researcher have prepared questions as a guide to determine student perceptions regarding the use of E-learning in ELT for ELT course. Researcher in conducting interviews take several steps. First, the researcher prepared questions to be asked of the students who had been selected for interviews. Second, the researcher asked questions prepared well and friendly to the respondents. Finally, the researcher wrote down the respondents' answers.

3.5 Data Analysis

After collected information through questionnaires and interviews, the researcher moved on to the next step, which is data analysis. Data reduction, data visualization, and generating conclusions/verification are the three strategies employed in this research. Several processes were necessary to examine the two data sets after obtaining them through surveys and interviews with correspondents.

3.5.1 Data Reduction

To reduce data, the researcher picked and simplified the information contained in interview transcripts gathered through questionnaires and interviews, respectively. The data is thoroughly scrutinized to eliminate extraneous information and include only necessary information in this stage. After all of the data had been gathered, the researcher decreased the amount of information by removing all but the most relevant and least important information from tables and transcripts of

interview findings. It is done to make it easier for researcher to acquire relevant data and derive meaningful conclusions from it.

3.5.2 Data Display

Following the completion of the data reduction technique, the researcher built a data display that depicts the information tracking of the data reduction process as it took place throughout time. With the help of a data presentation, we may better understand what is happening and identify situations where more investigation is required. When it comes to presenting data, researcher frequently employ tales. Narrative writings are the most frequently used qualitative research methodologies to display data. The information in this research is presented in various formats, including transcriptions, percentages, and tables.

3.5.3 Conclusion Drawing

The final phase in the data analysis process is to conclude from the data that has been collected in the field during the research project's implementation. The process of developing conclusions helps us make fair statements based on the information we have gathered. Students' perspectives of the use of E-learning in IT for ELT, as revealed by qualitative research, may provide answers to the study problems devised thus far, which are the perceptions of English education department students regarding the use of E-learning in IT for ELT course.

3.5.4 Triangulation

The researcher employed triangulation to determine the veracity of the data they collected. This step is carried out by re-examining the correspondent's answers

to the questionnaire using interview techniques. To avoid misunderstanding the data, this step is necessary and provides additional supporting data for this research.

The triangulation process in this research uses source and method triangulation. Source triangulation is a way to test the credibility of the data by checking the data obtained from several sources. In this case the researcher conducts research carefully by taking different data sources and different people, this refers to the research sample. The population that takes 21 students majoring in English Education. Then the triangulation method is a way to test the validity of the data by checking the data obtained through several methods or data collection, namely interviews and questionnaires. This data triangulation method is represented by adolescent questions provided in the questionnaire to get answers to this evidence research. The stages of the data triangulation process carried out by researchers are:

1. Checking the data by making comparisons between statements from one informant and another. It also proved to be a distinct source of triangulation and can also be objective data to support research.
2. After comparing the data in the interview, the researcher then compared the data obtained from the interview with the data obtained from the questionnaire. Thus, if the comparison of data is saturated or the same, it means that the data can be said to be accurate. However, if the comparison of data is still not saturated or the same, it takes extra time to conduct research in the field to find data certainty.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher expands on the research findings and analysis. The findings include a descriptive analysis of how the EFL students' perception toward the use of E-learning of the State Islamic university of Maulana Malik Ibrahim Malang as a learning tool. And how the E-learning of the State Islamic university of Maulana Malik Ibrahim Malang affect EFL students in IT for ELT course. The researcher described the questionnaire and interview data collected. Tables and percentages are used to present questionnaire data. While interview data is presented as a transcription

4.1 Research Findings

4.1.1 Questionnaire

This section presents the research findings and data presentation based on the data that has been collected from the results of the questionnaire of 21 correspondents consisting of male (M) and female (F) students who are taking IT for ELT courses and using the E-learning UIN MALANG platforms, especially students of sixth-semester of English Education Department at Islamic state university of Malang.

Further research results are discussed below. Correspondence data is shown in the table below.

Tabel 4. 1 Research participants on Questionnaire

Correspondent	Frequency	Percentage %
Male	6	29%
Female	15	71%
Total	21	100%

For research results, data presentation, and discussion to answer research, questions are discussed below.

Students' perception and behavior on using E-learning in IT for ELT course

Students provided their opinions on seven statements regarding the use of E-learning IT for the ELT course.

Tabel 4. 2 Students' perception and behavior

ASPECT	SD (%)	D (%)	N (%)	A (%)	SA (%)
E-learning affords me time to explore learning source	0%	4.8%	19%	42.9%	33.3%
E-learning enhances my learning motivation	0%	14.3%	38,1%	38.1%	9.5%
E-learning helps me to be more independent in my learning	0%	0%	0%	61.9%	38.1%

E-learning increases my confidence in articulating my thoughts and opinions	5%	10%	5%	45%	35%
E-learning enhances the enjoyment of learning	5%	5%	20%	35%	35%
E-learning enhances my interactions with friends and the teacher	14.3%	19%	38.1%	23.8%	4.8%
My discipline is improved through online tasks	4.8%	14.3%	33.3%	38.1%	9.5%

The findings from the first question showed that 33.3 % of students chose to strongly agree with the statement about E-learning giving students time to explore learning resources. Most of the students, 42.9%, chose to agree with the statement, and 19% of them were neutral. The remaining 4.8% of students chose to disagree, and none of them chose to strongly disagree with the statement. Thus, it shows that E-learning gives students plenty of time to explore learning resources.

