CHAPTER I

INTRODUCTION

A. Background of the Research

In this 21st century, the rapid development of technology has entered the world of education with the existence of e-learning. The development of technology has made e-learning increasingly popular which has attracted wide attention from the government, companies, and schools, which has become an important learning method in the information age.[1] Based on research from Taiwan, Ming-Lang, Ru-Jen, and Hui-ping found that the effectiveness of e-learning has attracted students by using multimedia features that can attract attention to students so that it could increase learning attractiveness.[2] Based on the research from Indonesia, they argued that not all students like this learning because of the geographical location where students have difficulty accessing the internet so they are not interested and prefer traditional learning methods.[3]

E-learning is learning with an innovative approach to provide a learning environment with electronic media, learner-centered, can be done to anyone, anywhere, and anytime by utilizing the internet and digital technology tools.[4] E-learning has a very important role as an effective

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[1]Shuai Liu, et al, *E-Learning. e-Education, and Online Training*, (China: Springer, 2018), p. 62.

[2]Ming-Lang Tseng, Ru-Jen Lin and Hui-Ping Chen, "Evaluating the Effectiveness of E-Learning System in Uncertainty", *Industrial Management and Data Systems*, Vol. 111, No. 6, December 2011, p. 869–889.

[3]Priyono Tri Febrianto, Siti Mas'udah and Lutfi Apreliana Megasari,"Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia", *International Journal of Learning, Teaching and Educational Research*, Vol. 19, No. 8, August 2020, p. 233–254.

[4]Joseph Rene Corbeil and Maria Elena Corbeil. *International Handbook of E-Learning, Volume 1 Theoretical Perspectives and Research*, (London: Routledge, 2015), p. 51.

learning solution now and in the future.[5] In addition to being an effective learning tool at this point, e-learning also provides educators with insight into the quality of student learning. This is stated by research that showed that the e-learning method can provide insight to educators to consider the dimensions of learning quality in providing quality knowledge to students.[6]

In the current pandemic condition, this method cannot be implemented effectively in several regions in Indonesia. This is not only due to the difficulty of accessing the internet but also having to buy an internet quota so that this becomes a school for most students who come from lower-middle-income families.[7] A research in India revealed that student preferences for e-learning because it gives freedom to connect with teachers and fellow students with comfort, space, and time.[8]

E-learning has brought many advantages in learning including providing solutions to increase knowledge and achievement, can be accessed easily anywhere and anytime, and can motivate and attract students' attention with various electronic media. on the other hand e-learning also has shortcomings that can be problems that students must face such as requiring knowledge and skills about technology so that it takes a lot of time, loss of social contact, lack of equipment which not all students have the facilities for

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[5]Constantin Aurelian Ionescu et al, "Sustainability Analysis of the E-Learning Education System during Pandemic Period-Covid-19 in Romania", *Sustainability*, Vol. 12, No. 21, September 2020, p. 1–22.

[6]Mehwish Waheed, Kiran Kaur, And Atika Qazi, "Students' Perspective on Knowledge Quality in E-Learning Context: A Qualitative Assessment", *Internet Research*, Vol. 26, No. 1, December 2014, p. 120-145.

[7]Priyono Tri Febrianto, Siti Mas'udah and Lutfi Apreliana Megasari,"Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia", *International Journal of Learning, Teaching and Educational Research*, Vol. 19, No. 8, August 2020, p. 233–254.

[8]Mohammed Arsyad Khan, et al, "Students' Perception Towards E-Learning During Covid-19 Pandemic in India: An Empirical Study," *Sustainability*, Vol. 13, No. 1, December 2020, p. 1–14.

this method.[9] Both of these matters, students have their respective perceptions of this method. Perception is the way someone thinks about something or the impression they have about something.[10] In other words, perception is the opinion or impression students have about how e-learning in EFL virtual classroom is applied.

