# Perceptions of The Use of E-Learning in The English Teaching Activities by Students

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*Abstract This research aims to explore students' perceptions of the use of e-learning in English teaching activities. The study was conducted to understand how students respond to and engage with digital learning platforms during their English classes, especially in the context of increasing reliance on online education. Using a qualitative approach, data were collected through questionnaires from college students. The findings reveal that most students perceive e-learning as a helpful tool that offers flexibility, access to various resources, and opportunities for independent learning. However, challenges such as lack of motivation, technical issues, and limited interaction with teachers were also identified. Overall, while students acknowledged the benefits of e-learning in enhancing their English skills, they also emphasized the importance of combining it with traditional face-to-face instruction for more effective learning outcomes. This study highlights the importance of improving digital infrastructure and instructional design to ensure that e-learning is both effective and engaging in English education*

*Keywords: e-learning, student perceptions, English language learning, online education, digital learning*

## 1. INTRODUCTION

The development of digital technology has had a major impact in various aspects of life, including in the world of education. In the midst of advances in information and communication technology, conventional learning systems have begun to transform towards digital-based learning or what is known as e-learning. This change opens up opportunities for teachers and students to carry out teaching and learning processes in a more flexible, interactive and technology-based manner.

In the context of English language learning, e-learning provides various conveniences, such as access to extensive learning resources, the use of interesting audio-visual media, and opportunities for students to learn independently. Various e-learning platforms allow the teaching of language skill components such as reading, listening, speaking, and writing to be delivered in a more varied and accessible way.

However, the success of e-learning implementation in English learning activities is not only determined by the availability of technology, but also by students' perceptions as the main users. Students' perception towards the use of e-learning media is very important to know because this will affect their level of participation, motivation, and effectiveness in following the learning process. Students who have positive perceptions of e-learning tend to be more

enthusiastic and independent in learning, while negative perceptions can be an obstacle in achieving the goals of learning.

As for learning English from home, learners are required to be more active to find out. learning English is not easy for students in Indonesia, because English is a second language. With that, teachers inevitably have to apply and adapt to e-learning classes in delivering English language material starting from listening, speaking, reading and writing so that the teaching and learning process can continue. Difficulty in accessing online learning for learners in remote areas is one of the obstacles. With online learning, it is necessary to conduct research on the students' perception of e-learning in a short time and without training because we need to intend to see the perception of e-learning English.

Therefore, it is important to examine how students perceive the use of e-learning media in English learning activities thoroughly. This study aims to describe the views, experiences, and challenges felt by students in using e-learning as a medium in English learning activities. The results of this study are expected to be the basis for teachers, schools, and learning system developers to improve the quality and effectiveness of e-learning use in English language teaching in the present and future. We elaborate in this paper on how e online learning was implemented in English teaching and how students perceived their learning experiences in this activities.

As stated by a number of educational scientists (e.g., Herrington, Oliver, and Reeves 2003; Anderson and Ellis 2005; Simons 2006; Jonassen, Hernandez-Serrano, and Choi 2000), student-centered instructional practices in particular can be encouraged when opportunities presented by information and e-learning tools are employed. In terms of time, location, speed, topic, instructional strategy and resources, and course delivery and logistics, for instance, they provide teachers and students greater freedom (Collis, Vingerhoets, and Moonen 1997; de Boer 2004; Simons 2006).

Furthermore, e-learning may enable students to take a more active role in their education through problem-solving, decision-making, inquiry and research, design activities, and learning as meaning construction. Additionally, Simons (2006) suggests that e-learning may increase the visibility of thinking, learning, and collaboration processes through online analysis of activities and interaction patterns. In addition to being helpful for monitoring, the latter makes teaching and learning how to learn easier. We contend that English learning which up to now have disregarded the ways in which e-learning might support teaching and learning, may find therefore mentioned e-learning possibilities interesting.

Therefore the objective of this study is to know how the students' perceptions on English activities learning by using e-learning.

