

**STUDENTS' PERCEPTION TOWARD THE USE OF E-LEARNING IN
INTERMEDIATE LISTENING COURSE AT ENGLISH DEPARTMENT UNP**

THESIS

Submitted as partial fulfillment of the requirements to obtain a Bachelor of Education

(B.Ed) in English Language Education Program



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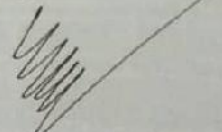
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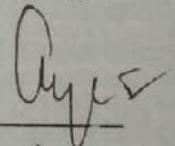
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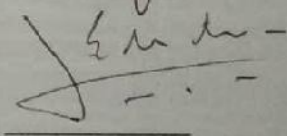
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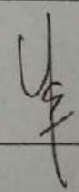
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ABSTRACT

Nurmalita, Tri Ayunda. (2022). *Students' Perception Toward the Use of E-learning In Intermediate Listening Course at English Department UNP*. Thesis. Padang:Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This study aims to find out students' Perception Toward the Use of E-learning In Intermediate Listening Course at English Department UNP. The design of this research is descriptive research design. The data was collected by using questionnaires and interview guidelines. In this study, the researcher used purposive sampling as a sampling technique to choose the participants. The participants of this study consist of 54 students from K1 and K2 2021 of English Education at Universitas Negeri Padang. The results of this study indicate that the students' Perception Of the Use of E-learning in the Intermediate Listening Course at English Department UNP is positive. Based on the calculation of the average from all indicators, students' perception toward the use of E-learning In the Intermediate Listening Courses is at the percentage of 75% in the good category.

Keywords: Perception, E-learning, Intermediate Listening

ABSTRAK

Nurmalita, Tri Ayunda. (2022). *Students' Perception Toward the Use of E-learning In Intermediate Listening Course at English Department UNP.* Thesis. Padang:Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui Persepsi mahasiswa terhadap penggunaan E-learning pada mata kuliah Intermediate Listening Jurusan Bahasa Inggris UNP. Desain penelitian ini adalah desain penelitian deskriptif. Pengumpulan data dilakukan dengan menggunakan kuesioner dan pedoman wawancara. Dalam penelitian ini, peneliti menggunakan purposive sampling sebagai teknik pengambilan sampel untuk memilih partisipan. Partisipan dari penelitian ini adalah 54 mahasiswa K1 dan K2 Pendidikan Bahasa Inggris tahun 2021 di Universitas Negeri Padang. Hasil penelitian ini menunjukkan bahwa persepsi mahasiswa terhadap penggunaan E-learning pada Mata Kuliah Intermediate Listening Jurusan Bahasa Inggris UNP adalah positif. Berdasarkan hasil perhitungan rata-rata dari semua indikator, persepsi siswa terhadap penggunaan E-learning pada mata kuliah Intermediate Listening berada pada persentase 75% dalam kategori baik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is an important skill in English because the learners must be able to understand the complete meaning that the speaker tries to deliver to them. According to Morley (2001) and Rost (2016), Listening is the most important skill in Language learning, because it can be used to large extent in normal daily life and develops faster than other language skills, suggesting that it helps the development of others.

The term "listening" has several meanings. According to Brown (2006), listening is a complex activity that can be helped by activating students' prior knowledge to understand what their hearing. According to Field (2009), listening is a skill that has a significant impact on both the classroom environment in general and the individual learner in particular. Then, Purdy in Gilakjani & Sabouri (2016) state that listening is the process of receiving, making meaning from, and answering spoken and/or nonverbal messages. In short, from several definitions of listening above, it can be concluded that listening is a skill that everyone has, and it includes a process that requires an active and immediate analysis of the streams of sounds from what have they heard.

In English education study program at UNP, there is a subject that learns more and can improve students listening abilities. This course

consists of 3 levels of listening skills. They are basic listening, intermediate listening, and advanced listening. These subjects are designed to develop students' listening skills and abilities by learning TOEFL, TOEIC, and IELTS tests, based on each level of the listening skills.

Many efforts have been made by lecturers who teach listening courses in the learning process to make this course more effective. First, lecturers who teach listening courses are preparing presentation slides. Second, teachers have to understand the material to be taught carefully. Then, lectures have to provide various media for learning activities. Last, lecturers have to prepare good learning designs and various materials from accurate sources and use various technologies.

Listening courses are usually carried out in the listening lab. The room is equipped with adequate tools like computers, speakers, and headsets that can be used to learn listening in the most fun way possible. However, during COVID-19 in 2020, various listening activities have been converted to online learning. Teaching and learning activities are carried out remotely according to government regulations. Thus, for distance classes, an online learning platform that is called “E-learning” is used by all lecturers and students at UNP.