The virtual classroom is an outcome and component centered on the globalization process where teachers and students are in different places who interact outside of their physical contact limits through the internet.[11] In teaching English, virtual classrooms are familiar, especially for EFL Students in pandemic crisis. EFL is an English language student who is non-native English learning where English is not the first language and the official language in a country such as Indonesia.[12] There have been many virtual classes that have been implemented in teaching English which has been successfully used to teach EFL students.[13]

Students' perception reflects their attitudes and behaviors which can lead perceptions depending on the impressions or experiences each student has. Research in India revealed that the students' positive perceptions of e-learning and acceptance of this learning system. E-learning has emerged to improve the learning process and learning outcomes. In addition, easy access

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[9]Sujit Kumar Basak, Marguerite Wotto, and Paul Belanger, "E-Learning, M-Learning and D-Learning: Conceptual Definition and Comparative Analysis," *E-Learning and Digital Media*, Vol. 15, No, 4, 2018, p. 191–216.

[10]Collins English Dictionary, Online Dictionary. Retrieved from https://www.collinsdictionary.com/dictionary/english/perception.

[11]Tian Havwini, "Investigating the Interaction Patterns in EFL Virtual Classroom: A Case Study", *Advances in Social Science, Education and Humanities Research*, Vol. 377, December 2019, p. 192-196.

[12]Peng Si, "A Study of the Differences between EFL and ESL for English Classroom Teaching in China", *IRA International Journal of Education and Multidisciplinary Studies,* Vol. 15, No. 1, April 2019, p. 32-35.

[13]Nesreen Saud Alahmadi and Budoor Muslim Alraddadi, "The Impact of Virtual Classes on Second Language Interaction in the Saudi EFL Context: A Case Study of Saudi Undergraduate Students", *Arab World English Journal*, Vol. 11, No. 3, September 2020, p. 56-72.

to learning resources was found to be one of the main reasons for students to choose e-learning.[14]

Based on the statements above, the researcher conducts a research on students' positive perceptions based on usability, self-competence, students' attitude, and the ease in e-learning with critical analysis. It is very important to know how students' perception of e-learning because the teacher can find out and evaluate it. So that it can be as a reference in the context of developing or improving e-learning.

B. Research Question

Based on the background of the research that has described above, the researcher formulates the research question, how are the positive perceptions of Indonesian university students about e-learning in the EFL virtual classroom context?

C. Operational Definition

The title of this research is a critical analysis of Indonesian university students' perceptions of e-learning in EFL virtual classroom context. The researcher had to mention the definition of each word of the title, it follows:

- Critical analysis can also be interpreted as critical discourse analysis or critical discourse studies, which means a heterogeneous approach to theoretic and practice that probes into account the historical and social contexts where the text generated such as speech, written text, and non-verbal communication.[15] Critical analysis investigates how the production of the language spoken by someone is then included in a theory that is either past, historical, or social contextual.

- E-learning is an arrangement of technology intercede approach that can be implemented to expose students in teaching and can comprise component

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[14]Mohammed Arsyad Khan, et al, "Students' Perception Towards E-Learning During Covid-19 Pandemic in India: An Empirical Study," *Sustainability*, Vol. 13, No. 1, December 2020, p. 1–14.

[15]Mike Allen, *The SAGE Encyclopedia of Communication Research Methods* (Thousand Oaks, CA: SAGE, 2017), p 294.

of estimate, coaching, and training.[16] Learning is carried out through technology by utilizing technology devices to create a learning process or teaching and learning process which can be done anywhere or anytime.

- Perception is the process of understanding the real world and experiences through the five senses, making it possible to distinguish between images, forms, speech, attitudes, and reactions so that personal perceptions can affect thoughts, intuition, insight into individual conditions, definition of experience, and individual responses condition.[17] Every individual has their own perception according to the experience he feels from a condition. based on that, perception can be influenced by one's knowledge, thoughts, and responses

- Virtual classroom is particular utilization of technologies devices and net world into the duty of teaching.[18] In a virtual classroom where learning process activities are carried out in an online environment where students and teachers can interact, communicate, discuss, conduct audio and video conferences, and other tools to exchange messages.

D. *Objective and Contribution of the Research*

Based on research question above that has formulated previously, this research aims to determine Indonesian students' perception of e-learning in EFL virtual classroom. The contribution of this research can be summarized as follows:

1. For the students

   With this research, students can convey what they feel and express what is on their minds about e-learning. The results of this research are expected to be a means of conveying their perceptions of how to implement e-learning.

