

University Students' Perceptions Of Implementation Of English Online Learning System

Djuria Suprato, Christiana Sidupa

Abstract: As increasing of using technology, educational system has shifted from traditional to online. Online learning or e-learning is an alternative to accelerate English learning since it is no limitation to time and place. Universities around the world are investigating e-learning system to support their traditional teaching system. Some previous research showed an effective learning system when meet the students' needs This study was undertaken to find out whether the implementation of English online learning system would give positive impacts for the students in Binus University. The study was done by spreading survey questionnaire with Google Form and through two forms of social media, such as Line and WhatsApp, had yielded responses from 38 students. The respondents supported this idea of implementing online learning for English subject and had their personal reasons. Overall perceptions of the online learning were positive. The majority of students in the online learning indicated that they would prefer if the approach was offered. Therefore, this research found that online learning for English subject was applicable in Binus University.

Index Terms: approach, English subject, online learning, face to face, educational system, social media, students' perceptions

1 INTRODUCTION

Online learning or usually people call e-learning refers to a learning system that we can obtain through the internet using an electronic device. The 'E' in e-learning stands for 'Electronic.' Hence, the original term 'electronic learning.' The term may also refer to a network that can provide knowledge and skills to one or more individuals. Online learning is catalyzing a pedagogical shift in how we teach and learn (Stern) [10] The network provides the knowledge or skills either to everyone simultaneously or individually. ALLENCOMM states that e-learning is a training provided via a computer or other digital device, allowing technology to facilitate learning anytime, anywhere. When the Internet first started, people were sceptical about this type of education. However, as technology and learning systems improve, studying online turns out to be more popular. Today, millions of people study online all over the world. Due to the rapid growth of internet technology, universities around the world are investigating heavily in e-learning systems to support their traditional teaching and to improve their students' learning experience and performance. However, the success of e-learning system depends on the understanding of certain antecedent factors that influence the students' acceptance and usage of such e-learning systems. The study aimed to provide a discussion of the current e-learning environments, including their characteristics, limitations, advantages and other major factors that affect their acceptance of such a technology. It could be summed up that a successful e-learning system should consider the personal, social, cultural, technological, organizational and environmental factors [13].

More over Uğur [14] stated that quality of learning depends on many factors or dynamics such as meeting students needs, thei learning styles, preferences,etc. This study aimed to find out whether the implementation of English online learning system would give positive impacts for the students in Binus University. By doing this study, it was expected that the results could contribute to the constructive input and recommendation for the university, particularly in implementing online learning. As we all know, e-learning is becoming more and more prominent nowadays as people tend to emphasize on its benefits.

2 LITERATURE REFERENCES

Online learning is educational system through internet. It is called as e-learning. E-learning is defined as "communication and learning activities through computers and networks (or via electronic means)"[3], [7], [8], [12]. To be more specific, Fry [4] defines e-learning as "delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies." Internet and web technology is important in e-learning. Horton [9] defines e-learning as "the use of Internet and digital technologies to create experience that educate fellow human beings." In addition, Sun,et.al [11] called online learning as distance education. Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organizational. Moreover, online learning covered technological limitations, personal issues, etc. By doing so, the institution that would run e-learning has to anticipate them in order to improve the e-learning implementation. The previous study investigated the current state of e-learning in teaching English in the English Departments in King Khalid University in the Kingdom of Saudi Arabia (KSA). The case study technique is used to gather the required data. To achieve the objectives of the study, eight questions were asked. The answers to each of these questions summarized the results of the study as follows: male and female teachers both considered e-learning through Blackboard (Bb) effective. Generally speaking, both male and female students did not consider e-learning effective though females had a more positive attitude to e-learning than their

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male counterparts. Data show that students were not motivated to work with E-learning. Results also showed that students misused Blackboard system in large scale of plagiarism. Online quizzes were found to be more effective than assignments though some students did not favor that. Except for checking attendance and to some extent checking emails, all other blackboard related activities were never approached by the students. A considerable number of students and girls in particular, said they did not have access to Internet. As a result, e-learning was found not to make the English learning any better. The paper concluded by offering some recommendations and suggestions [6]. Study done by Curtis [2] showed effective collaboration in online system for the participants through interactive medium. It proved that online learning provides positive effect in teaching and learning as long as it is equipped with various technical tools to support it. In addition, López-Pérez [5] analysis showed that by learning online resources and completing online tasks enables students to acquire knowledge and develop skills such as reasoning, problem solving and decision making. It means to be effective learning, students must be active in learning resources and doing the assignments. A research done by Olive and Trigwell (2005) in Stacey [9] emphasized learners' perspective, students expressed their understanding of the benefits of both online and face to face interaction and they chose blended learning if possible.

