

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

Data in the form of interviews and questionnaires obtained from 110 students of the 2019 class of students majoring in English Education, Tarbiyah and Teacher Training Faculty, Antasari State Islamic University, Banjarmasin. The questions in the interview consist of 10 questions.

While the questionnaire consists of 25 questions and is divided into four criteria, 5 questions of technological readiness, 9 questions of technology use, 8 questions of confidence, and acceptance of 3 questions. With the alternative answer "Strongly Agree with a score of 5, Agree with a score of 4, Doubt with a score of 3, Disagree with a score of 2, and Strongly Disagree with a score of 1.

To describe the level of students' readiness based on the Aydin and Tascii rating scale, namely.

1 - 2,6 = There is no readiness and it takes hard work to achieve success

2,7 – 3,4 = Not ready and it will take some work to be successful

3,5 - 4,2 = Ready but still needs some improvement

4,3 – 5 = Completely ready for e-learning implementation

1. **Students' readiness using e-learning as a media for learning English**

Student readiness is the degree of readiness that an individual has regarding personal attributes, skills and knowledge that contribute to success in the learning process. Students' readiness is a student's physical and mental willingness to be involved in education using e-learning media.

According to Guglielmino & Guglielmino (2004), there are two main components of student readiness to be successful in e-learning, namely technical readiness and self-directed learning readiness. Each of these components consists of knowledge, attitudes, skills, and habits. In this study, the researchers summarized the components of these components into 4 readiness factors, namely technology readiness, technology use, self-confidence and acceptance. The research data are as follows:

Table 4.1		
Research Data of Students' Readiness in Using E-learning as A Media for Learning English		
READINESS FACTORS	SCORE	READINESS CRITERIA
Technology readiness	4,3	Completely ready for e-learning implementation
Use of technology	4,4	Completely ready for e-learning implementation
Confidence	4,2	Ready but still needs some improvement
acceptance	4	Ready but still needs some improvement

Table 4.1 shows that the technology readiness factor has an average SCORE of 4.4 which is on the criterion Completely ready for e-learning implementation, the technology readiness factor is in the criteria of being completely ready with an average score of 4.4 while on the readiness factor, the confidence has an average score of 4.2 which is in the Ready criteria but still needs a little improvement, and in the readiness factor for acceptance it has a mean SCORE of 4 which means it is on the ready criteria but still needs a little improvement.

Table 4. 2			
Data Technology Readiness Factor of Students' Readiness in Using E-learning as A Media for Learning English			
NO.	READINESS CRITERIA	SCORE	AMOUNT
1	There is no readiness and it takes hard work to achieve success	1- 2,6	0
2	Not ready and it will take some work to be successful	2,7 - 3,4	0
3	Ready but still needs some improvement	3,5 - 4,2	38
4	Completely ready for e-learning implementation	4,3 - 5	72
TOTAL			110

Tabel 4.2 that in the technology readiness factor to show the readiness of students to use e-learning as a medium for learning English, as many as 0 out of 110 students with an average of 1- 2.6, which means that they are in the criteria of No readiness and need hard work to achieve, as many as 0 Of the 110 students who are in the criteria Not ready and need some work to achieve the achievement with an average of 2.7 - 3.4, 38 of the 110 students with an average of 3.5-4.2 who are in the Ready criteria but still needs a little improvement, and as many as 72 out of 110 students are on average 4.3 - 5 which means they are really ready for the implementation of e-learning.

In this case, from the results of interviews with students of the 2019 year class majoring in English language education, all students stated that they had electronic devices, they revealed that the most common communication tools were cellphones, laptops, computers, and televisions. They also say they have a communication

application or software that they can use easily. They revealed that the most widely used software is Microsoft office, WhatsApp, Instagram, Google scholar, google meet, zoom, google classroom, and so on.