The second statement is about students' opinion that E-learning increases their learning motivation. From the results, it was found that only 9.5% chose strongly agreed. Students who chose agree and neutral had the same percentage of 38.1% each. At the same time, those who chose to disagree were only 14.3%. Thus, we can conclude that most students feel that E-learning improves their learning outcomes.

The third statement is that E-learning helps students to become more independent in learning. The results of the questionnaire stated that 61.9% of students chose to agree and 38.1% of students chose strongly agree. Related to these results, it can be concluded that E-learning is very helpful in student learning independence.

The next statement is that E-learning increases students' confidence in articulating their thoughts and opinions. The results of the questionnaire showed that 35% of them chose strongly agree, and the most that was 45% of them chose to agree, only 5% chose neutral and strong disagree, and the remaining 10% chose to disagree. From these results, we can see that most of them feel more confident, but some of them are not confident.

The fifth statement about E-learning increases the enjoyment of learning. 5% chose strongly disagree 5% also chose to disagree. 20% voted neutral, agree, and strongly agree were 35%, respectively. This shows that they enjoy using E-learning during the learning process.

The next statement is about the use of E-learning in increasing interaction between students. The results of the questionnaire show that most of them choose neutral, namely 38.1%, 23.8% of students choose to agree and only 4.8% choose strongly agree, the rest choose 19% to disagree, and 14.3% choose strongly disagree. It can be concluded that E-learning is in the midst of increasing interaction between students and teachers.

The last statement is about improving student discipline through online assignments. The results showed that 9.5% of them chose strongly agree, and the most that were 38.1% chose to agree, 33.3% of students were neutral, 14.3% of students chose to disagree, and the remaining 4.8% of students chose strongly disagree. In conclusion, students' discipline increases when they are given online tasks.

Students' Perceptions about E-learning Operational

The students respond to eight operational E-learning statements listed in the questionnaire.

Tabel 4.3 perception of E-learning operational

ASPECT	SD (%)	D (%)	N (%)	A (%)	SA (%)
I have the capability to access the module	0%	0%	9.5%	57.1%	33.3%
I am able to access the online resources	0%	0%	14.3%	38.1%	47.6%
I am able to view the online resources provided by the teacher	0%	0%	9.5%	47.6%	42.9%
The teacher's online instructions are easy to understand	4.8%	4.8%	19%	42.9%	28.6%
E-learning spends cost a lot	33.3%	19%	23.8%	19%	4.8%
My Internet connection is problematic	4.8%	14.3%	57.1%	19%	4.8%

The second questionnaire category is about operational E-learning. The first statement is the ability of students to access the modules in E-learning 9.5% chose to agree, the most are 57.1% stood to agree, and 33.3% of students claimed strongly agree. It can be concluded that the module in E-learning is easy for students to access.

The second statement is about students' ability to access online resources. The majority of them chose strongly agree 4.6%, and 38.1% chose to agree. The rest, 9.5%, stands for neutral. In conclusion, students are able to access online resources. The third statement is the ability of students to access online resources that have been provided by the teacher. 42.9% chose strongly agree, and the majority chose to agree, which is 47.6%, and the remaining 9.5% chose neutral. This shows that most students are indeed able to access the resources provided by the teacher.

The next statement that is about students' understanding of the instructions given by the teacher is easy to understand. The majority of them chose to agree, which is 42.9%, and 28.6% chose strongly agree. 19% of students chose neutral, and the remaining 4.8% strongly disagree and disagree respectively. This shows that the instructions given by the teacher are easily understood by students.

The next statement about E-learning spends costs a lot. As seen in the data above, the results were most of the students 33.3% strongly disagreed with this statement, 19% chose to disagree, 23.8% stood for neutral, 19% chose to agree, and

the remaining 4.8% chose strongly agree. It can be concluded that E-learning does not spend cost a lot. The last statement is about students' internet connection problems. Most of the students 5.1% stood for neutral, 19% chose to agree, and 4.5% claimed strongly agree. 14.3% believed disagree, and the remaining 4.8% chose strongly disagree. It can be concluded that internet connection is not too problematic for students.

The Students' Perceptions in Practicing IT for ELT Course

Tabel 4.4 Students' perception in practicing IT for ELT course

ASPECT	SD (%)	D (%)	N (%)	A (%)	SA (%)
I enjoy doing assignments using the E-learning	9.5%	4.8%	9.5%	42.9%	33.3%
I feel comfortable doing assignments using E-learning	0%	9.5%	14.3%	42.9%	33.3%
I like the learning process through E-learning	4.8%	9.5%	33.3%	33.3%	19%
I'm confused learning IT for ELT through E-learning	14.3%	38.1%	28.6%	9.5%	9.5%
I like to use E-learning in IT for ELT course	4.8%	14.3%	9.5%	47.6%	23.8%

The third category of the questionnaire is students' perception of practicing IT for the ELT course. The first statement is the enthusiasm of students doing

assignments in E-learning. As shown in the data above, most of the students 42.9% chose to agree 33.3% claimed strongly agree, 9.5% stood for neutral, 4.8% chose to disagree, and the remaining 9.5% chose strongly disagree. It can be concluded that on average, students feel enjoy doing their assignments using E-learning. Most of the students 42.9% chose to agree, 33.3% chose to strongly agree. 14.3% claimed to be neutral, and the remaining 9.5% voted disagree.