## 2. LITERATURE REVIEW

### Concept of Using E-learning

E-learning concist of two word they are electronic and learning its means E-learning is the learning using electronic components. E-learning using computers and technologies have be crucial part of learning as well as teaching that E-learning as new concept in learning. E-learning is internet's aplication which can connect between educator and learner also E-learning is any utilization or use of the internet and web thecnologies to create a learning experience. E-learning can be innovative approach to be used as a medium to deliver good design, user-center interactive learning environment and as having a wide arrange of easiness for anyone, anywhere, and anytime.

### Characteristics of E-learning

There are four characteristics of E-learning which are explained as follows (Wiliam, 20214):

1) Students' interest in learning materials does not depend on the teacher or student, because students construct their own knowledge through teaching materials delivered through the website interface.

2) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the nature of internet media which is global and can be accessed by anyone who is connected to it.

3) Students and educational institutions serve as mediators and mentors.

4) Obtained from the restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above that distinguish E-learning from conventional learning activities. In e-learning, students' understanding of learning materials no longer depends on the teacher/student. Students process their own knowledge through teaching materials delivered through the E-learning media interface. In e-learning, knowledge resources are spread everywhere and can be accessed easily by everyone.

**Benefit of E-learning**

E-learning promotes interaction between students and subjects/materials. Students can exchange information or opinions on various topics related to the class or students' personal development needs. In addition, teachers can publish course materials and assignments that students must complete in specific locations on the Internet so they can access them. Depending on their needs, teachers can also give students the ability to access certain study materials and exam questions that students can only visit once at a time.

E-learning has three benefits (Wiliam, 2014):

1) Cost Efficiency

E-learning can provide regularity of implementation, ability in facility arrangement, and real cost effectiveness of facilities, and there are options for learning such as productivity of consumption costs, especially costs and transportation needs.

2) Flexible

E-learning is easy to use, can be customized by choosing the time and place as well as options for picnics.

3) Learn to be Independent

E-learning provides opportunities for students to openly handle the entire learning cycle matrix.

**The Advantages of E-learning**

As we know, e-learning is beneficial to education, coorporation, and to all types of learner. E-learning effective then traditional learning because lesstime and money is spent travelling. E-learning has the advantages of taking class anytime anywhere. Education is available when and where it is needed. E-learning can done at the office, at home, on the road, 24 hours a day, and seven days a week. E-learning also has measurable assessments which can be created so the both the instructors and students will know what the students have learned, when they have complated courses, and how they have performed. E-learning help students developt knowledge of the internet. This knowledge will help learners drop throughout their careers. E-learning encourages students to take personal responsibility for their own learning. When learner succeed, builds self-knowledge and self-confidence in them

So there are advantages of e-learning as follow :

a) It is easier for students to absorb, it is means that in e-learning they can use existing facilities in multimedia in the form of images, text, animation, sound effect, and animation videos and also learning videos.

b) It is much more cost-effective, meaning that e-learning does not equire an instructor, not does it need a minimum audience, it can be anyware, and so on.

c) Much more concise and easy, meaning that in e-learning does not contain much class formality, it immediately becomes a subject, a subject according to the needs of learning.

d) Available 24 hours per day, meaning that mastery of the material depends on the enthusiasm and absorption of students, which can be monitored, and can be tested by e-test.

## 3. METHODOLOGY

**Research Design**

This research is quantitative descriptive. Descriptive research is research that is used to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting with other variables. This research is quantitative descriptive with frequency analysis in percentage form using survey method. Survey is a research method using a questionnaire as a data collection instrument. The aim is to obtain information about a number of respondents who are considered representative of a particular population. Descriptive survey is a type of survey used to describe the population being studied. The focus of this research is behavior that is happening and consists of one variable (Creswell, 2018). This study uses quantitative descriptive methods to describe aspects or phenomena of e-learning seen from the perceptions of students in learning English.

