

English Language Education Department Students' Perception toward their E-learning Activity

Khoirunnisa¹

Universitas Muhammadiyah Yogyakarta

Abstract

In recent decades, the use of information and communication technologies (ICT) for educational purposes has increased, and the spread of network technologies has caused E-learning grow significantly. E-learning is also applied at English Language Education Department of an Islamic private university in Yogyakarta. The purpose of this thesis is to discover the perception of the students towards E-learning in which individual interviews were used to collect the data from six participants batch 2015. The result revealed that the students thought that E-learning are not bore, enjoyable, simple and flexible. The results of the research also showed that there are six activities done in E-learning. The activities that have been done in E-learning are learning how to operate free learning platform, learning how to make use of free online teaching tools, doing quiz and games, doing online discussion, giving and submitting assignment, making use of available learning tools, learning how to create an online class. This study also revealed that E-learning gave three general benefits to the students, such as cost effective, enriches the students' knowledge of technology, and useful for the students' references as their teaching method in the future. Additionally, this research also indicated that there are also six obstacles that the students faced in E-learning. The challenges regarding E-learning implementation are unclear instructions, delayed and unclear feedbacks, techno-illiteracy, cheating and plagiarism, low interaction, and the last is distraction.

Keywords: E-learning, students' perception, activities, benefits, and challenges.

Introduction

In recent decades, the use of information and communication technologies (ICT) for educational purposes has increased, and the spread of network technologies has caused E-learning grow significantly (Kahiigi, Ekenberg, Hansson, Tusubira, & Danielson, 2008). According to Stockley (2003), E-learning is the delivery of learning programs, training or education related to the use of computers or electronic devices electronically. Abbad (2009), however, has a narrower definition that stated E-learning means any learning process that is applied electronically.

E-learning has provided some contributions to education. E-learning has brought changes to education in common, distance learning in specific, and become a significant tool for teaching and learning process (Holsapple & Lee, 2006). One of the contributions of E-learning is it helps teacher and students to save time and place. According to Smedley (2010), the implementation of E-learning provides flexibility of time and place to the institutions as well as the teachers and students to deliver and receive the learning material. Another contribution is related with its function as a supportive learning tool (Carlyle, 2016). When teachers cannot hold the face-to-face meeting or attend the class, there are some teachers who usually will ask a representative of class to spread the additional task for the students instead of making a make-up class. In this case, it makes the teaching-learning process became less effective. With E-learning, teachers who are on an urgent situation that make them cannot go to the college to do the make-up class, they can conduct E-learning instead as the alternative way. Teacher and students do not have to go to the school or college to do the make-up class because the teaching-learning process can be done online. Teachers just have to change and arrange the make-up class with the students and held the replacement class via E-learning. What teachers should do is only make an appointment

time with the students to do the class on virtual basis. Likewise, by using E-learning, the students can also work with their own pace and time, where teachers provide teaching materials or ask the students to complete the task by utilizing one of the E-learning tools, and then the students can do it anytime and anywhere they want before the due date.

Many universities in Indonesia have applied E-learning. One of them is English Language Education Department (ELED) of a private University in Yogyakarta. In many contexts, the implementation of E-learning in school or institution is applied either as equipment for full online course, mixed or blended course and web-assisted mode (Anastasiades & Retalis, 2010). Based on the preliminary observation that the researcher has completed, the use of E-learning in ELED of a private University in Yogyakarta is applied in blended and supporting mode. In order to know the function of E-learning in ELED, there are some brief explanations from some experts about the definition of full online course, blended course, and web-assisted mode. According to Sener (2015), a full online course is a process of learning that fully conducted online. In this case, E-learning is used as the major tool for learning. Another application of E-learning is in blended course. Singh (2003) defined blended course as a mixture of offline and online learning while online learning is conducted using internet and offline learning is conducted in traditional way or face to face meeting. In agreement to the definition above, it is clear that E-learning is used as a semi-major tool in ELED of a private University in Yogyakarta. As it was mentioned above that the use of E-learning is to support classroom learning. Equally, Brady, Holcomb, and Smith (2010) stated that an online platform of E-learning that is used to support face-to-face learning has usability as supplementary tool. Web-assisted mode makes use of the synchronous tools, where course website and tools are used, in order to enhance teaching and learning. Web-assisted learning is operated much in the same as

the fully-online class with the exception that it includes online discussions and interactions between the learners and the instructors.

