

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research problem about learning applications in supporting teaching and learning activities at higher education in Banjarmasin , this research has done at lecturers of English Department of UIN Antasari Banjarmasin and University of Muhammadiyah Banjarmasin.

A. Findings

This chapter present the result of this research that collected based on the interview with the lecturers. The data found are related to learning applications to support and assist the lecturers and students in learning activities.

The interview was conducted three times by face to face and two times interview by chatting in whatsapp. There are five lecturers as an interviewee of this research. The researcher found the data used by every lecturers. The following writing describes it below, as follows:

1. Kinds of Learning Applications used in English Class in higher Education in Banjarmasin.

Based on the interview result, the researcher found that there are several application used by lecturer in both universities, as follows:

a. LMS (Learning Management System)

Based on the interview, the researcher found that there are several applications that used by lecturer in both universities as follow:

1) Edmodo

Based on the research conducted, the authors get the data needed for this research. In the Edmodo application it was found that Edmodo is included in the LMS (Learning Management System). This is because Edmodo application fulfills several LMS requirements, such as being able to replace a class activity into the application. This was also explained by the teacher that the teacher used this application to do class attendance which initially could only be done in class, now it can be done in an application called Edmodo.

In this applications, the researcher got from the lecturers of UIN Antasari Banjarmasin, by Lecturer A. This Lecturer teaches UIN Antasari Banjarmasin in English Department.

The lecturers used this applications for Instructional Design to support and help her in the classroom and also for the attendance of students. The lecturers teaches using this applications in 2014, 2015, and 2017 degrees.

Because at that time, training in the use of applications was still inadequate and may be the limitations of demonstration of the use of applications both from lecturers and students. Therefore, this application is still not running to the proper at that time.

2) Google Classroom

Based on the research conducted, the authors get the data needed for this research. In the Google Classroom application it was found that is included in the LMS (Learning Management System). This is because Google Classroom application fulfills several LMS requirements, such as being able to replace a class activity into the application. This was also explained by the teacher that the teacher used this application to do almost all of the activities in class, do in this application which initially could only be done in class, now it can be done in an application

This application was discovered by researchers from Banjarmasin Antasari UIN lecturer B. The lecturer teaches several courses, one of them teaches about writing classes. Lecturers uses this application to help and support teaching and learning activities in the classroom and

online. But mostly lecturer uses the class to deliver material and lessons in general, and in using this application, the lecturer uses it mostly for the collecting the assignments, giving material to be taught at next meetings so students can learn first.

3) Schoology

Based on the research conducted, the authors get the data needed for this research. In the Schoology application it was found that Schoology is included in the LMS (Learning Management System). This is because Schoology application fulfills several LMS requirements, such as being able to replace a class activity into the application. This was also explained by the teacher that the teacher used this application to do some of the activities such as giving the material, doing and collecting the assignment which initially could only be done in class, now it can be done in an application

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4) Canvas

Based on the research conducted, the authors get the data needed for this research. In the Canvas application it was found that Canvas is included in the LMS (Learning Management System). This is because Canvas application fulfills several LMS requirements, such as being able to replace a class activity into the application. This was also explained by the teacher that the teacher used this application to do the assignment which is could only be done in class, now it can be done in an application called Canvas.

This application was obtained by researcher from lecturers who teach at UIN Antasari Banjarmasin and also at the University of Muhammadiyah Banjarmasin lecturer C, this lecturer teaches English Specific Purposes courses at UIN Antasari Banjarmasin and Intensive English at the University of Muhamadiyah Banjarmasin.

Lecturer used this application by utilizing the features in the Canvas application ranging from assignments, giving material, explaining material, giving examples, working assignments by students and also assessments used in this Canvas application, lecturers find it easy to use because it has many features that help.

5) Moodle

Based on the research conducted, the authors get the data needed for this research. In the Moodle application it was found that Moodle is included in the LMS (Learning Management System). This is because Moodle application fulfills several LMS requirements, such as being able to replace a class activity into the application. This was also explained by the teacher that the teacher used this application to do online class activities such as giving and explaining the material and collecting the assignment which is could only be done in class, now it can be done in an application called Moodle.

This application was obtained by researcher from lecturers who teach at UIN Antasari Banjarmasin and also at the University of Muhammadiyah Banjarmasin lecturer C, this lecturer teaches English Specific Purposes courses at UIN Antasari Banjarmasin and Intensive English at the University of Muhamadiyah Banjarmasin.