Table 4. 3			
Data Factor In The Use of Technology of Students' Readiness in Using E-learning as a Media for Learning English			
NO.	READINESS CRITERIA	SCORE	AMOUNT
1	There is no readiness and it takes hard work to achieve success	1- 2,6	0
2	Not ready and it will take some work to be successful	2,7 - 3,4	0
3	Ready but still needs some improvement	3,5 - 4,2	30
4	Completely ready for e-learning implementation	4,3 - 5	80
TOTAL			110

Tabel 4.3 shows that on the factor of readiness to use technology for students' readiness using e-learning as a media for learning English, as many as 0 out of 110 students with an average of 1- 2.6, which means that they are in the criteria There is no readiness and need hard work to achieve success, as many as 0 out of 110 students are in the criteria Not ready and need some work to achieve success with an average of 2.7 - 3.4, as many as 30 out of 110 students with an average of 3.5 - 4.2 who are in the criteria Ready but still needs a little improvement, and as many as 80 out of 110 students are on average 4.3 - 5 which means they are really ready for the implementation of e-learning.

In this readiness factor there are 9 readiness focuses, namely

a. Use of e-mail as a means of communication with lecturers and friends

From the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the Antasari State Islamic University, Banjarmasin, out of 110 students there are 65 students who doubt this, they reveal that to communicate more use instant messaging applications such as WhatsApp, Telegram, and instagram compared to email. Meanwhile, e-mail is only used when sending coursework assignments and files that are classified as large.

b. Use of instant messaging applications

The results of interviews with students of the 2019 class of English education, Tarbiyah faculty and teacher training at the Antasari State Islamic University of Banjarmasin, almost all students answered strongly agree, they said that the use of instant message applications such as WhatsApp, line, and the like was used not only for daily communication, but also used as a media room for study groups with lecturers. The instant messaging application is very easy to use and does not require a high cost so, plus now instant messaging applications have features that are very useful for both day-to-day communication and study.

c. Use of social network applications

In terms of the use of social network applications from the results of interviews, all students said they used them, they revealed that this social network application seemed to be a necessity, both for communication, a source of information and being used as a learning medium, they said that the most widely used social network applications were Facebook, Instagram, youtube and twitter.

d. Use of office software

From the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the Antasari State Islamic

University of Banjarmasin, all students answered strongly agree, they said that they all use office software, because in lecturing office software is very much needed, either to present data, papers, articles, power points, and more.

e. Use of hosting file

File hosting or also known as web hosting is a data storage and transmission service that is accessed via the internet network. Files that can be stored on file hosting are documents, videos, images, scripts, applications, and so on. From the results of interviews with students of 2019 class of English education, Tarbiyah faculty and teacher training at the Antasari State Islamic University in Banjarmasin.

Almost students revealed that they used file hosting as a file storage area, they stated that file hosting is very helpful for storing their file files from the device's memory card hard, the use of file hosting is also very easy and safe. There are several types of file hosting that they use a lot, such as Google Drive, Icloud, and Mi Cloud.

However, there were some students who stated that they did not use file hosting as a file storage area, they argued that it was too risky to make file hosting their storage place, they were afraid that things would not be mitigated such as their email account being compromised and their file hosting being hacked , and what they are more afraid of when they forget the password for their file hosting account.

f. Use of the internet as a source of information

Based on the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the Antasari State Islamic University of Banjarmasin, all students agree with this, they say that using the internet as a source of information, because when using e-learning as a medium for learning they are more lots of time to study automatically and can further increase

knowledge by looking for various additional information sourced from the internet by utilizing the google search engine

g. Use of a learning management system (LMS)

From the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the State Islamic University of Antasari Banjarmasin, they all answered that they agreed, but the use of this LMS was less popular than other learning applications, the LMS they used was the LMS provided by the university. , they said it was less popular because they were less familiar with it, students were more accustomed to using e-learning media with other learning applications, such as google classroom, edmodo, schoology and others.

h. Use of group messages

From the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the State Islamic University of Antasari Banjarmasin, all students revealed that they use it, in each class they have their respective group messages, and the notes of several subjects that have study groups with lecturers. The use of group messages is one of the alternatives to study spaces during the Covid-19 virus pandemic, they revealed that almost all subjects had group messages both in instant messaging applications and social network applications.

i. Use of communication tools

From the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the State Islamic University of Antasari Banjarmasin, all students strongly agree with this, they say that they use communication tools, the most used communication tools are cellphones, notebooks, computers , and laptops. They also stated that this communication tool plays an

important role in applying e-learning as a learning medium, especially during the long distance learning period.