3 METHODOLOGY

3.1 Research Method and Design

This article used quantitative and qualitative methods. It was designed to develop an appropriate online- or offline English language learning program and particularly to investigate its effectiveness at university level. In addition, the study aimed to examine the possibilities for the successful implementation of online/offline English language learning, and to suggest some solutions in applying it in higher education setting through the results and discussions.

3.2 Population and Sample

The research data used to create this article were questionnaires gathered from online survey through Google Forms spread using social media. The researchers selected the students from one of private universities in Jakarta, Binus, as the participants. For the participants, the researchers used purposive sampling. The total number of regular class students consisted of 38 students from 3 campuses.

3.3 Instrument of the Research

In this research, questionnaires were produced to address the specifics of the course offerings administered to the students in the three course sections. The questionnaires covered objective questions. The questionnaires contained the questions addressing overall students' agreements and disagreements toward the online learning system, their attentiveness, internet facility, learning method, and so on.

4 FINDINGS AND DISCUSSION

The purpose of this article was to find out whether the implementation of English online learning system would be as effective as the normal teaching method or people call it lecture, offline learning or face to face. This study used the

questionnaires to be answered by the students of Binus University. Therefore, from 3 campuses (38 respondents), 65.8% of them are from Kemanggisian campus, 15.8% from Alam Sutera campus, and 13.2% Bekasi campus (see Fig. 1).

University/College
38 responses

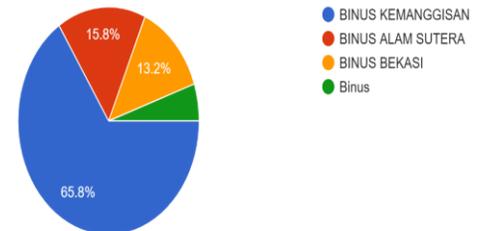


Fig. 1. Percentage of respondents distribution based on campus areas

4.1 Question 1

Question 1 was 'Do you agree if online learning system is operated as your campus' teaching method?' Figure 2 is the response for the first question from number 1 to number 4 means strongly disagree, disagree, agree, and strongly agree. The result showed that most of the students agreed the online learning system is operated at Binus, see Fig. 2.

1. Do you agree if online learning system is operated on your school's teaching method?

38 responses

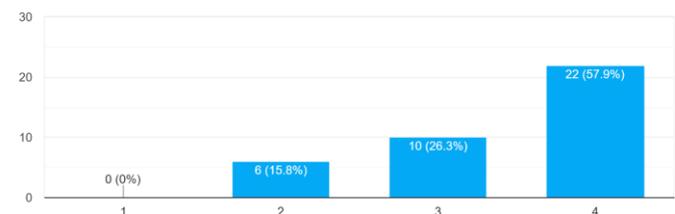


Fig. 2. Percentage of respondents agree to online learning system

4.2 Question 2

Question 2 was 'Are you interested in online learning system?' The second question is specifically asked whether each student was interested in the online learning system. Based on the first question that most of the student agreed to the operation of online learning at Binus. Therefore, the result showed that most of the students were interested in the online learning system operated at Binus. The results showed in figure 3 that 71% are interested in online learning system, see Fig. 3.

38 responses

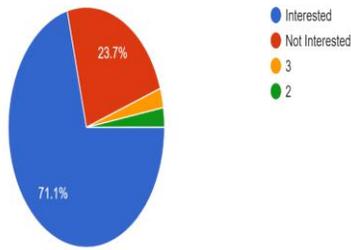


Fig. 3. Percentage of respondents' answers for question number 2

4.3 Question 3

Question 3 was 'How discipline would you be if you join the online learning system?' The third question asked whether each individual was able to be discipline to follow the online learning system. The fact was they did not need to come to attend the regular class in campus anymore. They need to be discipline to download materials provided in the platform and then read and prepare questions if they are not clear. They also need to do the exercises and quizzes regularly based on the deadline for each exercise or quiz. As López-Pérez [5] stated they have to learn from resources and do the tasks to enables them to get good result. They are also expected to ask as many questions as possible in the forum discussions and attend scheduled online class. From the result in figure 4, there was no 100% guarantee that the students would be discipline in attending the online classes. However, Binusians believed that they would be quite discipline if they joined the online learning system (see Fig. 4).

