

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

There are two statements of the problem that have to answer in this research. The first problem is about the use of e-learning in teaching process and the second is about the students' respond on the use of e-learning in learning English. To answer both of problems the researcher used the data from questionnaire and interview.

The questionnaire includes 10 statement of students' opinions about the use of e-learning in teaching and learning process. The number of questionnaire included for 5 items about teaching process and 5 items about learning process by the student in using e-learning. In every single of items consist of 4 options with different values. From questionnaires that have been conducted, researcher found the following facts:

Table 4.1 statement number 1

No	Category	Frequency	Percentage
1	Excellent	2	2.17%
2	Good	24	26.09%
3	Fair	62	67.39%
4	Poor	4	4.35%
Total		92	100.00%

In this statement, researcher asked the opinion of the students knew and used e-learning well. The table shows that there are 2 students (2.17%) stated that they knew and used e-learning is in very good excellent and 24 students (26.09%) knew and used e-learning is in good category. 62 students (67.39%) knew and used e-learning is in fair category, and 4 students (4.35%) knew and used e-learning is in not poor category.

Table 4.2 statement number 2

No	Category	Frequency	Percentage
1	Excellent	0	0.00%
2	Good	4	4.35%
3	Fair	75	81.52%
4	Poor	13	14.13%
Total		92	100.00%

The statement number 2, researcher asked about the students' habit using e-learning out of class. The table shows that there are 0 student (0.00%) excellent category in the use of e-learning out of class and 4 students (4.35%) good category in the use of e-learning out of class. 75 students (81.52%) fair category in the use of e-learning out of class and 13 students (14.13%) poor category in the use of e-learning out of class.

Table 4.3 statement number 3

No	Category	Frequency	Percentage
1	Excellent	1	1.09%
2	Good	19	20.65%
3	Fair	64	69.57%
4	Poor	8	8.70%
Total		92	100.00%

From the table above, researcher asked about the students' habit using e-learning on campus. The table can be seen there are 1 student (1.09%) excellent category in the use of e-learning on campus and 19 students (20.65%) are good in the use of e-learning on campus. 64 students (69.57%) fair category in the use of e-learning on campus and 8 students (14.13%) poor category in the use of e-learning on campus.

Table 4.4 statement number 4

No	Category	Frequency	Percentage
1	Excellent	6	6.52%
2	Good	32	34.78%
3	Fair	53	57.61%
4	Poor	1	1.09%
Total		92	100.00%

From the table above, researcher asked that e-learning help students in understanding the English learning materials. The table can be seen there are 6 students (6.52%) stated e-learning is in excellent category, and 32 students

(34.78%) stated e-learning is in good category. 53 students (57.61%) stated e-learning is in fair category, and only 1 student (1.09%) stated e-learning is poor category.

Table 4.5 statement number 5

No	Category	Frequency	Percentage
1	Excellent	7	7.61%
2	Good	23	25.00%
3	Fair	49	53.26%
4	Poor	13	14.13%
Total		92	100.00%

In this statement, researcher asked the students that e-learning is easy to use and can be accessed anywhere. The table can be seen there are 7 students (7.61%) stated e-learning is in excellent category and 23 students (25.00%) stated e-learning is in good category. 49 students (57.61%) stated e-learning is in fair category and 13 students (14.13%) stated e-learning is in poor category.

Table 4.6 statement number 6

No	Category	Frequency	Percentage
1	Excellent	26	28.26%
2	Good	47	51.09%
3	Fair	17	18.48%
4	Poor	2	2.17%
Total		92	100.00%

From the table above, researcher asked about the frequency of the use of e-learning used by the lecturer. The table can be seen there are 26 students (28.26%) stated that the lecturer is in excellent category and 47 students (51.09%) stated that the lecturer is in good category. 17 students (18.48%) stated that the lecturer is in fair category and 2 students (14.13%) stated that The lecturer is in poor category.

Table 4.7 statement number 7

No	Category	Frequency	Percentage
1	Excellent	18	19.57%
2	Good	43	46.74%
3	Fair	28	30.43%
4	Poor	3	3.26%
Total		92	100.00%

From the table above, researcher asked students' opinion about the completion of materials provided by the lecturer through E-learning. The table can be known there are 18 students (19.57%) stated that the material is in excellent category and 43 students (46.74%) stated that the material is in good category. 28 students (30.43%) stated the material is in fair category and 3 students (3.26%) stated the material is in poor category.

