

Students' attitudes on electronic English learning

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Abstract: Along with the development of technology in various aspects of life, it makes technology have a big impact and influence in today's life. In educational sector, one of the roles of technology in learning activities is to support the learning activities become easier to accomplished and interesting. One of the developments of technology in education sector is e-learning. E-learning may be an option to be used on class as a learning tool. Especially, on English subject when some students may find it difficult then e-learning could be their alternative to learn English the significance of this study for find out the students' perspective regarding e-learning in English subject. The data was conducted by distributing questionnaire to students. The study conducted in Bunga Bangsa Islamic Junior High School involving 56 students. Questionnaire was used as an instrument to collect the data which score analyzed based on the mean score. The result showed that students have positive attitudes toward e-learning. In terms of students' attitudes, it is found that students have positive attitudes toward e-learning since they found e-learning is appropriate to use, effective, and excellent technique to help them learning English.

Keywords: attitudes, belief, e-learning.

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Introduction

Technology plays an important role on daily basis today. It can not be separated from people because technology always involve on their life. Technology always grow up rapidly every day, it creates an efficient and effortless on people activities. The word technology comes from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means science, word, learning, mental state (Stosic, 2015). Technology in today's world touches, influences and shapes every aspect of human life. It is used on office space, education, entertainments and the way of life surviving (Ahmad & Nisa, 2016). Along with the growth of technology, all of aspects on today activities easy to be accomplished as well as on educational sector. Technology support teacher to create learning environment turn into interesting and convincing students on learning activities. One of the outputs of development technology is an electronic learning or e-Learning. E-Learning could define as an application of technology on educational sector. E-Learning applied existing technology to be used on learning activities in order to provide different learning variation on the class. E-learning could be effective and useful in the education world (Khan & Arabia, 2016).

One of the subjects that teacher may find the issue to teach is English subject. It has become common problem faced by people from non-English speaking countries (Thongmak, 2013). Students already feel down before the class begin by saying English is difficult. Then, it is a challenge for teacher to create an excitement atmosphere on the class by involving E-Learning. If the teacher and students are aware of the importance of e-Learning in English language learning, English learning is expected to be more fun and easier. Based on the reason



above, the researcher would like to conduct a study about students' and teachers' attitudes on electronic English learning to investigate their attitudes toward E-Learning.

According to Jain (2014) in general, attitudes divided into three components, namely: affective, behavioral, and cognitive components. First, affective component is an emotional reaction whether they like or dislike it toward an attitude object. This component shows the emotional attitude that collaborates with cognitive processes. Second, behavioral component means component that concerns the behavior of an individual toward attitudes. Third, cognitive component refers to individual's opinion toward what he believed.

E-learning is the use of Internet technologies to improve knowledge and performance (Jethro, Grace, & Thomas, 2012). According to Arkorful and Abaidoo (2014) E-learning imply to the use of information and communication technologies that supply online resources. It can be explained as the use, delivery and achievement of learning, training or education electronically (Khan & Arabia, 2016). E-Learning involve all forms of electronic which supported learning and teaching Yacob et al. (2012). Moreover Nyagorme et al. (2017) stated e-Learning well-known as a virtual class, web-based training, computer-based training, and mobile learning. In addition, Luaran et al. (2014) stated that e-learning engage the internet, computers, networking and multimedia technologies. According to Gaur (2015) The application of e-learning divided into two major types such as full online learning and blended learning. Full online learning take place fully on e-Learning tools.

In addition, a research conducted by Cai (2012) explains the advantages of e-Learning are internet provide so many teaching resources in all field of topics such as information, text, audio, picture. It also provides effortless information at affordable costs. If the learner wants to find something, they just have to search it through internet. E-learning also provide easy access to English newspapers, articles, news, events, or something that interest them. Due to this benefit, e-Learning allow students to learn English everywhere and every time. In other hand, a research conducted by Kisanga (2016) stated the disadvantages of e-learning divided into two variables; independent variable and external variable. The independent variable is teacher readiness, experience, qualification and academic background toward e-learning. The external variable may influenced by real life situation, infrastructure challenges, financial factors, and some technical reasons.

According from several studies, students are aware on the implementation of e-learning and prefer the usage of technology in their study. E-learning also increases students' motivation to learn. It can be said that technology bring a positive impact to education. In addition, students' attitude toward technology is positive considering many benefits offered by technology. To know students' attitudes is important. It will show how students respond, react, and feel toward e-learning. After knowing their attitudes, the researcher expected this study could be a considerable for teacher to involve e-Learning and still considered the students attitudes on e-Learning on English subject.