The research which related with E-learning class activity was actually being conducted in ELED of a private University in Yogyakarta. However, some of the existing studies are focus on the different terms. For example, a study by Yanti (2012), focused on students' perception on the use of Edmodo toward their writing skills. The study showed that most of the participants have positive perceptions toward the use of Edmodo and its usage in writing skills because most of them were familiar with the features of Edmodo and they agreed that Edmodo help them in their learning activities and their writing skills.

In this study, the researcher will focus on ELED students' perception toward E-learning. There are several reasons why this study is being conducted. First, the importance role of students in teaching and learning process. Besides teachers, the students also took the most crucial part of education (David, 2013). The role of students in teaching and learning process is so important because the students are the one who receive the lesson (Nurhadi, 2004), which means it is important to know their perception about learning system they used. Through this study, the researcher expects to know how the students perceive the use of E-learning in educational activities.

Second, the students' interest and technological skills when learn through E-learning. In fact, not all the students are interested in learning with technology. Wools, Dowlin, and Loertscher (2002) found that students' achievement in E-learning depends on several relevant factors: technology, course materials, and the self-characteristics of students. When the students are familiar of the complication in using computers, the result is more pleased and effective the students (Piccoli, Ahmad, & Ives, 2001).

In conclusion, based on the aspects which are mentioned above, it could be concluded that E-learning has several challenges experienced by the students. It can be seen that it is important to do the research about students' perception toward E-learning. By conducting this study, it is expected that it will give solutions or strategies to overcome the challenges mentioned above.

Literature Review

E-learning

In the beginning of the third millennium, a new form of learning called E-learning is being introduced. According to Connolly and Stansfield (2006) E-learning has been through three eras. The first era, from 1994 to 1999, was marked by an inactive adoption of the Internet where traditional materials were simply re-planned to an online form. The second generation, from 2000 to 2003, was marked by the change to higher band-widths, wealthy running broadcast, raised sources, and the movement in producing the subject materials. The third generation, currently ongoing, is marked by the integration of better cooperation, social occasion, activity based learning, and intellectual practices, through the tools such as e-portfolios, wikis, blogs, social bookmarking and networking, and online simulations. In addition, the third generation is gradually being affected by progress in mobile computing.

Definition of E-learning. Electronic learning (E-learning for short) has been variedly defined by researchers. It is interpreted in many different point of views, including distributed learning, online-distance learning, as well as blended learning (Maltz & Deblois, 2005). Bhattacharya and Sharma (2007) used other terms as the synonym of E-learning, which named Computer-based learning, online learning, or interval education. There has been debate within the experts about a common definition of the term E-learning which leads to the conclusion that

there is no specific definition about E-learning. Selim (2007) defined E-learning as the delivery of content material through digital media, including internet, intranet, extranets, satellite broadcast, audio/video tape, interactive television, and CD-ROM. A wider explanation of E-learning is mentioned by Centre for Educational Research and Innovation (CERI) (2005) which stated that E-learning is a way to support and improve learning and technology as a complement to traditional classrooms, online learning or mixing the two methods with the use of information and communication technologies in varied processes of education. To sum up the definition of E-learning that has been stated above, it can be concluded that E-learning is a way that is used electronic media for educational purposes especially to enhance communication, participation, and collaboration in teaching and learning process.

Types of E-learning. There are varied ways in categorizing the types of E-learning. According to Algahtani (2011), E-learning is divided into two types, computer-based and the internet based E-learning.

Computer-based learning (CBL). CBL contains the use of hardware and software that available to be used in two ways: computer-managed instruction and computer-assisted learning. In computer-managed instruction, computers aid the teachers in instructional management without actually doing the teaching. However, in computer-assisted learning, computers are used by providing a support tool such as interactive software within the class or as a tool for self-learning outside the class.