This application used by lecturer to teach, providing materials, explaining the material and answering tasks within an online class until they can be assess in this application. Lecturer as a tutor at the UT (Universitas Terbuka) who is a lecturer capable of various subjects related to English.

b. Mobile Learning Applications

Based on the interview, the researcher found that there are several applications that used by lecturer in both universities as follow:

1) Kahoot

Based on the research conducted, the authors get the data needed for this research. In the Kahoot application it was found that Kahoot is included in the Mobile Learning Applications. This is because Kahoot application fulfills several Mobile Learning Applications requirements, such as the mobility of using the applications, user can access everytime by using smartphone or something similar. This was also explained by the teacher used this application to do games for example arranging the words in writing class.

This applications is obtained researcher from lecturers who teaches at UIN Antasari Banjarmasin and at the University of Muhammadiyah Banjarmasin lecturer D, this lecturer taught Reading Class in UIN Antasari Banjarmasin.

Lecturer uses this application by utilizing the features available in the Kahoot application. Starting from giving assignments, and also questions in the form of games such as arranging words, and also making sentences. Even grades will be obtained after students complete the questions given from the lecturer.

2) Google Form

Based on the research conducted, the authors get the data needed for this research. In the Google Form application it was found that Google Form is included in the Mobile Learning Applications. This is because Google Form application fulfills several Mobile Learning Applications requirements, such as being able to replace and mobility a class activity into the application. This was also explained by the teacher that the teacher used this application to do the examinations.

This applications is obtained researcher from lecturers who teaches at UIN Antasari Banjarmasin and at the University of Muhammadiyah Banjarmasin lecturer D, this lecturer taught Reading and writing Class in UIN Antasari Banjarmasin.

Lecturer uses this application by utilizing the features available in the Google Forms application. The lecturer uses this application for giving some questions for final exam in reading and writing classes.

3) Rubistar

Based on the research conducted, the authors get the data needed for this research. In the Rubistar application it was found that Rubistar is included in the Mobile Learning Applications. This is because Rubistar application fulfills several Mobile learning Applications requirements, such as being able and mobility to replace a class activity into the application. This was also explained by the teacher that the teacher used

this application to do the test assessment and check the answers of students effectively and efficiently.

This application was obtained by researcher from lecturers who teach at UIN Antasari Banjarmasin and also at the University of Muhammadiyah Banjarmasin lecturer C, this lecturer teaches English Specific Purposes courses at UIN Antasari Banjarmasin and Intensive English at the University of Muhammadiyah Banjarmasin.

Lecturer uses this application to facilitate the assessment process, such as students answering a number of questions and inputting to rubistar applications, lecturers pre-program based on the categories that are related to the discussion and all can be done automatically because the program has been made at the beginning. Simply is the lecturer uses this application to facilitate the assessment of students who have been inputted.

4) Quizstar

Based on the research conducted, the authors get the data needed for this research. In the Quizstar application it was found that Quizstar is included in the Mobile Learning Applications. This is because Quizstar application fulfills several Mobile Learning Applications requirements, such as being able and mobility to replace a class activity into the application. This was also explained by the teacher that the teacher used

this application to do giving the quiz and ask to the students to answer it, the result of the answer can be known directly in this applications.

This application was obtained by researcher from lecturers who teach at UIN Antasari Banjarmasin and also at the University of Muhammadiyah Banjarmasin lecturer C, this lecturer teaches English Specific Purposes courses at UIN Antasari Banjarmasin and Intensive English at the University of Muhamadiyah Banjarmasin.

Lecturer uses this quizstar application to create questions that will be given to students related to the material that has been taught. This application helps lecturer to be able to make multiple choice questions easier for students to answer without having to use paper and other stationery. All questions will be given the same to each student, and when it is finished it can be collected and assessed in the application

c. Social Media

Based on the interview, the researcher found that there are several applications that used by lecturer in both universities as follow:

1) Instagram

Based on the research conducted, the authors get the data needed for this research. In the Instagram application it was found that Instagram is included in the Social media. This is because Instagram application

fulfills several Social Media requirements, such as the access of activities of other people's access to the activities of the post-post shared on their homepage. Users can also share their own activities through the features that have been provided of using the applications.

This application was obtained by researcher from UIN Antasari Banjarmasin who teaches in the English Department lecturer E. This lecturer teaches generally in a class, but uses the Instagram application which is basically social media for people to share their moments or stories in it, but this lecturer uses it for collecting assignment, because the lecturer feels that Instagram is very commonly used by people in general

2. Benefits of Using Application Based on the Lecturer Perspective

a. LMS (Learning Management System)

1) Edmodo

When conducted interview, the researcher asks to the lecturer A about how the implementation with the applications, lecturer said that every students asked to join in the application with some code of number, that is the identity of joining the class that lecturer makes, and students can access every features in the application but, the lecturer just

focus to list attendance at that time, because still not prepared well for doing some activities in the application.