In the third statement about the learning process through E-learning, 33.3% of students believed agree and also 33.3% chose to be neutral. 19% stood for strongly agree, only 9.5% chose to disagree and the remaining 4.5 chose strongly disagree. In conclusion, although there are still people who don't like the learning process in E-learning, still more of them like the learning process in E-learning. The fourth statement is about students' confusion in learning IT for ELT courses using E-learning 14.3% chose strongly disagree and most of the students 38.1% chose disagree, 28.6% chose neutral and 9.5% chose to agree. The rest 9.5% also chose strongly agree. The conclusion means that students do not feel confused about using E-learning in learning.

The last statement is about whether students like using E-learning in the IT for ELT course. The data stated that 4.8% chose strongly disagree, 14.3% chose to disagree, and 9.5% of them chose neutral, and most of them 4.6% believed agree in this statement, then the remaining 23.9% chose strongly agree. It can be concluded that on average students like to use E-learning in the IT for ELT course.

4.1.2 Interviews Result

In this section, the researcher presents interview data through transcription. The researcher wished to validate and strengthen the questionnaire resp, the researcher employed the following codes: I: represent the interviewer, F and M: represent the response to the interview. and some codes correspondent in the following table

Tabel 4. 5 Research participants in interviews

Variable	Correspondent	Transcription code
Male	Male 1	M1
	Male 2	M2
Female	Female 1	F1
	Female 2	F2
	Female 3	F3
	Female 4	F4
Total	6	

The first question, the researcher wanted to know how the students' perception of the convenience of students in using E-learning.

I1 : Do you feel more comfortable and enjoy the online learning process using E-learning?

M1 :*”For the first question, the learning process in E-learning is Actually not more comfortable because this is the core material where IT foe ELT which is definitely practice, practice need further explanation. So if only we were given*

a video, yes. The video in the E-learning explains about this and so on, only when the lecturer does not explain it directly, what does it look like, we do not understand 100 percent the material, so if we only have E-learning, it is not enough, the proof is that we still ask for a virtual meeting with the lecturer when there is new material, and so on, we need that because we really can not understand directly from E-learning, we can not just use E-learning, so we are not comfortable.”

M2 : “I like to use E-learning during the online learning process because it is easy to access.”

F1 :”To answer the first question, yes, I do feel more comfortable and enjoy the online learning process when I use E-learning because it is easy to access, has greater flexibility, saves time, and reduces costs.”

F2 :”Yes, I feel comfortable when accessing material through E-learning because it's a very flexible platform in which we can access it anytime and anywhere.”

F3 :”Yes, During the process of my online learning, I find that E-learning is most useful because it is simple to access.”

F4 :” For number one, I feel more comfortable and enjoy learning online using E-learning because we can open it anytime and anywhere. Then it does not require us to be in good condition. For example, the house's condition must be stable from disturbing sounds, right? So, for example, when we finish class, we only read so we can do it anytime and anywhere.”

The first question aims to determine students' perception of using E-learning in the learning process. Based on the given interview transcript, it is possible to conclude that, on average, students feel comfortable using E-learning. Students feel at ease with several factors, but there is one of correspondent, M1 not really enjoy using E-learning during the IT for ELT. He said IT for ELT needs practice, and only watching video is not enough, including the fact that E-learning is readily accessible and may be utilized at any time and place and the adaptability of E-learning.

The researcher wanted to know if the students had difficulties using E-learning in the second question.

I2 : Do you have any difficulties using E-learning? What are the difficulties that you feel?

M1 : *“OK, there is no difficulty using E-learning because we are already familiar with E-learning. Since the first semester, we have been familiar with it online. We also learn online from semester two to semester five, and until now, we use E - no learning, no difficulties.”*

M2 : *“So far, I have not found any difficulties in using E-learning because I have often encountered similar technology.”*

F1 : *“So far, there are no difficulties in using E-learning. The problem is that in the same network, sometimes it is a bit difficult to understand the material and how to solve the tasks given by the teacher concerned.”*

F2 : *“Nope, I think it is easy to use because the face or appearance on E-learning is simple.”*

F3 : *“No, I think E-learning is very easy to operate.”*

F4 : *“Then, for number two, do we have any difficulties in using E-learning? I do not think so, but yes, maybe for those new to E-learning, it is a bit difficult to operate. However, if we are used to it, we will think it is easy.”*

Based on the interview transcript above, it can be concluded that most of the students answered that if they have any disabilities in using E-learning, they do not find it difficult to use E-learning because they are already familiar.

The third question is about E-learning operational. What are the students' perceptions?

I3 : How about the E-learning Operational?