This research questionnaire consists of ten closed questions that focus on students' perception on E-learning English. However, to make it easier for students to fill out the questionnaire which were compiled in Indonesian. The answers need to translate again to make a questionnaire. The researcher will make an electronic questionnaire in the form of a Google Form which were distributed to group of sample of higher education students through the Whatsapp group. Because this type of questionnaire is a closed questionnaire, students choose the available answers without having to think about the answers themselves.

## 4. RESULTS AND DISCUSSION

Based on the data obtained through questionnaires, the results of this study show that most students have a positive perception of the use of e-learning in English learning activities. They consider that e-learning provides various benefits in supporting their learning process, especially in terms of time flexibility, easy access to materials, and variety of learning media.

Some students stated that the use of e-learning makes them more independent in learning. With access to materials that can be repeated at any time, students feel more free to understand lessons according to their own learning pace. In addition, interactive features such as learning videos, online practice questions, and discussion forums are also considered to increase students' interest and motivation to learn English subjects.

Nevertheless, not all students have a completely positive perception. Some students express technical constraints such as unstable internet network, inadequate devices, or lack of technology skills as barriers in using e-learning. In addition, some students also perceive the lack of direct interaction with teachers and friends as the main drawback of online learning.

From the analysis, it can be concluded that students' perceptions towards the use of e-learning media are diverse but tend to be positive. The findings also show that carrying out collaborative assignments can be difficult in internet-based distance education. The difficulties with collaboration resulted from time-consuming communication and organization of the collaborative task. Moreover, these difficulties were compounded by the fact that most of the group members did not know each other prior to the learning experience. The fully open format for discussion in combination with insufficient instruction and guidance from the teacher was also perceived as unsatisfactory by the students.

In summary, we discovered that the teacher's direction and comments on students' work were the most important aspects of completing learning assignments. The contemporary trends in dance pedagogy, which encourage students to assume greater responsibility for their learning processes, were applied in a number of the study's learning tasks. According to research on English learning (e.g., Gerda 2006; Mulyani 2020), teachers should encourage students to take greater ownership of their education and acknowledge and promote their particular skill. Furthermore, we have demonstrated that the role and direction of the teacher is a crucial element of successful learning experiences in the context of online distance learning.

## 5. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that students' perceptions of the use of e-learning media in English learning activities tend to be positive. Most students give positive perception that e-learning provides convenience in accessing learning materials, increases the flexibility of learning time, and presents a variety of interesting and interactive learning media.

The use of e-learning is considered to help students become more independent in learning and more interested in attending lessons, especially because the material can be accessed at any time and according to their individual needs. However, there are also a number of barriers felt by students, such as limited internet access, lack of supporting devices, and lack of direct interaction between teachers and students.

## 6. RECOMMENDATION

Based on the research findings regarding students' perceptions of the use of e-learning in English teaching activities, the following recommendations are suggested to help students enhance their learning experience:

**For the Teacher:**

Teachers should be better at delivering material through learning videos so that students can understand the material well using E-learning, so that the teacher does not only give assignments but the teacher must explain the material first. In addition, communication between teachers and students is important so that there is no miscommunication and students can better understand the material or assignments given by the teacher.

**For the Students:**

To optimize the using of e-elearning in teaching and learning English the students are able to :

- make the most of e-learning features

  Students are encouraged to actively explore and utilize various features provided by e-learning platforms, such as discussion forums, interactive quizzes, video materials, and practice exercises to deepen their understanding of English.

- manage study time effectively

  Since online learning requires high self-discipline, students should create a consistent

study schedule and avoid procrastinating on assignments to keep their learning process organized.

- participate actively in online classes

Students are advised to ask questions and engage in discussions during virtual lessons.

- use e-learning for independent practice

Beyond the materials provided by teachers, students can take the initiative to find additional resources through e-learning platforms, such as English learning videos or grammar and vocabulary apps.

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