The lecturer A stated with the application list attendance become easier than list attendance in the paper. Besides being able to save paper, the lecturer feels simple for checking the attendance. But the lecturer just using the attendance feature for this application. In giving the material, the lecturer gives the lesson like the common class.

2) Google Classroom

When conducted the interview, the researcher asks to the lecturer B about how the implementation of Google Classroom, the lecturer said that, for the first, students must have the application, and make an own account, and join the class with code of number. In that applications, every students can access some of the features for helping and supporting the learning activities, such as doing the tasks and collect it by applications, and the lecturer can know the result of the answer. The lecturer can giving the assessment and score to the students by the applications, the students also directly know about the score by the application.

The lecturer B stated with the application list attendance become easier than list attendance in the paper. Besides being able to save paper,

the lecturer feels simple for checking the attendance, and the students don't need to open the book or notes because by giving some material in the application, the students can access easier by clicking the material.

3) Schoology

When conduct the interview, the researcher asks to the lecturer how the implementation of the Schoology. Lecturer B said that almost similar with the implementation of Google Classroom, every students can access what the application has of the features, but for the first, students make an own account and join the class by code of number.

The lecturer B stated with the application list attendance become easier than list attendance in the paper. Besides being able to save paper, the lecturer feels simple for checking the attendance, and the students don't need to open the book or notes because by giving some material in the application, the students can access easier by clicking the material.

4) Canvas

When conduct the interview, the researcher asks to the lecturer how the implementation of Canvas. Lecturer C said that students able to do the assignment, collecting the task in the application, the lecturer used

this application to adjust the features and courses. Lecturer C used this application for writing class.

The lecturer C stated with the application list attendance become easier than list attendance in the paper. Besides being able to save paper, the lecturer feels simple for checking the attendance, and the students don't need to open the book or notes because by giving some material in the application, the students can access easier by clicking the material.

5) Moodle

When conduct the interview, researcher asks to lecturer C how the implementation of Moodle. The lecturer C said that, firstly the applications must be programed by tutor and adjust for the course that will be taught. Students asked to join the class by code of number and they can access such as doing the assignment and collecting the task in the applications. Even, in this class, totally use online, the students never meet directly, so in Moodle, lecturer C totally do the online class, and the courses various.

The lecturer stated with the application list attendance become easier than list attendance in the paper. Besides being able to save paper, the lecturer feels simple for checking the attendance, and the students

don't need to open the book or notes because by giving some material in the application, the students can access easier by clicking the material.

In the Moodle application, lecturer takes advantage of existing features to carry out teaching and learning activities in online classes, while students come from the other region. To enter the class, students must log in according to the direction of the lecturer or class tutor and enter the access code in order to enter into an online class.

b. Mobile Learning Applications

1) Kahoot

When conduct the interview, the researcher asks to lecturer C about the implementation of Kahoot. Lecturer C said that, almost similar with the other applications, tutor have to program the data and adjust what they want to teach to students. Next, students asked to join the class online with the code number from lecturer. Students can access the features in that application. Lecturer C used this applications sometimes for writing class such as arranging words and matching the letter.

The lecturer C stated with the application list attendance become easier than list attendance in the paper. Besides being able to save paper, the students don't need to open the book or notes because by giving

some material in the application, the students can access easier by clicking the material.

2) Google Forms

When conduct the interview, researcher asks to the Lecturer D about the implementation of Google Forms, lecturer D said that lecturer uses the applications just for doing the examination, for the first the lecturer program the data and input to application, then the lecturer asks to the students to join the link by some code that given from lecturer. The correct answers will be showed to lecturer for giving the score.

The lecturer stated with the application the lecturer doesn't need to check for getting the score or result of the answers, because automatically if lecturer has programmed the data for the first, the correct and the wrong answers will be shown.

3) Rubistar

When conduct the interview. The researcher asks to lecturer C how the implementation the application. The lecturer C said that, just input the answer of students to the program that have been made of lecturer and automatically the score and the correct answers will be known.

The lecturer C stated with the application for checking the assessment and classify the answers become easier. Besides being able to save paper, the lecturer feels simple and don't need to recheck about the answers and the score.

4) Quizstar

When conduct the interview, the researcher asks to the lecturer C about, how the implementation of Quizstar to students. The lecturer C said that, for the first the tutor or lecturer have to make or program the questions to input in the application, than, the students join the page that made by lecturer. In this application, students able to do the assignment and directly know the score of the answers.