M1 : *“Now for the third question regarding operational E-learning, maybe the problem is when E-learning has lagged, when we have a 23.59 task due date today, from morning to night, E-learning is still not working because maybe many people are using it, right? that is not the case for others. However, it is also infrequent now when the IT for ELT task is lagging. There is a solution from the lecturer, the solution may be to extend the due date of the assignment’.*

M2 : *“Easy to use and effective.”*

F1 : *“So far, the operation of E-learning is quite good. I have not found any shortcomings or obstacles in its operation.”*

F2 : *“The operation of E-learning is simple and easy to understand. Sometimes, there is a problem when I have a terrible connection to access it. I think it depends on the internet connection.”*

F3 : *“Easy to use and rarely has problems. It is just that, whether it is from the lecturer or the system, sometimes assignment notifications do not work.”*

F4 : *“The operation of E-learning is relatively easy for me.”*

In conclusion, most students find it easy to operate E-learning, they may have trouble several times, but it is sporadic.

In the fourth question, the researcher wanted to know students' opinions about students' enjoyment of learning IT for ELT using E-learning?

I4 : Do you enjoy learning IT for ELT using E-learning?

M1 : *“Yes, I enjoyed it, because we are very grateful, especially me, in class A IT class for ELT on Friday, there is only one class, and that is the same as the teacher in whole learning in E-learning without a virtual meet, so we can still do assignments, there is still a little leeway, it is good that the term is still given a bonus, the bonus is Saturday and Sunday off, Friday is also off no virtual meet, but we need further explanation about E-learning because we are not enough only study From E-learning that is what is called students when seeking knowledge one of them must have a teacher.”*

M2 : *“Yes, I enjoy it.”*

F1 : *“It is a bit difficult in IT for ELT. Because learning IT for ELT requires more in-depth explanation, and it is not enough just to do video tutorials.”*

F2 : *“Yes, I really enjoy learning IT for ELT because I have been given instructions from the lecturer. So, it makes it easier for me to follow the instructions.”*

F3 : *“Sometimes yes, sometimes no, I think it depends on the lecturer.”*

F4 : *“For number four, in the IT for ELT course with the use of E-learning, I think it is very effective because there are many instructions from the lecturer about doing projects at every meeting, so if we only go through virtual meetings, it will not be effective, right? For example, those whose signals are in trouble or the internet is no longer able to go through E-learning when they get internet stability again, yes, they can understand the material presented by the lecturer, even though before they did not attend the virtual meet, what was explained by the lecturer was already available on E-learning.”*

Students really enjoy learning IT for ELT Using E-learning because this course requires more explanation. Structured instructions in E-learning are needed, but F1 said that this course needs an explanation in depth.

4.2 Discussions

In this section, the researcher reviews the findings of this research and relate them to previous research and related theories. The purpose of this research was to identify the perceptions of students majoring in English Education at Islamic State University of Maulana Malik Ibrahim Malang towards E-learning as a learning tool

in the IT for ELT course. Based on the findings described by the researcher above, students have a positive or good response regarding the use of E-learning as a tool.

Technological developments allow developers to compete in creating applications that facilitate human life. In the field of Education, both lecturers and students must cope with changes and rapid technological developments in everyday life.

Regarding the research objectives that have been described, this research examines the perception of EFL students toward the use of the E-learning platform of the State Islamic University of Maulana Malik Ibrahim Malang investigate the influence of adopting E-learning as a learning tool in IT for ELT course.

4.2.1 The Perceptions of EFL Students Toward The Use of E-learning

Based on the results of the study, in the first part researcher discussed students' perceptions of using E-learning. In the questionnaire results, more than half of the students gave positive responses to using E-learning, as stated by Rachmat (2010), who claimed that one of the external factors of perception is Experience. Students have experience using E-learning through the learning process.

The researcher found that E-learning can increase students' learning motivation and make them more independent in learning because, in E-learning, there are various sources and learning instructions available. The discussion forum also makes students able to give their opinions more confidently. And students are also more disciplined in doing assignments because the due date arrangement in E-

learning requires them to be on time because if they are late, they will no longer be able to submit their assignments. It was in line with the previous study conducted by Septyani et al. (2021) that the Undiksha Moodle E-learning platform is beneficial. As indicated by the large number of students who strongly agree, the Undiksha Moodle E-learning platform is effective as a learning tool.

Furthermore, in the interviews section, the researcher found correspondents thought that students feel enjoy and comfortable with the online learning process using E-learning because it is easy to access and has great flexibility. They do not have difficulties accessing E-learning because they already familiar with E-learning

The operation of E-learning also has a positive response. Even though they have trouble operating E-learning but it is very rare, and using E-learning does not require a lot of money. The instructions and modules provided by the teacher are also very easy to access and understand. Students feel comfortable using E-learning, both in accessing material and in doing assignments.

4.2.2 Effect of Adopting E-learning in IT for ELT course

The second finding discussion is about the effect of adopting E-learning in IT for ELT course. The data showed that the students like learning the process in IT for ELT through E-learning. They also feel comfortable doing the assignment. As F2 said, she enjoys learning IT for ELT because the instructions from the lecturer are already available on the E-learning, making it easier for her to follow the instructions. The researcher found that students also like using E-learning in IT for ELT course.

From the results, the data obtained show that E-learning at Islamic State University of Maulana Malik Ibrahim Malang is successful and valuable as a learning tool, especially for IT for ELT courses that require many instructions. As F4 said, she likes using E-learning in IT for ELT because that course has many instructions from the lecturer about doing projects at every meeting, so the students need the E-learning to see the instruction anytime.