Table 4. 4			
Data Factor of Self-Confidence of students' Readiness in Using E-learning as a Media for Learning English			
NO.	READINESS CRITERIA	SCORE	AMOUNT
1	There is no readiness and it takes hard work to achieve success	1- 2,6	0
2	Not ready and it will take some work to be successful	2,7 - 3,4	0
3	Ready but still needs some improvement	3,5 - 4,2	74
4	Completely ready for e-learning implementation	4,3 - 5	36
TOTAL			110

Tabel 4.4 shows that the self-confidence readiness factor for students' readiness using e-learning as a media for learning English, as many as 0 out of 110 students with an average of 1- 2.6 which means that they are in the criteria There is no readiness and it takes hard work to achieve success, as many as 0 out of 110 students are in the criteria Not ready and need some work to achieve success with an average of 2.7 - 3.4, as many as 74 out of 110 students with an average of 3.5-4.2 who are in the criteria Ready but still needs a little improvement, and as many as 36 out of 110 students are on average 4.3 - 5 which means they are really ready for the implementation of e-learning.

In this case there are 8 important points that affect the level of readiness in the confidence factor, namely:

- a. Know what e-learning is

Based on the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the State Islamic University of Antasari Banjarmasin, they said they were hesitant to say they really knew what e-learning was. They are not sure about learning media such as what is called e-learning media, whether learning using electronic tools alone without an internet connection can be called e-learning or only learning media that uses electronic tools and utilizes internet networks that can be called with e-learning media. Merasa e-learning mudah digunakan

From the results of the questionnaire it can be seen that as many as 40 out of 110 students expressed doubt that e-learning is easy to use, 20 out of 110 students stated that they did not agree that e-learning was easy to use, 10 out of 110 students stated that they strongly agreed that e-learning was easy to use, and 10 out of 110 students agree that e-learning is easy to use.

Based on the results of interviews with students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the State Islamic University of Antasari Banjarmasin, they said that e-learning is easy to use depending on the subject, and the lecturer said that there are several subjects that they think are difficult if you have to use it. e-learning, such as subjects that require hands-on practice. In addition, although using e-learning explanations from lecturers is very important, it will be easier if the explanations are done directly and not through e-learning.

b. Can operate the computer

Based on the results of interviews with students of 2019 class of English education, Tarbiyah faculty and teacher training at the state Islamic University of Antasari Banjarmasin, they said they could operate computers, this was reinforced

by the results of the questionnaire as many as 82 out of 110 students said they strongly agreed that they could correct computers and 38 110 students said agreed that they could operate computers.

c. Can operate office software

From the results of the questionnaire it can be seen that as many as 20 out of 110 students expressed doubt that they could operate office software, 30 out of 110 students stated that they strongly agreed that they could operate office software, and 50 out of 110 students agreed that they could operate office software.

These varied answers were supported by the results of interviews, namely those who said they doubted that they could operate office software, they said that there were some features of office software that they didn't know about their functions, besides that also some office software such as ms. Exel and ms. Power points are more difficult to operate compared to msword.

d. Proficient in processing data in office software

From the results of the questionnaire it can be seen that as many as 10 out of 110 students expressed doubt that they were proficient in processing data in office software, 20 out of 110 students stated that they strongly agreed that they were proficient in processing data in office software, and 70 out of 110 students agreed that they are proficient in processing data in office software.