Internet-based learning (IBL). IBL is an upgraded development of the computer-based learning (Almosa, 2011). It makes the content available on the internet, with the prepared links to related sources, for example e-mail services and references which can be applied by the students

at any time and place as well as the availability or absence of teachers with the help of internet connection.

There are various categories of E-learning. Zeitoun (2008) categorized IBL in assistant mode, mixed or blended mode, fully online mode. The traditional method is needed in assistant mode. Mixed or blended mode offers a method when the teachers combine an offline learning which conducted in traditional and an online learning using the internet. The fully online mode, which is the most comprehensive development, uses the full network for learning (Zeitoun, 2008). Algahtani (2011) divided the fully online mode in context of the timing of interaction as two types, “synchronous” and “asynchronous”. The synchronous type allows the students to discuss with the teachers and also among themselves via the internet at the same time with the use of tools such as the videoconference and chat rooms. This type, according to Almosa and Almubarak (2005), gives the benefit such as a direct feedback. The asynchronous type also allows the students to discuss with the teachers as well as among themselves over the internet, but it can happen at different times. It means that students and teachers can do the interaction at the same moment but later, with the use of tools such as thread discussion and emails (Almosa and Almubarak, 2005; Algahtani, 2011). This type is make students to be able to learn at a time that suits them, but unfortunately, students will not be able to receive instant feedbacks from teachers as well as fellow students (Almosa and Almubarak, 2005).

Mode in E-learning. It has been identified that, E-learning comes in three different mode, such as fully-online, mixed mode (also known as hybrid or blended learning), and web assisted (Anastasiades & Retalis, 2001). Learning materials, assignments, teaching and learning are all done online (Young, Hausler, & Sanders, 2008). In fully-online mode, there are no direct interaction between teacher and students. Everything is done fully-online through the use of

internet and its related technologies. Furthermore, unlike learning in the face-to-face mode which is mostly teacher-driven where the teachers teach on the subject area of their expertise, in fully-online mode, learning is self-directed and flexible in nature. Fully-online learning also aims at satisfying the needs, interests, learning styles, abilities, and aspirations of students because it is self-directed (Buzzetto-More, 2013).

Hybrid or blended mode combines face-to-face meeting and interaction with online learning (Allen & Seaman, 2003). It also means integrating the online and face-to-face formats to create a more effective learning experience (Brew, 2008). In this mode of E-learning, some aspects of the teaching and learning are done online, while some portions are done face-to-face. For example, teaching and presentation are done during the face-to-face meeting, while assignments and exam are done online. With blended learning, teachers can use online resources in their daily classroom activities to engage students and help them become more active and more effective students.

Web-assisted mode is the last mode of E-learning, and makes use of the synchronous tools, where course website and tools are used, in order to enhance teaching and learning. Web assisted learning is operated slightly same with fully-online class with the exception that it includes online discussions and interactions between the students and the instructors (Buzzetto-More, 2015). The main difference between fully online learning and web assisted learning is that web assisted is synchronous in nature and allows for live interaction, while fully online learning is asynchronous in nature and does not allow for live interaction. Furthermore, the difference between the web-assisted mode and blended mode is that, while both allow for interaction among participants and with instructors, hybrid learning has additional advantage for physical contact, however, in web-assisted there are no such direct meetings.

Among the types of E-learning, hybrid learning (mixed mode) is thought to be a better approach (Davis, 2000), as it combines elements of fully-online learning or web-assisted learning with the traditional classroom learning (Rubenstein, Ward & La Branche, 2003). Furthermore, in the blended learning, students are allowed to read some of the course materials online prior to the face-to-face meeting, which permits the students to have ideas of the topic to be discussed in class (Smart & Cappel, 2006). It can be concluded from the above discussion that regardless of the different understandings made of E-learning and its various types, one thing is common to all of the modes, which is internet and technological tools are used for teaching and learning, with limited or no face-to-face interaction.