More than half of the correspondents agree that E-learning at the State Islamic University of Maulana Malik Ibrahim Malang can help the students understand easily the material that has been provided. They can also repeat the material by opening E-learning again. The previous study conducted by Sama et al. (2021) found that students' opinions of using the Edmodo platform in the English Literature Study Program's Effective Listening course were positive in terms of content/material features, interface, feedback, evaluation, and personalization. students have much easier access to the required material in full than they would in a face-to-face lecture setting

Related to the teacher's role in explaining the material as evidence of the superiority of E-learning such as easier to absorb, meaning that multimedia facilities can be used for E-learning in the form of images, text, animation, sound, and video (Indrakusuma & Putri, 2016).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings in the previous chapter, the results of the questionnaire and interviews show that English Education Department students of Maulana Malik Ibrahim Malang State Islamic University have a positive perception of the use of E-learning of the State Islamic University of Maulana Malik Ibrahim Malang in the IT for ELT course.

However, E-learning of the State Islamic University of Maulana Malik Ibrahim Malang does not have all the LMS features mentioned by the book written by Foreman (2017) it does not make students have a negative perception of E-learning. E-learning can increase their learning motivation and make them more independent in learning because, in E-learning, there are various sources and learning instructions available, the discussion forum also allows students to give their opinions more confidently. Moreover, students are also more disciplined in doing assignments because the due date arrangement in E-learning requires them to be on time. After all, if they are late, they will no longer be able to submit their assignments.

5.2 Suggestion

After getting results about the perception of students majoring in English education on the use of E-learning in IT for ELT courses which gave positive results, the performance given by the lecturer is excellent and structured. First, however, the researcher suggests that the Educator cross-check whether the task

notification will appear in the student's E-learning. Second, the researcher suggests that future research should combine a larger group of students for reliable results, as this research only used a small sample, which limits the generalizations made from the findings.

Third, this research only investigates the perceptions of students majoring in English education on using E-learning in IT for ELT. However, E-learning has good potential for this course because this course requires detailed instructions. Researcher suggest future research will examine other courses that use E-learning as a medium to see whether students have positive perceptions. For other researcher, in future research. This research is expected to be useful for other researcher and as a reference or inspiration to conduct further research related to this field, especially in using E-learning for a better reference.

References

- Bassey, M. (1999). *Case study research in educational settings*. McGraw-Hill Education (UK).
- Berridge, C. W., & Waterhouse, B. D. (2003). The locus coeruleus–noradrenergic system: modulation of behavioral state and state-dependent cognitive processes. *Brain research reviews*, 42(1), 33-84. [https://doi.org/10.1016/S0165-0173\(03\)00143-7](https://doi.org/10.1016/S0165-0173(03)00143-7)
- Creswell, J. W., & Garrett, A. L. (2008). The “movement” of mixed methods research and the role of educators. *South African Journal of Education*, 28(3), 321–333. <https://doi.org/10.15700/saje.v28n3a176>
- Elsa, E., Utami, W., & Nugroho, L. (2018). A Comparison of Sharia Banks and Conventional Banks in Terms of Efficiency, Asset Quality and Stability in Indonesia for the Period 2008-2016. *International Journal of Commerce and Finance*, 4(1), 134-149.
- Gebhard, J. (2006). *Teaching English as a foreign or second language*. Ann Arbor . University of Michigan Press.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow. Pearson Longman.
- Hooghe, L. (2001). *The European Commission and the integration of Europe: images of governance*. Cambridge University Press.
- Kasmiati, K., Tahril, T., & Tiwow, V. M. (2020). Effect of Problem Based Learning Model on the Chemical Reaction Rate toward Critical Thinking Ability of Students. *Jurnal Akademika Kimia*, 9(4), 183-190. <https://doi.org/10.22487/j24775185.2020.v9.i4.pp183-190>
- Kelly, S. R., Mazzone, E., Horton, M., & Read, J. C. (2006). Bluebells: A design method for child-centred product development. *Proceedings of the 4th Nordic Conference on Human-Computer Interaction Changing Roles - NordiCHI '06*, 361–368. <https://doi.org/10.1145/1182475.1182513>
- Kerka, S. (1996). Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
- Kodriyah, L. (2016). Students’ perceptions toward the use of Edmodo as a tool for learning English. In *Proceedings of the 63rd TEFLIN International Conference: Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond, Book (Vol. 2)*.
- Ma’azi, H., & Janfeshan, K. (2018). The effect of Edmodo social learning network on Iranian EFL learners writing skill. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186X.2018.1536312>
- Mu’in, F., & Amelia, R. (2018). Unraveling English Department Students’ Perception of Using e-Learning. *Arab World English Journal*, 4(4),