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[16]Robert M. Seel, *Encyclopedia of the Sciences of Learning* (New York: Springer, 2012), p. 1109.

[17]Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (Thousand Oaks, CA: SAGE, 2008), p. 606.

[18]William Horton, *E-learning by Design* (San Francisco, CA: Pfeiffer An Imprint of Wilay, 2006), p. 415.

2. For the English teacher

   This research provides information about Indonesian students' perceptions of e-learning. The results of this research are expected to help teachers know students' perceptions to know what is needed and what needs to be evaluated from e-learning.

3. For the readers

   This research is expected to provide information about how Indonesian students' perceptions of e-learning, especially in English teaching.

4. For the researchers

   The results of this research provides information on Indonesian students' perceptions of e-learning.

E. *Previous Related Research Findings*

Research that examines students' perceptions of e-learning has been carried out by previous research. Based on research conducted by Mohammed Arshad Khan, Vivek, Mohammed Kamalun, Maysoon Khojah, and Muhammad Tahir in India, they found that there were positive perceptions of students towards e-learning and accepting this new learning system. This proves empirically that e-learning has demonstrated the importance of implementing e-learning in the current pandemic crisis. This research shows students' preferences on e-learning because it gives them the freedom to be able to interact both with fellow students and with teachers, can easily access learning materials and learning resources anytime and anywhere where the advantages of e-learning are known for their flexibility in space and time. Easy access to information leads to the formation of a positive attitude towards e-learning. This is based on usability, self-competence, student attitude, and the ease in e-learning.[19] The difference between this research and the research is the research design and the participants. This research used critical action research with and one university while Khan et al took survey research and three universities in India.

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[19]Mohammed Arsyad Khan, et al, "Students' Perception Towards E-Learning During Covid-19 Pandemic in India: An Empirical Study," *Sustainability*, Vol. 13, No. 1, December 2020, p. 1–14.

Marzieh Rafiee & Salman Abbasian-Naghneh revealed that there were positive relationship between variables that were considered as the main predictors of acceptance and readiness for e-learning in the context of language learning. The result indicated the complex relationships between the perceived usefulness, perceived ease of use, e-learning motivation, online communication self-efficacy, and language learners' acceptance and readiness of e-learning. Furthermore, the perceived enjoyment did not have an influence on e-learning acceptance and readiness among language learners through the mediating role of perceived usefulness.[20] The difference stood in the research approach that used quantitative and the participants were undergraduate university students majoring in Teaching English as a Foreign Language that was supposed to be a user of e-learning technologies. While this study used a qualitative approach and the participants were still university students.

Other researcher, the research from Ghadah Al Murshidi. His research showed that no means statistical difference for students' perceptions of blended learning at a significance level of 0.05. Thus, it confirmed the higher acceptance rate for mixed-learning versus the old classroom learning mode. Therefore, this research concluded that individual student success was greatly improved in mixed learning meetings as compared to fully online or face-to-face learning meetings. Online blended learning has been seen to optimize the maximum benefit from legacy teaching methods and access to online learning materials. Perceived usefulness proved to be the most powerful factor of blended learning along with perceived ease of use which created the intention to use blended and online learning among teachers and students to learn

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[20]Marzieh Rafiee & Salman Abbasian-Naghneh, "E-Learning: Development of a Model to Assess the Acceptance and Readiness of Technology Among Language Learners", *Computer Assisted Language Learning*, Vol. 34, No. 5-6, July 2019. p. 730-750.

English.[21] Ghadah's research focused on students' perceptions of blended learning at the third and fourth grades of English Language Teaching. While this research focused on students' perceptions of e-learning virtual classrooms in English foreign learners at fourth grade.

Furthermore, Atif Ali Gill, Samra Malik, Sameera Iqbal, Haris Haseeb, and Nasreen Akhtar stated that the perception of usefulness has a significant influence on the attitude of university students to e-learning. Perceived ease of use and perceived usefulness on attitudes that lead to increased intention to use e-learning. Thus, this can theoretically contribute to extending the technology acceptance model to consider the importance of perceived ease of use, perceived usefulness and attitudes of efforts to increase the use of e-learning among university students.[22] Gill et al conducted that students' perception of e-learning in social networking, while this research refers to students' perception of e-learning in EFL virtual classroom. Another difference is the research approach that they used quantitative approach whereas this research used a qualitative approach.