Table 4.8 statement number 8

No	Category	Frequency	Percentage
1	Excellent	17	18.48%
2	Good	45	48.91%
3	Fair	27	29.35%
4	Poor	3	3.26%
Total		92	100.00%

From the table above, researcher asked students' opinion about the completion of information given by the lecturer on how to use the e-learning. The table can be known there are 17 students (18.48%) stated that the information is in excellent category and 45 students (48.91%) stated that the information is in good category. 27 students (29.35%) stated the information is in fair category and 3 students (3.26%) stated the information is in poor category.

Table 4.9 statement number 9

No	Category	Frequency	Percentage
1	Excellent	1	1.09%
2	Good	6	6.52%
3	Fair	35	38.04%
4	Poor	50	54.35%
Total		92	100.00%

Based on the table above, researcher asked students' opinion about the frequency of the discussion with the lecturer related learning materials in the e-learning. The table shows there are 1 student (1.09%) stated in excellent category and 6 students (6.52%) stated in good category. 35 students (38.04%) stated in fair category and 50 students (54.35%) stated in poor category.

Table 4.10 statement number 10

No	Category	Frequency	Percentage
1	Excellent	8	8.70%
2	Good	32	34.78%
3	Fair	47	51.09%
4	Poor	5	5.43%
Total		92	100.00%

In the table 4.10, researcher asked that e-learning as a medium of teaching English is used by the lecturer help the students to improve their English. The table can be seen there are 8 students (8.70%) stated e-learning is in excellent category and 32 students (34.78%) stated e-learning is in good category. 47 students (51.09%) stated e-learning is in fair category and 5 students (5.43%) stated e-learning is in poor category.

Interview is intended to seek deeper information about the use of e-learning in the English Education Department. Interview conducted to a lecturer who has been using e-learning in the teaching process. Interview consisted of several questions that asked about the lecturer opinion in the use of e-learning as a medium of teaching and how students in the use of e-learning as a learning

medium. Besides that, this interview also has been done to some administrator of e-learning to add more information. Researcher attached the notes of interview recordings that have been conducted. But the fading of interview described as follow:

Question number 1, the researcher asked about the lecture knew of e-learning.

Answer:

The lecturer said that she knows about e-learning much enough because she was attended in training that is conducted by Central Technology and Information (PUSTI) Antasari State Institute for Islamic Studies Banjarmasin. She said that she also acted as trainer in some training on e-learning that has been held by PUSTI for lecturers who will use e-learning. She is only 50% mastered the ability to use e-learning. She explained that e-learning is not to replace the entire time of learning in the classroom but to be complement and maximize the learning time.

Question number 2, the researcher asked about the frequency of the use of e-learning out of campus.

Answer:

The lecturer stated that she uses e-learning out of campus. E-learning can be used by mobile application, it can be downloaded on play store and we can use the e-learning anywhere without open the laptop or computer. The lecturer said that if any students chat or send message to her, she can reply at any time and no problems with chores.



Question number 3, the researcher asked about the frequency of the use of e-learning on campus.

Answer:

She explained that she had obstacles in using e-learning on campus. The first is bewitch of PUSTI are not yet ready and the second is the lack of campus Internet network.

Question number 4, the researcher asked about the percentage of the use of e-learning in one semester (14 meetings).

Answer:

She said that she should be used it a hundred percent. At the first meeting she gave the material, in sixth meetings to provide mid exam, and at the last meeting she gave final exam. Because it may be easier to obtain student scores quickly. But she only used it as much as forty percent in one semester.

Question number 5, the researcher asked that e-learning help the lecturer in delivering learning materials to students.

Answer:

E-leaning is very assist the lecturer in delivering of learning materials. Because students can obtain the learning materials early.

Question number 6, the researcher asked the lecturer' opinion about e-learning.

Answer:

She said that e-learning more accessible from other site on campus. And if there is a problem, it can directly complain to PUSTI. Then, they will resolve the

problem. The features of e-learning are also quite complete. Sometimes she just cannot maximize the features of e-learning because the features is very complete.

Question number 7, the researcher asked the lecturer' explanation of information given by the lecturer to their students about how to use e-learning.

Answer:

She explained that students are not trained to use e-learning. But she gives information and simple tutorial to their students about how to get the username of e-learning and join to online chorus. She stated that the student is still confuse to use e-learning.