From the results of interviews, those who expressed doubts about processing data in office software thought that processing data in office software was more difficult because there were several office equipment that required formulas and skills to process data such as ms. Excel and ms. Power points. And they have to learn a little more in it in order to become proficient

e. Can use a web browser

In this case, all students stated that they strongly agreed and agreed, they stated that they could use web browsers such as Google Chrome and Mozilla, they thought that this web browser was very much needed in learning, both e-learning and conventional learning.

f. Can use search software

Similar to using search software, all students stated that they could use the search software. The search software that they usually use are Google, Yahoo and others. From the results of the interview they also stated that this search software was the source of the information they used the most. They can access articles, news, videos, photos and even books.

g. Can use learning applications

From the results of the questionnaire it can be seen that as many as 40 out of 110 students agreed that they could use learning applications, and 60 out of 110 students stated that they strongly agreed that they could use learning applications. Meanwhile, from the results of the interview they said that the learning applications they could use were google classroom, edmodo, schoology and google meet. This learning application is classified as easy to use and low cost.

Table4. 5 Acceptance Factor Data of students' Readiness in Using E-learning as a Media for Learning English			
NO.	READINESS CRITERIA	SCORE	AMOUNT
1	There is no readiness and it takes hard work to achieve success	1- 2,6	0
2	Not ready and it will take some work to be successful	2,7 - 3,4	0
3	Ready but still needs some improvement	3,5 - 4,2	79

4	Completely ready for e-learning implementation	4,3 - 5	31
TOTAL			110

Tabel 4.5 shows that the readiness factor for students' readiness using e-learning as a media for learning English, as many as 0 out of 110 students with an average of 1-2.6, which means that they are in the criteria There is no readiness and need hard work to achieve success, as many as 0 out of 110 students are in the criteria Not ready and need some work to achieve success with an average of 2.7 - 3.4, as many as 79 out of 110 students with an average of 3.5 - 4.2 who are in the criteria Ready but still needs a little improvement, and as many as 31 out of 110 students are on average 4.3 - 5, which means they are really ready for the implementation of e-learning.

. In this case there are 3 points that affect the level of readiness in the acceptance factor, namely:

- a. Accept that you are ready to use e-learning

Based on the results of the questionnaire it can be seen that as many as 10 out of 110 students stated that they strongly disagreed that they were ready to use e-learning, 20 out of 110 students stated that they did not agree that they were ready to use e-learning, 70 out of 110 students expressed doubt that they were ready to use e-learning, learning, and 10 out of 110 students stated that they were ready to use e-learning.

Based on the results of the interview, those who answered strongly disagreed and disagreed thought that they were not ready to use e-learning, because according to them e-learning felt more difficult than conventional learning, besides that learning e-learning was more necessary. a lot of costs. Learning to use e-learning media is considered more difficult to understand because e-larning learns more

automatically and has little explanation from the lecturers, this makes them not ready to use e-learning.

Meanwhile, students who expressed doubts that they were ready to use e-learning said that e-learning did not fully facilitate learning, because there were several obstacles they encountered when using e-learning media, such as when the internet network was unstable, and when learning materials which requires hands-on practice.

From the answers that they felt they were ready to use e-learning, they stated that e-learning media is very helpful for the learning process, they can get more information, because the information they get in conventional classrooms is still lacking.

b. Believe that e-learning can improve learning abilities

In this case all students agree and strongly agree that they believe e-learning can improve learning abilities. From the results of their interviews, they stated that e-learning media is a medium that is without time and space boundaries. Because e-learning media that utilize the internet network have many sources of information, they can get as much information as they want.

c. Support the use of e-learning as a medium for learning

From the results of the questionnaire from 110 students, they all stated that they strongly agreed to support the use of e-learning as a learning medium, because learning media using e-learning was considered the most flexible medium. They revealed that the use of e-learning as a medium can greatly help develop knowledge and help progress both from institutions, organizations and individuals.

A. Discussion

1. Level of technology readiness factor in students' readiness using e-learning as a media for English learning

Technological readiness is one of the important factors influencing the level of readiness in using e-learning. According to Miller (2005) students need to have adequate technology availability and self-direct learning abilities so that they can function optimally in an e-learning learning environment. Therefore, the higher the average score of the technological factor readiness level, the more ready it is to use e-learning as a medium of long-term learning.