Another researchers, Brittany Landrum, Jennifer Bannister, Gilbert Garza, and Susan Rhame. They have presented that Student satisfaction with online learning emerged as a lived consonance, that is a "gearing together" of student concerns that were analyzed qualitatively. Examining the construct of student satisfaction in online courses has commonly identified factors such as interaction, computer self-efficacy, course content, self-regulation, and perceived usefulness. Additionally, self-regulated learning, self-efficacy, interactive learning environment, perceived usefulness, ease of use, and quality of interaction positively relates to student satisfaction. The main dimensions of these concerns are student expectations regarding the time and
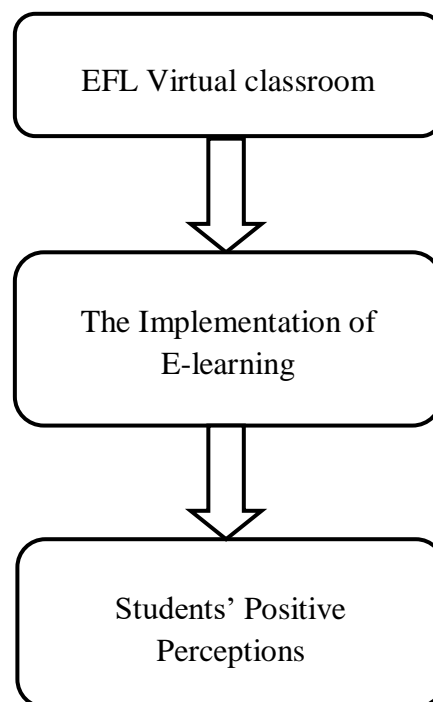
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[21]Ghadah Al Murshidi, "English as a Foreign Language Learning Students' Perceptions of Blended Learning in University Institutions: A Case Study of a University in UAE", *Advances in Science, Technology and Engineering Systems Journal,* Vol. 5, No. 5, October 2020, p. 893-901.

[22]Atif Ali Gill, et al, "An Empirical Study of Higher Education Students' Intentions to Use E-Learning: Developing Country Perspective," *PalArch's Journal of Archaeology of Egypt/ Egyptology*, Vol. 17, No. 8, 2020, p. 1046-1058.

space of online learning, self-motivation, and the role of others, including fellow students and the teacher. They found students' satisfaction with online courses expresses the students' understanding of how the content delivery, what the content entails, and how students interact with faculty and peers, fit with their purpose in taking the class.[23] Their research examined several constructs, whereas this research only examined four of their studies. In addition, the participants were different in that they researched undergraduate and graduate students for education business, while this study selected participants who are undergraduate students in foreign language learners.

F. *Conceptual Framework*

Based on the previous explanation, the researcher presents the conceptual framework as follows:

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│    EFL Virtual classroom    │
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│    The Implementation of    │
│         E-learning          │
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┌─────────────────────────────┐
│     Students' Positive      │
│        Perceptions          │
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[23]Brittany Landrum, Jennifer Bannister, Gilbert Garza, and Susan Rhame, "A class of one: Students' satisfaction with online learning", *Journal of Education for Business,* Vol. 96, No. 2, May 2020, p. 82-88.

Based on the conceptual framework, it can be understood that the Implementation of the E-learning method in EFL virtual classroom. With the implementation of this method, students have their respective perceptions regarding this method. The teachers apply this method as an alternative during the pandemic in the learning process. Utilization of technology tools with internet access through various platforms. What kind of e-learning learning in the eyes of students and how students experience during its implementation is what can lead to student perception about this method. Thus the researcher investigates how students perceive the e-learning method during the learning process.

G. *Research Methodology*

1. Approach of the Research

This research applied qualitative method in collecting data to know students' perceptions about e-learning. Qualitative research has a variety of data forms: observations, interviews, questionnaires, documents, and audiovisual materials.[24] Participants involved in this research gave a questionnaire about their perceptions of learning. Therefore, after the questionnaire was given to the participants, the subjects interviewed to get deeper information about their perceptions of e-learning in EFL virtual classroom and concluded it as a result of research.