132–143. <https://doi.org/10.24093/awej/call4.10>

- Muharlisiani, L. T., & Azizah, S. (2017). Using Weblog and E-Learning To Improve Writing Skill of Students Second Semester English Education Department.
- Notoatmodjo, S. (2007). Promosi kesehatan & ilmu perilaku.
- Nursalam, N., Armini, N. K. A., & Fauziningtyas, R. (2009). Family Social Support Reduces Post Judgemental Stress in Teenagers. *Jurnal Ners*, 4(2), 182-189.
- Oblinger, D. G., & Hawkins, B. L. (2005). The myth about students. *Educause review*, 40(5), 12-13.
- Pengusul, T., Muharlisiani, D. L. T., Pd, M., Azizah, H. S., Pd, S., Pd, M., Supeno, D., & Pd, M. H. M. (n.d.). *Using Weblog And E - Learning To Improve Writing Skill Of Students Second Semester English Education Department Department Faculty Of Language And Science Wijaya Kusuma Surabaya University*. 24.
- Poerwadarminta, W. J. S. (2005). General Dictionary of Indonesian Language. *Jakarta: Balai Pustaka*.
- Prabowo, S. (2022). Pengaruh Persepsi Dan Sikap Belajar Terhadap Prestasi Siswa Dalam Mata Pelajaran Akuntansi (Studi Pada Siswa Kelas XI IPS SMA Negeri 1 Cikarang Selatan). *STAR*, 11(3), 1. <https://doi.org/10.55916/jsar.v11i3.57>
- Prayudi, Y. (2009). Kajian awal: e-learning readiness index (ELRI) sebagai model bagi evaluasi e-Learning pada sebuah institusi. In *Seminar Nasional Aplikasi Teknologi Informasi (SNATI)*.
- Purbo, O. W. (n.d.). *An Indonesian Digital Review—Internet Infrastructure and Initiatives*. 37.
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Favorite E-Learning Media in Pandemic Covid-19 Era. *Jurnal Studi Guru Dan Pembelajaran*, 3(3), 480-485. Retrieved from <https://e-journal.my.id/jsgp/article/view/435>
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). E-Learning in COVID-19 Situation: Students' Perception. *EduLine: Journal of Education and Learning Innovation*, 1(1), 9–15. <https://doi.org/10.35877/454RI.eduline378>
- Sama, G., Ota, M. K., & Siami, G. A. (2021). *Student's Perception Towards The Use Of Edmodo In Learning Effective Listening In The Pandemic Covid-19 Period*. 10, 9.
- Scheef, A., & Johnson, C. (2017). The Power of the Cloud: Google Forms for Transition Assessment. *Career Development And Transition For Exceptional Individuals*, 40(4), 250-255. <https://doi.org/10.1177/2165143417700844>
- Septyani, N. L. P. V., Purnamika, I. G. A. L., & Wedhanti, N. K. (2021). A Study



of ELE Students' Perception of Undiksha Moodle E-learning in Pedagogical Courses. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(2), 120. <https://doi.org/10.31002/metathesis.v5i2.3949>

Tarigan, H. G. (2008). *Menulis sebagai keterampilan berbahasa*. Bandung: Angkasa.

The European Commission and the integration of Europe: Images of governance. (2002). *Choice Reviews Online*, 40(02), 40-1174-40-1174. <https://doi.org/10.5860/CHOICE.40-1174>

APPENDICES

Appendix I Permission letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBİYAH DAN KEGURUAN JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id . email : fitk@uin_malang.ac.id	
Nomor	: 1602/Un.03.1/TL.00.1/06/2022	7 Juni 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Ketua Jurusan Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang		
di		
Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Aeva Suhesta Rani	
NIM	: 18180021	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Genap - 2021/2022	
Judul Skripsi	: EFL Students' Perception Toward the Use of E-learning Platform as an Effective Tool in IT for ELT Course	
Lama Penelitian	: Juni 2022 sampai dengan Agustus 2022 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		
An Dekan, Wakil Dekan Bidang Akademi		
Muhammad Walid, MA NIP. 19730823 200003 1 002		
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Appendix II Instrument Validation

Validation Sheet

Blueprint of interview and questionnaire guide

EFL Students' Perception toward the Use of E-learning Platforms as Effective Tools in IT for ELT Course

Validator	:	Harir Mubarak, M.Pd
NIP	:	NIP. 19870708201802011152
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	25 Mei 2022

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

- In this part, please give a score on each item with sign (✓) in the following columns below:
 - 1 = Very poor
 - 2 = Poor
 - 3 = Average
 - 4 = Good
 - 5 = Excellent
- Please give your feedback and suggestion in the columns.

C. Assessment Rubric

QUESTIONNAIRE

- Students' perception and behavior on using E-learning in IT for ELT course

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	

1.	E-learning affords me time to explore learning source							
2.	E-learning enhances my learning motivation							
3.	E-learning helps me to be more independent in my learning							
4.	E-learning increases my confidence in articulating my thoughts and opinions							
5	E-learning enhances the enjoyment of learning							
6.	E-learning enhances my interactions with friends and the teacher							
7	My discipline is improved through online tasks.							

2. Students' Perceptions about E-learning Operational

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1.	I have the capability to access the module						
2.	I am able to access the online resources						
3.	I am able to view the online resources provided by the teacher						
4.	The teacher's online instructions are easy to understand						
5.	E-learning spends cost a lot						

The content and structure in the blueprint need to be revised in advance for distribution to research participants.

E. Conclusion

Based on the assessment, it can be concluded that:

You can give a strikethrough on the answer that does not relate or match with your opinion.