The lecturer C stated with the application, giving some assignment and task will get easier, and for the students will easier too for answering the quiz from the lecturer, and the students don't need to open the book or notes because by giving some material in the application, the students can access easier by clicking the material. And in this application, the lecturer doesn't need to check the student's answer, because the score will get soon after the students have finished do the quiz.

c. Social Media

1) Instagram

When conduct the interview, researcher asks to Lecturer E about the implementation of Instagram in the class. Lecturer E said that, using Instagram not only in the classroom, but also out of the class such as for homework and finds the pictures that match with the material.

The Lecturer E stated with the application besides being able to save paper, the lecturer feels simple for collecting the assignment, and the students don't need to open the book or notes because by giving some material in the application.

This lecturer does not use all the time Instagram application in a class, just sometime when the lecturer feels it necessary to share some assignments. As an image relating to the lesson to be taught and make a writing in the form of a caption in English and post it on Instagram, and known by lecturers and friends by marking friends and lecturers themselves.

B. Discussion

This section presented a discussion of the research finding from interview with the lecturers in UIN Antasari Banjarmasin and University of Muhammadiyah Banjarmasin.

Based on Interview among five times, the researcher found that almost all of the lecturers only used the features of the applications which they need. It is related with stated that Learning technology as software (software technology) in the form of systematic ways in solving learning problems is increasingly sophisticated and has a broad place in the world of education (Suparman & Zuhairi, 2004). Thus the practical application of learning technology in solving learning problems has a concrete form with the existence of learning resources that facilitate students to learn.

Some of the lecturers only used what they need from the features of the application but, some of the other lecturers used almost all of the features of the application. E-learning is all learning activities that use electronic technology assistance (Rusman, 2012, p. 293). Through e-learning, students' understanding of a material does not depend on the teacher / instructor but can be obtained from electronic media. That is, all the things needed by the lecturer if in an application provides the necessary features, then it can be used for the benefit of teaching and learning activities.

E-learning can bring a new atmosphere in a variety of learning development. Utilization of e-learning properly can improve learning outcomes to the maximum. Some of the benefits of e-learning include with e-learning, it can shorten learning time and make study costs more economical (2) E-learning facilitates interaction between students and material, (3) Participants students can share information and can access learning materials at any time and repeatedly, with such conditions students can strengthen their mastery of learning material (4) With e-learning the process of developing knowledge does not only occur in the classroom course, but with the help of computer and network equipment, students can be actively involved in the teaching-learning process, and it related with this research that the lecturers used some of the applications for the facilitate their learning process (Rohmah, 2006).

1. Advantages of learning Applications

Some studies give advantage of e-learning as its ability to focus on the needs of individual learners. For on e-learning strategies for delivering knowledge in digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs (Marc, 2000).

It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. Adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information (Smedley, 2010).

E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner & Head (2008) note that e-Learning make available extra prospects for interactivity between students and teachers during content delivery.

E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.

E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc. The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress.

The above mentioned advantages of e-learning has been summed up by (Holmes & Gardner, 2006) by noting that the ability of e-learning to assess the students or learners as they learn, and at the same time increasing their experiences in education, by way of interactivity suitable to community education, cultural diversity and globalization, and eradicating boundaries of place and time. To them the most vital characteristics as well as advantage of e-learning in education is that it center on the students or learners.

2. Disadvantages of learning applications:

Learning application, in spite of the advantages that it has when adopted in education, also has some disadvantages. For example despite

the claims that learning application can improve the education quality, according to Dowling & Gyles (2003) argue that making learning materials available online results in improved learning results only for specific forms of collective assessment. Also according to Mayes (2002) asked a question of whether learning application is simply a support device for existing methods of learning. The most noticeable condemnation of e-Learning is the complete absence of vital personal interactions, not only between learners and instructors, but also among colleague learners (Young, 1997). According to Almosa (2002), regardless of all the disadvantages of e-learning, there are a lot of benefits which inspire its use and also encourage the search for ways to reduce disadvantages. The disadvantages of e-learning that have been given by studies include the following:

E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects.

With respect to clarifications, offer of explanations, as well as interpretations, the e-learning method might be less effective than the traditional method of learning. The learning process is much easier with the use of the face to face encounter with the instructors or teachers.

When it comes to improvement in communication skills of learners, e-learning as a method might have a negative effect. The learners. Though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others.

Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.

Learning applications may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste. E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education. Also not all fields or discipline can employ the e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studies through e-learning. Researchers have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.

E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money disadvantages.