Methodology

According to Cresswell (2015) research design was used to gather, analyze, and interpret data using qualitative or quantitative research. This study applied descriptive study as the research design. Descriptive study was a study to explore or describe some phenomenon without any manipulation or give a treatment. Descriptive study was a method that aim to gather the actual information that already done. It did not give a treatment, manipulation or modify variable but only describe as it was. It was the simplest research compared to other studies. This study conducted with quantitative approach. According to Gay, Mills, & Airasian (2012) quantitative approach used numerical data to describe, clarify, predict to be collected and analyzed. The data were collected by using questionnaire. The steps to conduct the data related to construct the questionnaire before being distributed it to students. To construct the

questionnaire, this research collected some information from previous studies, journals and books from experts.

Population were all groups that catch the researcher's interest to be examined (Gay, Mills, & Airasian, 2012). In this research, the population were students of Bunga Bangsa Islamic Junior High School involving sixty five students. This research choose eight-graders of Bunga Bangsa Islamic Junior High School as the subject of study since this school supported facilities with technology, so they could provide an overview of attitudes on e-learning.

Further, samples in this research became a part of population which was representation of a population. However, sample referred to the subject of this research. In general, sampling technique divided into two types. There are probability or random sampling and non-probability or non-random sampling. This research choose samples for this study using probability techniques which was a simple random sampling. According to Taherdoost (2016) simple random sampling was a sampling technique which every item on the population had an equality to be the sample members. The number of sample sizes was fifty six students, as determined through the Krejcie table.

In this study, the researcher used a close-ended questionnaires to collect some information on students' attitudes perceiving electronic English learning use. The questionnaire consisted of several questions that still related to students and teachers attitudes on electronic English learning. To collect the data, this research conducted the following steps. First, this research constructed the questionnaires before disseminating it into the respondents. To construct the questionnaires, this research attempted to collect many information from previous studies, journals, books, and theory from some experts used as a primary data. Before making the questionnaire, this research created a guideline as indicators. Second, this research distributed the questionnaire to sixty five respondents. Third, data tabulation was the next step after administering the questionnaire. In this step, the results were inputed in a tabulation table. In other words, tabulation was preparation of data in the form of tables to be easily processed, presented and analyzed. Fourth, preparing data for analysis was the last step before the data were analyzed. All data which had been tabulated, it used to be analyzed and presented as a result of this study and was reported and accounted in this research. To analyze the data, this research used the mean analysis to analyze the data. the data examined the mean and described it. The mean used to find the average value of the total score of the respondent's answer.

$$\bar{x} = \frac{\sum x}{n}$$

where,

\bar{x} : Mean

\sum : sum of

x : raw score

n : total number of score

The mean score was used to find the average score of each items on questionnaire to be explained above. After knowing the average score, the data explained the score of each items to know the highest or the lowest scores.

Results and Discussion

The result of this study divided into two types based on the questionnaire for attitudes and preferences. First, it be explained the students attitudes on electronic English learning and the second was explained students' preferences on electronic English learning (Table 1).

Table 1. Students' Attitudes on Electronic English Learning

No	Parameter	Score
1	I eager to learn English with E-Learning	3.87
2	I choose to use online learning to study English	3.63
3	In my opinion, using E-Learning is needed when learn English	4.11
4	I agree that technology support English learning	4.18
5	In my opinion, E-Learning is more efficient for learning English	3.76
6	Multimedia is one of practical approach for me	4.13
7	My English skill rise after practice softwares or apps	4.24
8	English videos triggered me to gain more vocabulary	4.24
9	My writing skill get better by using social network	3.58
10	I gain listening skill by using musics	3.71

Based on Table 1, it was shown that the highest average scores were on item number (7) and (8). Students rose their English skill by practicing with software or apps and English videos increase their vocabulary. Second, students agreed that technology support their learning activities. In addition, students also used multimedia as an practical approach for learning English. Moreover, students perspective stated e-learning is appropriate to use and students eager to learn English with e-learning. In addition, students opinion about e-learning was eager to learn efficiently. However, students gained their listening skill by using musics. In other hand, not many students choose online learning in their English study and students barely used social network to raise their writing skill.

Table 2. Students' Preferences on Electronic English Learning

No	Parameter	Score
1	Technology could enhance my English skill	4.08
2	Smartphones or tablets could support my language skill	4.16
3	Social media could rise my conversation and reading skill	4.05
4	I could speak in English because of platform such as Youtube	4.16
5	I could write in English through Ms.Word	3.78

Based on Table 2, mostly students language skill developed since it was supported by smartphones or tablets also platform such as Youtube which it could enhance their speaking skills. In addition, this situation occured because mostly students used technology in their English learning. Besides, some of students used social media which allowed students to communicate with others such as Facebook, Twitter, Instagram, telegram, etc to increase their skill in English. In other hand, some students wrote in English through Ms.Word to develop their writing skills.

Conclusion

Mostly students have positive attitudes toward e-learning or technology in their English learning. Students perceive technology as a medium that can be used to improve their ability to learn English. Based on the result of questionnaire above, it is proved that students accept the development of technology that is available to support the learning activities.

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