This technology readiness refers to the readiness of the availability of adequate hardware, software and internet network availability. According to Britain & Liber (1999), defines e-learning as a virtual learning environment as a software package that is installed on a server to manage the administration of the learning process, interaction, access to information, discussion, and other support into an integrated environment.

- a. Availability of electronic tools and software
- b. Availability of internet access

In terms of the availability of adequate internet access, as many as 50 people out of 110 students stated that they were not ready for this because some areas where students lived had more difficult internet access than other areas, and the internet network service provider servers they used varied, some had internet access. high speed but priced at a high price, some are cheaper but network access is not smooth and even often experience interference.

In addition, weather conditions are one of the obstacles in the availability of the internet network, if the situation is being hit by heavy rain and strong winds, the network strength will become unstable. The availability of internet access in terms of

using e-learning as a learning medium is vital, because we know that e-learning is a medium for delivering learning using electronic devices by utilizing the internet network.

Based on the results of the total score of the e-learning readiness factor assessment of technological readiness using the measuring instrument model developed by Aydin & Tasci in table 1.1 obtained from 110 students of class 2019 majoring in English education, Tarbiyah faculty and teacher training at the state Islamic university, Antasari Banjarmasin, has an average score. - Average 4, 3 which means that they are in the criteria Completely ready for the implementation of e-learning. However, there needs to be a slight increase in the availability of the internet network so that the level of readiness can really be maximized.

2. Level of the use of technology in students' readiness using e-learning as a media for learning English

Factors for the use of technology are also called technical skills because they are closely related to the level of readiness for e-learning implementation, technical skills are the basic skills needed in using e-learning systems. For example, students who use web-based systems need the ability to access the internet, carry out e-mail functions, and other required skills.

According to Salter (2009), the better the technical skills students have, the more ready individuals will be to use e-learning. Therefore, the higher the score of technology readiness scores, the higher the level of students' readiness using e-learning as a media for learning English.

Based on the results of the e-learning readiness factor assessment score of technology use by using a measuring instrument model developed by Aydin & Tasci,

the technology readiness factor has a total score of 4.4 which means that it is on the criterion Completely ready for e-learning implementation.

3. Level of factor of self-confidence in students' readiness using e-learning as a media for learning English

The confidence factor is the main factor in the readiness of students to use e-learning, according to Guglielmino & Guglielmino (2003) suggesting that there are two main components of student readiness to be successful in e-learning, namely technical readiness and self-directed learning readiness. Each of these components consists of knowledge, attitudes, skills, and habits,

Self-confidence is included in the component of attitudes, in which a confident attitude as a competent and effective student means seeing yourself as a student who is able and takes the initiative in learning. Accepting responsibility for one's learning and viewing problems as challenges are interrelated components of attitude.

According to Compueau & Higgins (2005) there is a positive relationship between self-confidence and computer use, a person with high self-confidence can be more productive and more satisfied when facing situations using computers and overcoming the problems they encounter in these situations.

Based on the results of the total score assessment of the e-learning readiness factor, self-confidence using the measuring instrument model developed by Aydin & Tasci in table 1.4 obtained from 110 students of class 2019 majoring in English education, Tarbiyah faculty and teacher training, antasari state Islamic university, Banjarmasin, - Average 4.2 which means that it is in the ready criteria but still needs a little improvement.

4. Level of acceptance factor in students' readiness using e-learning as a media for English learning

Acceptance factors are included in the comfort with e-learning component. This component consists of student acceptance to engage with other students or with instructors in online learning situations or learning using e-learning, and the convenience of accessing online learning resources. According to Blakenship & Atkinson (2010), comfort with e-learning describes students' readiness for the e-learning process.

From the results of the total score assessment of e-learning readiness using the measuring instrument model developed by Aydin & Tasci in table 1.5 obtained from 110 students of class 2019 majoring in English education, Tarbiyah faculty and teacher training, antasari state Islamic university, Banjarmasin, the acceptance factor has a total SCORE Average - 4.0 which means that it is at the ready criteria but still needs a little improvement, especially in the points of readiness to use e-learning