E-learning Activities

E-learning activities can be meaningful and entertaining at the same time to attract students' attention (Atomi, 2018). E-activities are also capable of boosting the teacher-students engagement and aligning students' expectations. There are many E-learning activities that can apply by the teachers. Some of the popular activities that most of online students has experienced are following:

Quizzes. In general, quizzes are used to test students' knowledge as well as challenge their skills. They also aim to collect students' opinions or ideas. Besides, using quizzes is a good way to engage the students' attention. There are many types of question that you can use, for example, True/False, Multiple Choice, Fill in Blank, Sequence, Drag-n-Drop, and Rating Scale (Likert). You can also offer feedback in quizzes so that students know whether they are doing right or wrong. Feedback also gives them a clue of what to enhance for the future tests.

Interactive Demos. Hands-on demos, such as interactive software simulations, give the students chances to practice skills in their self-paced manner. Interactive demos are easy to create as long as the teachers have a professional screen casting tool. Use a suitable tool to create a series of steps to show how to solve a problem or follow a procedure and then let the students explore by themselves.

Online Discussions. If you need to build an effective online learning community for the E-learning Corporation, then an online discussion is a suitable activity. Online discussions allow the students, through discussing, to improve their discussion skills while learning from others. E-learning courses, online Word documents or Power Point presentations are some of the critical online environments that allow discussion between the students. Those platforms allow practicing skills, sharing experiences, collecting knowledge, and getting feedback, etc. Online discussions can also be done by writing (e.g. online Word documents) or speaking (e.g. Skype video calls, video conferences). Both of them are useful when the audience needs to debate some viewpoints in their own perspective while discovering others’.

E-learning Games. An E-learning game is the best way to boost students ‘knowledge while encouraging online collaboration and competitive spirit at the same. This type of activity can give the students better learning experiences. The students can learn something new while enjoying the games. This can not only enhance learning experience but drive stronger bonds with their virtual classmate when a group of them play games together. There are many tools allowing you to create impressive E-learning games such as, a screen recorder, video editor & E-learning authoring software.

Advantages of using E-learning

E-learning is considered as the one of the best methods in education (Deepali, 2016). The adoption of E-learning in education, especially for higher educational institutions has gave several advantages. Below are the list of the advantages of E-learning in teaching and learning.

Flexibility of time and place. E-learning is so flexible when it comes to the context of time and place. According to Smedley (2010), the adoption of E-learning provides a flexibility of time and place in teaching learning process. The teachers and students can arrange the appointment time to do the E-learning based on their availability, and the students also can freely choose the place wherever they want as long as it connected with internet access.

Enhances relations. E-learning is able to give opportunities for the students and teachers as well as among the students themselves to create a closer relation using the discussion forums. Through E-learning, the students can remove the barrier that might have the potential of disturbing participation including the anxiety of talking to other students. E-learning also motivates the students to exchange and respect their different perspectives. It also helps the students take an active character, work with their colleagues/instructors from a variety of locations. Wagner, Hassanein, & Head (2008) stated that E-learning creates extra prospects for interactivity between the students and teachers while delivering the learning contents.

Saves cost. Through E-learning, the students and teachers can reduce their travel cost to go to the school or college. It means that they do not have to come to the institution to conduct the teaching and learning process so that it will decrease their outcome.

Develops students'' cross cultural understanding. E-learning helps the students to be connected to other students all over the world through joining communities. Moreover, by

joining communities students can develop their cross cultural understanding (Majid, 2017). He also argued that students can post or share a picture or a link to a community to broaden their understanding about other cultures (Majid, 2017).

Increases students' satisfaction and decrease stress. The use of E-learning allows self-pacing. For instance, E-learning allows each students to study at their own way and pace and learn in their own speed, whether it slow or quick. It therefore rises students' satisfaction and reduces their stress (Codone, 2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

Develops the standard of education. E-learning has been valuable in Information and Communications Technology (ICT). E-learning develops the standard of education by providing universal academic sources and by contributing training to academics.

Challenges in E-learning

E-learning is not only considered as beneficial but it also has some obstacles that students might face. Unavoidably, students might face challenges and problems in E-learning. There are numbers of research that has been investigating the disadvantages of E-learning. A cross cultural study conducted in United States and South Korea in 2005 (Kwun et al., 2005) found that American and Korean students are mostly disagree with the following statements "E-learning activity is more effective", "I prefer to learn through E-learning instead to face to face class", and "E-learning is the most suitable method of learning in this era". In addition, both American and Korean students agreed with following statements "Traditional class is more beneficial than online learning" and "E-learning is more troublesome to be conducted than traditional class".