3. How discipline would you be if you join the online learning system?
38 responses

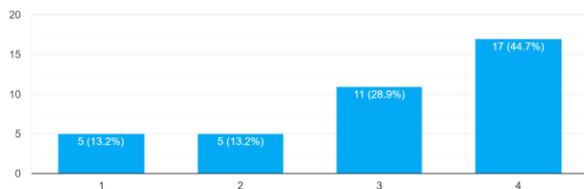


Fig. 4. Percentage of respondents' answers questions number 3

4.4 Question 4

Question 4 was 'Do you have good internet connection that might support the online learning system?' The fourth question is specifically asked whether each student had good internet connection supporting the online learning system. As a matter of fact, online learning system requires every individual to have internet connection in order to support the system. Most of Binusians had very good internet connection that could support the online learning system. Nowadays, internet is everybody's needs (especially for millennials), so internet connection is not a problem anymore. Based on figure 5, only few students answers they don't have good internet connection and majority said their internet connection is good enough (see Fig.5).

4. Do you have a good internet connection which might support the online learning system?

38 responses

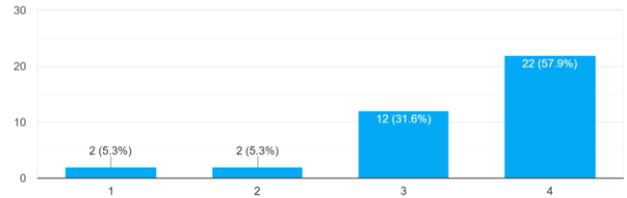


Fig. 5. Percentage of respondents' good internet connection

4.5 Question 5

Question 5 was 'How effective would it be if your institution will implement the online learning system in learning English?' The result from figure 6 showed that most of the students agreed the online learning system would be very effective in learning English operated at Binus. They believed that Binus as institution would be able to run the online learning system effectively. In fact, Binus has run online class for students of binus online students for years (see Fig.6).

5. How effective would it be if your institution will implement the online system for learning English?

38 responses

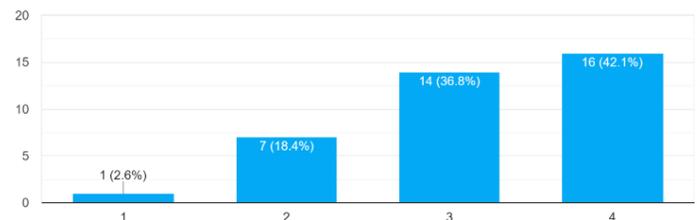


Fig. 6. Percentage of responses for the questions number 5

4.6 Question 6

Question 6 was 'Do you prefer to learning English by online or face-to-face?' The result showed that around 71% of the respondents preferred to learn English by online learning whereas around 28% face-to-face learning. Therefore, most of the Binusians preferred to have online English learning. Others still needs face to face class.(see figure 7)

6. Do you prefer to learn English by online or face to face?

38 responses

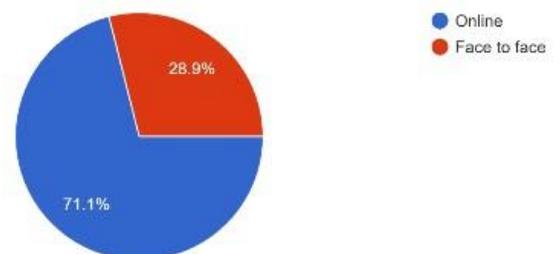


Fig.7. Percentage of preference online or face to face

4.7 Question 7

Question 7 was 'Do you prefer an English online learning by video call (e.g. Skype) or flip class?' As a matter of fact, there are two teaching methods that can be used. The first one is by live video call with third party application, like Skype whereas the second one is by using the video that contains a presentation of power point slides and the explanation of the teacher voice. Figure 8 showed that around 71% of the respondents preferred to have live video call whereas around 28% flip class. In online by video call, students can practice speaking with the lecturer or among their classmates. They have to be active in video call (sometimes it is called video conference). Students can interact each other. Practice their speaking by telling story, telling the experience. All depend on the topics discussed. The role of the lecturer is important, see Fig.8.