Question number 8, the researcher asked the lecturer' opinion about the activity of students.

Answer:

She stated that only the lecturer who active in using e-learning. She also suggests that the lecturers of Department of English Education should be active to support their student in using e-learning. She stated that some students discuss with her via massage board but many students are never.

Question number 9, the researcher asked the material that given by the lecturer trough e-learning.

Answer:

She explained that she was give the material learning in PowerPoint form. She wrote the every single of material point, but their student should to complete the explanation of the material point by themselves because the explanation is blank.

Question number 10, the researcher asked the lecturer' opinion about the improving quality of student learning.

Answer:

The lecturer stated that e-learning helps in improving the quality of student learning. In grammar courses, e-learning is easier to use. Because it can directly provide online exercise and online examination.

The research was conducted in a period of less than two months. The data have been obtained from interviews and questionnaires processed to the next stage. Such data indicates several findings of fact related to the use of e-learning in English Education Department.

## **B. Discussion**

After all of the needed data are completed, they are then analyzed based on the findings of the data that have presented before, the data will be explained as follows:

1. The use of e-learning in teaching and learning process of English in Department of English Education Faculty of Tarbiyah and Teachers Training Antasari State Institute for Islamic Studies Banjarmasin.
  - a. The lecturer' frequency in using e-learning.
    - 1) From the table 4.6, it can be known there are 47 students (51.09%) who stated that the lecturer is often use e-learning and 26 students (28.26%) who stated that The lecturer is always use e-learning. 17 students (18.48%) who stated that The lecturer is seldom use e-

learning and 2 students (14.13%) who stated that The lecturer is never use e-learning. So, the statement that e-learning is always used by the lecturer is 47 students (51.09%) who stated that The lecturer is often use e-learning.

- 2) From the answer of interview in question number 4, the lecturer said that she should be used it a hundred percent. At the first meeting she gave the material, then in sixth meetings to provide mid exam, and at the last meeting she gave final exam. Because it may be easier to obtain student scores quickly. But she said that she only used it as much as forty percent in one semester.

b. The learning materials provided by the lecturer

- 1) The students' opinion about the material provided by the lecturer through e-learning can be seen from the table 4.7. There are 43 students (46.74%) stated that the material is complete and 28 students (30.43%) stated the material is complete enough. 18 students (19.57%) stated that the material is very complete and 3 students (3.26%) stated the material is not complete. So, the students' opinion about the material provided by the lecturer through e-learning is 43 students (46.74%) stated that the material is complete.
- 2) From the answer of interview in question number 9, the lecturer explained that she was give the material learning in PowerPoint form. She wrote the every single of material point, but their student

should to complete the explanation of the material point by themselves because the explanation is blank.

c. The completion of information given by the lecturer on how to use the e-learning

1) The students' opinion that the information given by the lecturer on how to use the e-learning is complete can be seen from the table 4.8. There are 45 students (48.91%) stated that the information is complete and 27 students (29.35%) stated the information is complete enough. 17 students (18.48%) stated that the information is very complete and 3 students (3.26%) stated the information is not complete. So, the students' opinion that the completion of information given by the lecturer on how to use the e-learning is 45 students (48.91%) stated that the information is complete.

2) From the answer of interview in question number 7, the lecturer explained that students are not trained to use e-learning. But she gives information and simple tutorial to their students about how to get the username of e-learning and join to online chorus. She stated that the students are still confuse to use e-learning.

d. The students' activity on the use of e-learning

1) According to the table 4.9, there are 50 students (54.35%) stated never discuss with the lecturer and 35 students (38.04%) stated seldom discuss with the lecturer. 6 students (6.52%) stated often discuss with the lecturer. Only one student (1.09%) stated always

discuss with the lecturer. So, the students' opinion that they always discuss with the lecturer related learning materials in the e-learning is 50 students (54.35%) stated never discuss with the lecturer.

- 2) From the answer of interview in question number 8, the lecturer stated that only the lecturer who active in using e-learning. She also suggests that the lecturers of Department of English Education should be active to support their student in using e-learning. She stated that some students discuss with her via message board but many students are never.

e. The improving quality of student learning

- 1) Based on the table 4.10, there are 47 students (57.61%) stated e-learning is quiet helpful and 32 students (34.78%) stated e-learning is helpful. 8 students (8.70%) stated e-learning is very helpful and 5 students (5.43%) stated e-learning is not helpful. So, the statement about e-learning as a medium of teaching English is used by The lecturer helps the students to improve their English is 47 students (57.61%) stated e-learning is quiet helpful.
- 2) From the answer of interview in question number 10, the lecturer stated that e-learning helps in improving the quality of student learning. In grammar courses, e-learning is easier to use. Because it can directly provide online exercise and online examination.

