



**STUDENTS' PERCEPTION ABOUT THE USE OF E-LEARNING FOR  
LEARNING SPEAKING IN ENGLISH (A CASE STUDY AT THE  
FOURTH SEMESTER STUDENTS OF THE ENGLISH EDUCATION  
DEPARTMENT AT THE UNIVERSITY OF MATARAM)**

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**Abstract:** The purpose of the research is to find out the students' perceptions about learning speaking using e-learning and to know the obstacles that students face when learning speaking through e-learning. The descriptive qualitative method, and the random sampling technique were used in this research, the participants in this research were fourth-semester students of the English education department at the university of Mataram then thirty-two students and twelve students were taken as the sample. The questionnaires and interview were the instruments used. The results show that the perceptions of students can be categorized into two those are positive and negative perceptions. The positive perception is that they think e-learning helps the students learn speaking because easy to access the speaking material, and many references are available on the internet so that most students think their speaking skill improved when using e-learning. The negative perception is that they think e-learning was not effective in learning speaking because the students can not fully pay attention in the online class, and difficult to find a partner to speak directly. The obstacles that students faced when using e-learning were the internet connection, the freezing laptop and phone, and the quota internet, whereas the biggest problem that students faced was the internet connection because made the students didn't fully understand the speaking material that the lecturer conveyed.

**Keywords:** Students Perception, E-learning, Speaking

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## **INTRODUCTION**

In the pandemic COVID-19 people should do social distancing to avoid the spread of covid-19. Covid-19 has disrupted academic activities as well as career plans, many countries around the world have closed schools to reduce the spread of covid-19 in the global effort to combat COVID-19 (Nurhairati,Thohir, Arafiq, 2021) the pandemic made learning should use e-learning, and it needs some tools to apply the e-learning such as laptops, phones, computers. According to OECD (2005), "E-learning refers to the use of information and communications technology (ICT) to enhance and support learning in tertiary education . In applying e-learning, some tools are needed, such as computers, laptops, mobile phones, the quota internet, and networks are also the important things. In learning speaking using e-learning it means students convey their thought or idea about some topics which were

supported by some tools such as laptop or phones. Speaking is the way that people use to convey information or thoughts to explain some topics so that the listener can understand. Armasita (2017) said speaking is the ability of people to communicate with others using verbal language. People communicate with each other and to convey their ideas. One function of language is for communication, people who live in society need to interact with one another because they live socially (Aropi, Sahuddin, & Lestari, 2022). According to Madarina, Sahuddin, & Amrullah (2021) Speaking is an oral communication method for expressing feelings, thoughts, and ideas, as well as passing on information to others.

In learning to speak using e-learning, some things that need to be considered are the readiness of the students and lecturers, the appropriate speaking material, students' motivation to study, the fit method to improve students speaking skills, and the suitable syllabus. According to Bygate (1987), Speaking deserves attention for first language and second language as much as literally skill. According to Nurhalizah, Sujana, & Wardana (2021) Factors of difficulty in communication are learners' psychological factors such as motivation, interest, tensions, and so on. In improved the speaking skills students should find the best way to learn because to be an expert in speaking it need more practice. Furthermore, the self-learning is needed to learn by own self which means the students could find some references on the internet and practice speaking as talked alone about some topics or look the video from YouTube then spoke the same sentences, those things that have been mentioned above make the students didn't up to the lectures in improving speaking skill. In learning speaking using e-learning the students faced some obstacles those are freezing laptop and phone, and difficult find partner to practice speaking, whereas the biggest problem is the internet connection because made students do not fully understand the speaking material that the lecturer convey. According to Irmawati et al. (2022) Problems that arise during the implementation of online learning might cause online learning at home experienced by students ineffective. Problems that occur include the lack of a network, data packages (internet quota), the availability of learning devices (laptops, smartphones), home atmosphere and an unsupportive environment that also determines the effectiveness of online learning. Based on the problems that students faced in e-learning to learn speaking the researcher was interested to did research in English department at the University of Mataram to find out the student's perceptions about learning speaking using e-learning and to know the obstacles that students face when learning speaking using e-learning.