7. Do you prefer an English online learning by live video call (ex: Skype) or flip class?

38 responses

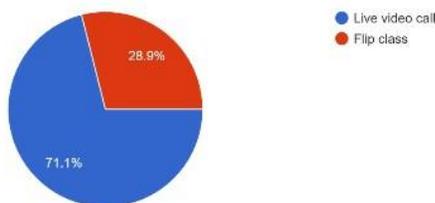


Fig. 8. Percentage of preference online learning by video call or flip class

4.8 Question 8

Question 8 was 'Do you prefer a local or native teacher to become your tutor in online learning system?' When it comes to the preference of tutors, there are two available tutor options. The first one is local teacher and the second one is the native speaker. The result in figure 9 showed that around 52% of the students preferred native speakers as their tutors in online learning system. For English class they prefer native speakers for they need to improve their speaking skill. They prefer to talk to native rather than local so that they can learn more from the lecturer. However, a part of them (48%/almost half of them) still need local lecturer since local Binus lecturer have good English skills too. They are sure enough whether local lecturers are qualified enough to teach them (see Fig.9).

8. Do you prefer a local or native teacher to become your tutor in online learning system?

38 responses

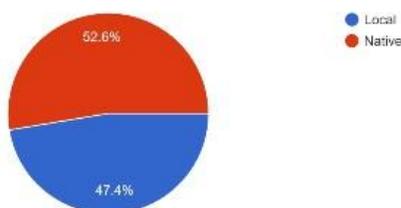


Fig.9. Percentage of local or native teacher

From the findings above, based on the survey filled in by Binusians, we know that most of the students in the Binus University support the idea of implementing online learning system for English subject. The respondents are mostly interested in E-learning, but some of them are not sure if they can be discipline enough if they got the online learning system because some of them think that they do not have to go to the campus and can stay at their places, so they might be lazier. Nowadays, everybody is unseparated from their gadgets, internet connections are not a problem for them since they use social media almost all the time, so most of them have high speed internet connection. As a result, internet connectivity is not a problem for implementing online learning. Talking about effectivity, most of them agree that this method will be more effective than the offline learning, especially if this method is implemented in BINUS University. Therefore, most of them prefer online learning than face-to-face classes, and the online learning that they chose are through live video calls from third party applications such as Skype, FaceTime, and Zoom, rather than receiving videos which consists of PowerPoint and explanation from the lecturer or usually people call it flip class learning. Of course, there will be options of native or local speakers. Based on our research, the respondents mostly chose native speakers as their English tutor to teach live by video calls. There are various reasons of why BINUSIAN support and did not support the implementation of online learning. On the one hand, there are arguments that online learning gives advantages like effectivity and save more time. On the other hand, they think that online learning gives disadvantages like the pupil need more time to adapt this new teaching method and not all student will become discipline. As a result, it can destroy their grades and study. In our opinion, we mostly agree with the result of the survey since we support the idea of implementing the online learning for the English subject. It is true that people nowadays are interested to stay online in every way especially in studying. It is undoubted that online learning is more effective and may be the only effective way in studying since the student does not need to go to the campus and they can save more time because of the fact of traffic jams in Jakarta that consumes a lot of time, so people can have more time to do other things. This result inlines to the report showed by US Department of Educational Technology that oline learning is a possible pathway to improve productivity in terms of boardening access, engaging students in active learning, individualizing and differentiating instruction, personalizing learning, making better use of teacher and student time, increasing the rate of students learning, reducing school-based facility costs, reducing salary costs, realizing opportunities for economies of scale [1]

5 CONCLUSION

The purpose of this article is once again to gather information and data to know whether online learning implementation for English subject in BINUS University is more effective than attending lectures in the campus. We found out that most of the students agree with the idea of implementing online learning system. Most of them are also interested on E-learning and most of them said that they will be discipline enough if they got this learning method, although some people are not sure if they can be disciplining all the time. Furthermore, internet connections with high speed is not a problem for every single individual since nowadays everybody

is using social media and it made people unseparated from their gadgets. Moreover, some of the respondents are sure enough that the online learning system would be an effective way for learning English. On the other hand, more than half of the respondents prefer an online English learning than to learn it at lectured class/face to face, also most of them prefer a live video call such as skype than to a flip class for the English online learning. Additionally, most of the respondents' favour a native speaker/teacher as their tutor than a local one. Lastly, most of them believe that online learning will be a promising way to learn English, though there are few of them who does not really support the online learning system. but all of them have their own reasons which could be an improvise material for the online learning system alone. Therefore, we suggest to have blended learning (a part of online and other still face to face) for first try to students. It is depends on the subject. For English subject, it is good idea to have online to do exercises such as grammar, writing, and reading excises, and speaking can be done either by meeting online or face to face. Lecturers have to prepare interesting materials and topics to be discussed, so that in the video conference, students can practice their speaking. The students are also interested in doing exercises provided in the platform.

6 ACKNOWLEDGMENT

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