2. The student's respond on the use of e-learning in learning English at Department of English Education Faculty of Tarbiyah and Teachers Training Antasari State Institute for Islamic Studies Banjarmasin.

a. The students and lecturer knew about e-learning well

1) Base on the table 4.1 about the students knew and used e-learning well. It can be seen that there are 62 students (67.39%) who stated that they knew and used e-learning is in less good category and 24 students (26.09%) who stated that they know and used e-learning is in good category. 4 students (4.35%) who stated that they know and used e-learning is in not good category and 2 students (2.17%) who stated that they know and used e-learning is in very good category. So, the students knew and used e-learning well is 62 students (67.39%) who stated that they knew and used e-learning is in less good category.

2) From the answer of interview in question number 1, the lecturer stated that she knows about e-learning much enough because she was attended in training that is conducted by Central Technology and Information (PUSTI) Antasari State Institute for Islamic Studies Banjarmasin. She said that she also acted as trainer in several trainings on e-learning that has been held by PUSTI for lecturers who will use e-learning. She is only 50% mastered the ability to use e-learning. She explained that e-learning is not to

replace the entire time of learning in the classroom but to be complement and maximize the learning time.

b. The frequency of user on the using e-learning out of class

1) From the table 4.2, it can be known that there are 75 students (81.52%) seldom use e-learning in the out of class and 13 students (14.13%) never use e-learning in the out of class. 4 students (4.35%) is often use e-learning in the out of class and 0 student (0.00%) always use e-learning in the out of class. So, the students' habit using e-learning in the out of class is 75 students (81.52%) seldom use e-learning in the out of class.

2) From the answer of interview in question number 2, the lecturer stated that she uses e-learning out of campus. E-learning can be used by mobile application, it can be downloaded on play store and we can use the e-learning anywhere without open the laptop or computer. The lecturer said that if any students chat or send message to her, she can reply at any time and no problems with chores.

c. The frequency of user on the using e-learning on campus

1) The students' habit using e-learning on campus can be seen from the table 4.3. There are 64 students (69.57%) seldom use e-learning on campus and 19 students (20.65%) is often use e-learning on campus. 8 students (14.13%) never use e-learning on campus and 1 student (1.09%) always use e-learning on campus. So, the students'



habit using e-learning on campus is 64 students (69.57%) seldom use e-learning on campus.

- 2) From the answer of interview in question number 3, the lecturer explained that she had obstacles in using e-learning on campus. The first is bewitch of PUSTI are not yet ready and the second is the lack of campus Internet network.

d. The help of e-learning in delivering learning materials

- 1) From the table 4.4, it can be seen there are 53 students (57.61%) who stated e-learning is quiet helpful and 32 students (34.78%) who stated e-learning is helpful. 6 students (6.52%) who stated e-learning is very helpful only 1 student (1.09%) who stated e-learning is not helpful. So, that e-learning helps students in understanding the English learning materials is 53 students (57.61%) who stated e-learning is quiet helpful in understanding the English learning materials.
- 2) From the answer of interview in question number 5, the lecturer stated that e-leaning is very assist the lecturer in delivering of learning materials. Because students can obtain the learning materials early.

e. The opinion of e-learning Antasari State Institute for Islamic Studies Banjarmasin

- 1) Based on the table 4.5, there are 49 students (53.26%) who stated e-learning is quiet easy to use and 23 students (25.00%) who stated

e-learning is easy to use. 13 students (14.13%) who stated e-learning is difficult and 7 students (7.61%) who stated e-learning is very easy to use. So, the student's opinion about e-learning is easy to use and can be accessed anywhere is 49 students (57.61%) who stated e-learning is quiet easy to use.

- 2) From the answer of interview in question number 6, the lecturer said that e-learning more accessible from other site on campus. And if there is a problem, it can directly complain to PUSTI. Then, they will resolve the problem. The features of e-learning are also quite complete. Sometimes she just cannot maximize the features of e-learning because the features are very completed.