Bullen & Jeans (2007) define e-learning as a learning process that uses internet technology to facilitate, deliver, and enable distance learning processes. Moreover, Based on the explanations of E-learning above, it can be concluded that E-learning is a system that is used to learn by using the

internet and technological computer accompanied by the application of innovative learning models.

According to Clark & Mayer (2016) E-Learning has several characteristics. First, it has content that relevant to the learning objectives. Second, it improves learning through instructional approaches such as offering examples and activities. Third, it employs aspects of media, such as words and images, to convey information. Fourth, it allows for direct teacher-centered instruction (synchronous E-Learning) or is geared toward self-study (asynchronous E-Learning). Last, it builds understanding and related skills intending to learn either individually or improve group learning performance.

According to Rusli in Supuwuningsih (2021), E-learning has several components. They are technology, content or learning material, and learning design. First is technology in learning, the use of the internet as a learning resource to obtain up-to-date and qualified teaching materials. The second is content or learning material, which is subject meter by the field of expertise possessed. The third is learning design to make an instructional design on the pedagogical principles outlined in the lesson plan.

There are several studies that are related to the use of E-learning. The first study was by Hon (2013). Then, research was conducted by Mutambik (2018). The third is a study from Lismardayani (2021). Then the last is research from Suryanto et al., (2021). Those previous studies were mostly concerned with the implementation and use of E-Learning. Then,

they only focus on characteristics, attributes, social factors, and features of E-learning. This study is different from those previous studies since this study discusses the use of e-learning analyzed from the elements components proposed by Rusli in Supuwuningsih, (2021).

Ofianto (2021), states that the use of E-learning platforms aims to make it easier for lecturers to carry out online learning so that learning activities are more effective and efficient. Teaching and learning activities in the intermediate listening class are usually done more practically or directly, but now it transferred to an online learning system through this E-learning platform because E-learning has been accessed more often in various places since the pandemic. Based on the researcher's learning experience when learned in the listening class, there are many students that repeat the course because they failed or got low grades. In addition, listening is a hard skill that has to be mastered. Even in the offline class, not necessarily some of the students can get the lesson much better. Then, how if the situations that happen make students have to do the learning activities in the intermediate listening class by online through e-learning, whether they can accept the lesson or not. For this reason, the researchers tried to do this research where the researcher would find how students perceive the use of e-learning in the intermediate listening class based on the elements that make up e-learning or the components of E-learning.

B. Focus of the Research

Based on the background above, the researcher do the research on students' perception toward the use of E-learning UNP analyzed from three components proposed by Rusli in Supuwuningsih (2021) technology, content or learning material, and learning design in the Intermediate Listening course.

C. Formulation of the Problem

The problem of the research is formulated as follows:

What are the students' perceptions toward the use of E-learning in the Intermediate Listening course in English Education Study Program at FBS UNP?

D. Research Questions

Based on the background above, the research questions are as follows:

1. What are students' perceptions toward the technology used in E-Learning of the Intermediate Listening Course?
2. What are students' perceptions toward the content or the learning materials used in E-Learning of the Intermediate Listening Course?
3. What are students' perceptions toward the learning design in E-Learning of the Intermediate Listening Course?

E. Purpose of the Research

1. To find out students' perceptions toward the technology used in E-Learning of the Intermediate Listening Course.
2. To find out students' perceptions toward the content or learning material used in E-Learning of the Intermediate Listening Course.
3. To find out students' perceptions toward the learning design used in E-Learning of the Intermediate Listening Course.

F. Significance of the Research

1. Lecturers

Hopefully, this research can be useful for lecturers as a medium to reflect on what they have done in the intermediate listening course and help students in the online teaching and learning process, as well as see student activities in distance learning.

2. Students

Hopefully, this research can help students to make them aware of the importance of E-learning in their studies and can provide motivation such a good experience for students when using it in intermediate listening courses.

3. Researcher

Hopefully, this study can be valuable to everyone and serve as a reference for learning more about students' impressions of utilizing E-Learning to teach intermediate listening.

G. Definition of the Key Terms

1. Perception

Perception is a mental process that our senses create based on what they see and hear. Because each person has a unique perspective and style of perceiving something, perception can have positive or bad consequences.

2. E-learning

E-learning is a broad set of applications and processes which include web-based learning, computer-based learning, and virtual and digital classrooms.

3. Intermediate Listening

Intermediate listening is a course that teaches students about the substance and theory of listening abilities.