## **RESEARCH METHODS**

The researcher used the descriptive qualitative method that is supported by quantitative data to know the student's perception of learning to speak using e-learning. Kriyantono (2014) stated Qualitative research aims to explain phenomena in depth through complete data collection, the population and sample in this research are limited because qualitative research does not prioritize the number of populations or samples. descriptive qualitative method was used in this research to know the student's perception of learning to speak using e-learning. The Questionnaire and interview were used in this research to know the student's perception of learning to speak using e-learning in the fourth semester of English department students at The University of Mataram. Furthermore, in the data collection procedure, the questionnaire and interview were used to gain data about students'

perception of learning to speak using e-learning. Before interview, the procedures were done are; prepared the research instrument, the research instruments were consulted with the advisor, and the last is write the transcript of the questionnaire and interview based on the answer of the respondents. Then, the English department students in the fourth semester at the University of Mataram were interviewed and questionnaires were distributed to know the student's perception of learning speaking using e-learning. The conclusion was drawn from the data display to answer the research question. After collecting the data, three acts in the data analysis will be used those are; Data reduction, Data display, and conclusion drawing/verification (Miles & Huberman, 1994).

## FINDINGS AND DISCUSSION

The questionnaire showed students' perceptions about using e-learning in learning speaking and the obstacles that students faced in using e-learning. The questionnaire consists of ten statements.

Table 1.1 The percentage result of students perception

No	Items	SA%	A%	N%	D%	SD%
1.	The e-learning made me easy to access speaking material	6.2% (2)	78.1% (25)	12.5 % (4)	3.1% (1)	0 % (0)
2.	My preparation in using e-learning was good to learned speaking	3.1% (1)	18.8 % (6)	71.9 % (23)	3.1% (1)	3.1% (1)
3.	The speaking material that was given by lecturers supported me to improve my speaking skill	9.4 % (3)	40.6 % (13)	31.3 % (10)	18. % (6)	0 % (0)
4.	Learning using e-learning made me easy to communicate with the lecturer in learning speaking	0 % (0)	21.9 % (7)	68.8 % (22)	9.4 % (3)	0 % (0)
5.	I had difficulty in explained my problem in speaking courses to lecturers using e-learning	3.1 % (1)	40.6 % (13)	53.1% (17)	3.1 % (1)	0 % (0)
6.	I had difficulty collaborating with my friends such as in doing the assignment and practicing speaking skills using e-learning	0 % (0)	84.4 % (27)	9.4 % (3)	6.2 % (2)	0 % (0)
7.	I had some tools that supported the e-learning in learning speaking such as a laptop, mobile phone, or computer	3.1 % (1)	37.5 % (12)	43.8 % (14)	15. % (5)	0 % (0)
8.	I was not comforted in learning speaking using e-learning because there is some disturbing such as noisy voice from the environment	6.2 % (2)	31.3 % (10)	53.1% (17)	9.4 % (3)	0 % (0)
9.	The quota internet was one of the problems when using e-learning in learning speaking	9.4 % (3)	46.9 % (15)	43.8 % (14)	0 % (0)	0 % (0)
10	The error on phone and laptop was the problems that I faced when using e-learning in learning speaking	9.4 % (3)	59.4 % (19)	31.3 % (10)	0 % (0)	0 % (0)

Note: SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The percentage of students' perceptions from the questionnaire shows that most of students agree that e-learning made easy to access speaking material, the percentage is 78.1%. Then a higher percentage is 71.9% in the neutral choice of the statement "My preparation in using e-learning was good to learned speaking." Furthermore, most of students agree that the speaking material that was given by lecturers supported to improve the speaking skill, and the percentage is 40.6 %. In addition, most of students chose Neutral for the statement "Learning using e-learning made me easy to communicate with the lecturers in learning speaking," and the percentage is 68.8%. Then most of students chose neutral in the statement "I had difficulty explained my problem to lecturers using e-learning" and the percentage is 53.1%. Furthermore, most of students agree about the difficulty of collaborating with friends in using e-learning in learning speaking, and the percentage is 84.4%. Then in the statement "I had some tools that supported the e-learning in learning speaking," most of students chose the option neutral, which is 43.8%. In addition, most of students chose the option neutral with a percentage of 53.1% in the statement, "I was not comforted in learning speaking using e-learning because there is some disturbing." Then the higher percentage is 46.9% in option agree with the statement "the quota internet was one of the problems when using e-learning in learning speaking." In the last statement, most of students agree that the error on phone and laptop was the problem in using e-learning. The percentage is 59.4%.