1. Suitable to be used to collect data without revision
2. Suitable to be used to collect data in revision
3. Not suitable to use collect data

Malang, April 29th, 2022

Validator,



Harit Mubarak, M.Pd

Appendix III Result of Questionnaire

ASPECT	SD (%)	D (%)	N (%)	A (%)	SA (%)
E-learning affords me time to explore learning source	0%	4.8%	19%	42.9%	33.3%
E-learning enhances my learning motivation	0%	14.3%	38.1%	38.1%	9.5%
E-learning helps me to be more independent in my learning	0%	0%	0%	61.9%	38.1%
E-learning increases my confidence in articulating my thoughts and opinions	5%	10%	5%	45%	35%
E-learning enhances the enjoyment of learning	5%	5%	20%	35%	35%
E-learning enhances my interactions with friends and the teacher	14.3%	19%	38.1%	23.8%	4.8%
My discipline is improved through online tasks	4.8%	14.3%	33.3%	38.1%	9.5%
I have the capability to access the module	0%	0%	9.5%	57.1%	33.3%
I am able to access the online resources	0%	0%	14.3%	38.1%	47.6%
I am able to view the online resources provided by the teacher	0%	0%	9.5%	47.6%	42.9%

The teacher's online instructions are easy to understand	4.8%	4.8%	19%	42.9%	28.6%
E-learning spends cost a lot	33.3%	19%	23.8%	19%	4.8%
My Internet connection is problematic	4.8%	14.3%	57.1%	19%	4.8%
I enjoy doing assignments using the E-Learning	9.5%	4.8%	9.5%	42.9%	33.3%
I feel comfortable doing assignments using E-learning	0%	9.5%	14.3%	42.9%	33.3%
I like the learning process through E-learning	4.8%	9.5%	33.3%	33.3%	19%
I'm confused learning IT for ELT through E-learning	14.3%	38.1%	28.6%	9.5%	9.5%
I like to use E-Learning in IT for ELT course	4.8%	14.3%	9.5%	47.6%	23.8%

Appendix IV Result of Interview

Name: M1

I : Do you feel more comfortable and enjoy the online learning process using E-Learning.”

M1 : *“yes, I enjoyed it, because we are very grateful, especially me, in class A IT class for ELT on Friday, there is only one class, and that is the same as the*

teacher in whole learning in E-learning without a virtual meet, so we can still do assignments, there is still a little leeway, it is good that the term is still given a bonus, the bonus is Saturday and Sunday off, Friday is also off no virtual meet, but we need further explanation about E-learning because we are not enough only study From e-learning that is what is called students when seeking knowledge one of them must have a teacher.”

I : Do you have any difficulties using E-learning? What are the difficulties that you feel?”

M1 : “OK, there is no difficulty using E-learning because we are already familiar with E-learning. Since the first semester, we have been familiar with it online. We also learn online from semester two to semester five, and until now, we use E - no learning, no difficulties.”

I : “How about the E-learning Operational?”

M1 : “Now for the third question regarding operational E-learning, maybe the problem is when E-learning has lagged, when we have a 23.59 task due date today, from morning to night, E-learning is still not working because maybe many people are using it, right? that is not the case for others. However, it is also infrequent now when the IT for ELT task is lagging. There is a solution from the lecturer, the solution may be to extend the due date of the assignment’.

I : Do you enjoy learning IT for ELT using e-learning?

M1 : “yes, I enjoyed it, because we are very grateful, especially me, in class A IT class for ELT on Friday, there is only one class, and that is the same as the

teacher in whole learning in E-learning without a virtual meet, so we can still do assignments, there is still a little leeway, it is good that the term is still given a bonus, the bonus is Saturday and Sunday off, Friday is also off no virtual meet, but we need further explanation about E-learning because we are not enough only study From e-learning that is what is called students when seeking knowledge one of them must have a teacher.”

I : “Do you think e-learning is effective as a learning tool?”

M1 :”I think that E-learning is not effective, so it is effective or not. Actually, if you want to say it is effective, it is effective when there is additional material, so E-learning is still effective because the lecturer only gives the material, but it is declared ineffective when the lecturer only gives assignment material.”

Name: M2

I : “Do you feel more comfortable and enjoy the online learning process using E-Learning?”

M2 : “I like to use E-learning during the online learning process because it is easy to access.”

I : “Do you have any difficulties using E-learning? What are the difficulties that you feel?”

M2 : “So far, I have not found any difficulties in using E-learning because I have often encountered similar technology.”

I : “How about the E-learning Operational?”

M2 : *“Easy to use and effective.”*

I : “Do you enjoy learning IT for ELT using e-learning?”

M2 : *“Yes, I enjoy it.”*

I : “Do you think e-learning is effective as a learning tool?”

M2 : *“Yes, I believe that E-learning is an Effective educational tool.”*

Name: F1

I : “Do you feel more comfortable and enjoy the online learning process using E-Learning?”

F1 : *“To answer the first question, yes, I do feel more comfortable and enjoy the online learning process when I use E-learning because it is easy to access, has greater flexibility, saves time, and reduces costs.”*

I : “Do you have any difficulties using E-learning? What are the difficulties that you feel?”

F1 : *“So far, there are no difficulties in using e-learning. The problem is that in the same network, sometimes it is a bit difficult to understand the material and how to solve the tasks given by the teacher concerned.”*

I : “How about the E-learning Operational?”

F1 : *“So far, the operation of e-learning is quite good. I have not found any shortcomings or obstacles in its operation.”*

I : “Do you enjoy learning IT for ELT using e-learning?”