2. Research Design

This research uses a critical action research design to inquire Indonesian university students' perceptions of e-learning in EFL virtual classroom. Critical action research is a verification and elaboration of action research or participatory action research that process incorporate critical theory with an action research paradigm, one of the aims to increase understanding of social phenomena.[25] Therefore, by analyzing the positive

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[24]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition* (Boston: Pearson Education, 2012), p. 212.

[25]Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (Thousand Oaks, CA: SAGE, 2008), p. 139-140.

perceptions of students, it can improve their understanding toward e-learning in the aspect of usability, self-efficacy, ease, and behavioral intention of using e-learning.

3. Location and Participants of the Research

The researcher conducted this research at one of Islamic Higher Education of Indonesia Institutions in Bone Regency, South Sulawesi Province. The researcher chose the last semester, namely the 8th semester from the English Education Department because cooperative and the access is easy so that   researcher easily get accurate data according to the needs of the researcher. This research takes five students as participants to convey their perceptions about e-learning in the EFL virtual classroom. The five students are the most active in the class.

4. Instrument of the Research

This research used Google Doc, WhatsApp and Zoom App as instruments. Researcher distributed questionnaires via Google Doc which sent to each participant's WhatsApp to obtain information. Zoom used as a medium to gather between researcher and participants to conduct interviews with the aim of getting more in-depth information so that researcher obtains more accurate information.

5. Data Collection Method

In this research, the researcher used two methods were questionnaire and interview. The researcher chose questionnaires and interviews because both of them are the most appropriate data collection to explore information on how students perceive e-learning in EFL virtual classrooms. The collecting data as follows:

a. Questionnaire

The questionnaire is a self-report data collection instrument that is filled out by each research participant as part of a research. In looking at broad-term questionnaire. Questionnaire can be used to collect quantitative, qualitative, and mixed data based on the type of question used. Qualitative research using a qualitative questionnaire which generally

uses open-ended items or questions.[26] This type of questionnaire gives participants flexibility because it let them think freely, not be overwhelmed by a series of answers that have been prepared.[27]

 b. Interview

An interview is a conversational process to obtain information through the interaction of the researcher and one interviewee or a group of people being interviewed.[28] Interviews used to retrieve accurate or perspective information and to deliberate data resulting from the information.[29] This research used a semi-structured interview which means a qualitative data collection method in which the researcher inquire several prearranged questions but allows new questions to emerge from the answers of the interviewees.[30]

 6. Data Analysis

Qualitative research depends on deep or intensive analysis of the data that has been collected such as interview and questionnaire. In this research, researcher uses critical analysis to interpret the collected data. Critical analysis can also be interpreted as critical discourse analysis or critical discourse studies.[31] Thus, to critically analyze the data, the researcher used critical discourse analysis to analyze questionnaire and interview data about Indonesian students' perceptions of e-learning in EFL virtual classrooms. Critical discourse analysis is a theoretical approach to studying language

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[26]R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition,* (USA: SAGE, 2014), p. 283.

[27]A. N. Oppenheim, *Questionnaire Design, Interviewing and Attitude Measurement* (London: Continuum, 1992), p. 112-113.

[28]Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (Thousand Oaks, CA: SAGE, 2008), p. 470.

[29]Li Wei and Melissa G. Mayer, *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (United Kingdom: Blackwell Publishing, 2008), p. 164.

[30]Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (Thousand Oaks, CA: SAGE, 2008), p. 810.

[31]Mike Allen, *The SAGE Encyclopedia of Communication Research Methods* (Thousand Oaks, CA: SAGE, 2017), p 294.

produced in both speech, written text, and verbal communication, which not only analyzes the context but refers to the linguistic analysis of the language produced.[32] The general linguistic analysis concepts targeted at critical discourse analysis are time, tense, modality, actor, argumentation, word order, coherence, intonation, choice of topic, turn-taking, hesitations, pause, laughter, voice (active and passive) and choice of word.[33]

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[32]Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (Thousand Oaks, CA: SAGE, 2008), p. 145.

[33]Dianna R. Mullet, "A General Critical Discourse Analysis Framework for Educational Research," *Journal of Advanced Academics*, Vol. 29, No. 2, 2018, p. 116-142.