Further the interview findings show:

1. Students assume e-learning is effective and made it easy to learn speaking because there are more features that students can access. In addition, the other students think e-learning is less effective in learning was speaking because, in practice speaking, the partner needed to know the quality of word pronunciation in English. In addition, some students think the using of e-learning in learning speaking has positive and negative sides. besides some students said that learning speaking using e-learning is not so bad and quite effective because as the students who learned speaking in the modern era, technology was needed to support learning.
2. Most of students felt their speaking skill improved after using e-learning in learning speaking because e-learning helped students to find many resources about speaking and the students could learn anywhere and everywhere.
3. Most of students think the problem faced in learning speaking using e-learning is the internet connection because it was hard to learn speaking optimally and made the teacher's explanation and feedback not clear. In addition, the unstable network made difficult to find speaking partner.
4. Students think the advantages of using e-learning in learning speaking are that the e-learning is efficient because there are many resources that the students could access to help learn speaking. The confidence to speak increased because the students did not meet the people directly when speaking. The disadvantage was there were bugs when learning speaking using e-learning. Furthermore, the provision material that was given did not in-depth, and it was hard to control students in taking part in speaking, and it was proven when learning speaking using e-learning.
5. Students think the quality of teaching speaking using e-learning was good because the lecturer conveyed the material clearly and often trained the students to speak, some students think the quality of teaching speaking was good enough or quite good because the

lecture developed students speaking skills and give the students opportunities to speak, some students think the quality of teaching using e-learning in learning speaking depends on the lecture because there are lecturers who less active and active in giving material and doing the speaking practice, there is one student thinks the quality of teaching speaking with e-learning cannot be used in any students because lecturers did not really convey the material clearly, and often angry with no reason.

The discussion of the findings through questionnaires and interviews about students' perceptions of using e-learning in learning are that most students think e-learning makes it easier to access speaking materials because many references can be accessed via the internet. Many applications support e-learning by providing many learning resources. Many up-to-date references and information on the internet support students in learning and enriching their knowledge (Campbell, 2004). Some students think e-learning is effective in learning speaking because e-learning is flexible and could do anywhere and everywhere. However, other students think e-learning is ineffective in learning speaking because hard to find a partner to practice speaking directly besides the students not fully paying attention in the online class. Most students think e-learning improves speaking skills because the students can fix pronunciation, spelling, and the speaking score increase after using e-learning. According to Syam (2021), Perception is divided into two types those are positive and negative perception, Positive perception is accepting and supporting the object perceived, and negative perception is rejecting or not related to the object that is perceived. The obstacles faced by students when using e-learning in learning speaking were disturbed by the loud voice around, the quota internet, and the freezing laptop and phone. The difficulty accessing links or sources and some material found in e-learning made it difficult to understand, and the interruption by the advertisement and notification. The students had difficulty with grammar and a lack of vocabulary. In addition, the students were shy to speak. The students also hardly find partners to practice speaking directly besides some lecturers taught with uninteresting methods in teaching speaking, and sometimes feedback from lecturers is not conveyed correctly due to poor audio. The barriers to using e-learning are lack of quality e-content, lack of awareness, lack of skills, lack of foreign language skills, attitudinal hampering, and infrastructural obstacles (Aldowah. Ghazal. Muniandy, 2015). Most of the obstacles that students faced when using e-learning were unstable networks. The obstacle students face when using e-learning is the internet connection because the unstable network disturbs the learning, and students stress because of it (Aldowah. Ghazal. Muniandy, 2015).

## **CONCLUSION**

Perception is divided into two types those are positive and negative perception, the positive perception from students is the use of e-learning in learning speaking helped the students because there are many references to access the speaking material. Most of students thought their speaking skill improved when using e-learning because students could fix pronunciation, spelling and the speaking score increased after using e-learning. However, the negative perception are some students thought that e-learning was ineffective in learning to speak because the students could not fully pay attention in the online class, and difficult to find partners to speak with directly.

The obstacles that students faced in learning speaking using e-learning were the unstable network, the freezing laptop and phone, the quota internet, and the difficulties in finding partners in practice speaking whereas the biggest problem that students faced was the unstable network because it made the students did not fully understand about the speaking material that the lecturer conveyed, in addition, the students found difficulty to communicate with the lecturer.

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