F1 : *“It is a bit difficult in IT for ELT. Because learning IT for ELT requires more in-depth explanation, and it is not enough just to do video tutorials.”*

I : “Do you think e-learning is effective as a learning tool?”

F1 : *“Talking about effectiveness, E-learning has been very effective. Both for students and teachers. E-Learning allows teachers to control their students through assignments given via the internet. Also, teachers can develop learning materials from anywhere so that the material being taught will expand and be detailed. Likewise, for students, E-learning allows flexibility and effectiveness in the learning process, in the sense that E-Learning can help students when they are not present in class because the material being taught can be accessed wherever and whenever they are, without having to be fixated on the material being taught in class. But on the other hand, the quality of the assignments given will be reduced because more are produced from copy-pasting previously existing material. In addition, students who are less motivated will be lazy to open the E-Learning material that has been given by the teacher, so they will be far behind in the subject matter. So basically, E-Learning is very effective if used in learning. But if there is no collaboration between teachers and students to make it successful, E-learning will not run smoothly.”*

Name: F2

I : “Do you feel more comfortable and enjoy the online learning process using E-Learning?”

F2 : *"Yes, I feel comfortable when accessing material through e-learning because it's a very flexible platform in which we can access it anytime and anywhere."*

I : "Do you have any difficulties using E-learning? What are the difficulties that you feel?"

F2 : *"Nope, I think it is easy to use because the face or appearance on e-learning is simple."*

I : "How about the E-learning Operational?"

F2 : *"the operation of e-learning is simple and easy to understand. Sometimes, there is a problem when I have a terrible connection to access it. I think it depends on the internet connection."*

I : "Do you enjoy learning IT for ELT using e-learning?"

F2 : *"Yes, I really enjoy learning IT for ELT because I have been given instructions from the lecturer. So, it makes it easier for me to follow the instructions."*

I : "Do you think e-learning is effective as a learning tool?"

F2 : *" Yes, I think e-learning is an effective tool for online learning in which we can access it anytime and anywhere."*

Name: F3

I : "Do you feel more comfortable and enjoy the online learning process using E-Learning?"

F3 : *"Yes, During the process of my online learning, I find that e-learning is most useful because it is simple to access."*

I : "Do you have any difficulties using E-learning? What are the difficulties that you feel?"

F3 : *"No, I think E-learning is very easy to operate."*

I : "How about the E-learning Operational?"

F3 : *"Easy to use and rarely has problems. It is just that, whether it is from the lecturer or the system, sometimes assignment notifications do not work."*

I : "Do you enjoy learning IT for ELT using e-learning?"

F3 : *"Sometimes yes, sometimes no, I think it depends on the lecturer."*

I : "Do you think e-learning is effective as a learning tool?"

F3 : *"I think it's effective. There is a plus point in using e-learning. It doesn't take up memory, can be accessed at any time, and can input all data (video, text, forums, etc.), so if you want to learn, you can repeat it. But it also depends on the lecturer, how to use e-learning."*

Name: F4

I : "Do you feel more comfortable and enjoy the online learning process using E-Learning?"

F4 : *"For number one, I feel more comfortable and enjoy learning online using E-learning because we can open it anytime and anywhere. Then it does not*

require us to be in good condition. For example, the house's condition must be stable from disturbing sounds, right? So, for example, when we finish class, we only read so we can do it anytime and anywhere.”

I : “Do you have any difficulties using E-learning? What are the difficulties that you feel?”

F4 : *“Then, for number two, do we have any difficulties in using E-learning? I do not think so, but yes, maybe for those new to E-learning, it is a bit difficult to operate. However, if we are used to it, we will think it is easy.”*

I : “How about the E-learning Operational?”

F4 : *“The operation of E-Learning is relatively easy for me.”*

I : “Do you enjoy learning IT for ELT using e-learning?”

F4 : *“For number four, in the IT for ELT course with the use of E-learning, I think it is very effective because there are many instructions from the lecturer about doing projects at every meeting, so if we only go through virtual meetings, it will not be effective, right? For example, those whose signals are in trouble or the internet is no longer able to go through E-learning when they get internet stability again, yes, they can understand the material presented by the lecturer, even though before they did not attend the virtual meet, what was explained by the lecturer was already available on E-learning.”*

I : “Do you think e-learning is effective as a learning tool?”

F4 :” *In my opinion about its effectiveness as a learning application, I think it is very suitable to be applied on every campus and as well as in other educational institutions such as junior high school and high school because E-learning provides several menus, such as a place to collect assignments or a forum for discussion. Etc. So yes, I think it is effective for the learning process.*”

Appendix V Documentation of Interviews



CURRICULUM VITAE



Nama Lengkap : Aeva Suhesta Rani
Tempat, tanggal lahir : Paok Lombok Timur, 20 September 2000
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Dusun Paok Lombok Timur, Desa Paok
Lombok, Suralaga, Lombok Timur, NTB
NO. HP/Telepon : 087791035991
Nama Wali : H.Alimansyah

Riwayat Pendidikan

1. 2006-2012 MI UF NW Paok Lombok
2. 2012-2015 MTs UF NW Paok Lombok
3. 2015-2018 MA UF NW Paok Lombok
4. 2018-sekarang UIN Maulana Malik Ibrahim Malang