These results have been showed that E-learning has not been fully acknowledged by students. Some of the obstacles of E-learning are delivered below.

Computer literacy. Although many students are generally techno-literate and able to manage computers well, lack of computer literacy is still become a major issue in conducting E-learning (Kumar, 2015). One of the limitations of E-learning in teaching learning process is that students should be computer literate. It means that it could be a challenge that makes students unable to learn from E-learning method if they do not know how to use computer and unfamiliar with the technology.

Technical Issues. Technical issue refers to development issue such as the bugs, the speed, the errors, functions and features not correctly working or does not work according to what academics require (Nurul and Martin, 2015). Many students are not provided with the high bandwidth or the strong internet connection that E-learning requires. Their weak monitors make it hard to follow the related course. Most of them live off campus and find it difficult to keep in tune with the technical requirements of the chosen course. Some of them might do not even own computers. The implementation of E-learning that requires an internet connection has become a serious problem for the students since not all students have an access to a speed internet connection. A slow or unstable internet connection can be frustrating for the students. A study by Annika (2008) found that the speed of the connection could be the limiting factor in E-learning and even the students' who go to the internet cafe find that sometimes the connection can be unpredictable and slow for required assignments. It can be concluded that low internet connection served as a challenge of the students when using E-learning (Annika, 2008).

Low level of interactivity. E-learning method may be less effective than the traditional method in context of immediate explanations, clarifications, and interpretations. One of the

participants in a research that has been conducted by Annika (2008) revealed that the questions, or doubts, that arise when going through E-learning materials cannot be solved immediately as in traditional class due to the distance with the teachers. Means that the students may feel isolated or miss social interaction they get in a classroom setting and the possibility of getting direct feedback and a feeling of someone being there and the learning process is much easier if the students are in the same place with the teachers.

Possibility of being distracted, cheated and plagiarizing. Since E-learning requires an internet connection, so there is possibility for the students to open irrelevant and unnecessary websites that could distract focus in learning process. The finding by Mokhtar (2016) revealed that the limitation on the use of web-enhanced learning (Mix mode) learning is that the students cannot really focus to the activity in on line learning. Since an online learning requires the students to conduct their learning online, hence there is possibility of students to get distracted from the real focus (Mokhtar, 2016). Since tasks or assignments in E-learning are possibly done with the use of internet, there is also a possibility for the students to cheating and plagiarizing. The students may also tend to complete the given task by copy and paste from internet source. When this happen, it will be tough for the teachers to control or regulate those bad activities.

Students' lack in speaking skills. When considering about improvement in communication skills of students, E-learning as a method might have a negative effect. Becta (2008) found that many students preferred traditional teaching or face-to-face method rather than the use of computers because the students may have a brilliant understanding in academics, but they may not possess the needed skills to deliver their acquired knowledge to others. It can be said that E-learning is give a negative result in students' performance in terms of speaking.

Methodology

The purpose of this research is to know the students' perceptions towards E-learning. According to Creswell (2012), qualitative research is one of the research designs which does not use variables but use exploration instead to address a research problem. This statement is matched with the aim of this study. The purpose of this study is to explore the perception of the students towards E-learning. It can be said that the study has no specific variables that hence, it requires some explorations in order to get the information from participants. Therefore, this study applied a qualitative method as its research method. In collecting the data, six participants from the students of English Language Education Department of academic year 2015 were selected. In this study, an in – depth interview was used. As its name suggests, intensive individual interviews are conducted in this in – depth interview.

There are several compulsory steps after doing the interview. First of all was transcribing. Transcribing is the most important step in interviewing. According to Cohen et al., (2011), transcription represents the translation from oral system into written language. It can be said that transcribing is a process of transforming the data from audio into written format which is in this case, the audio format is the record of interview. In order to keep the trustworthiness and the originality of the data, the next must-to-do step was a member checking. Then after all the participants agreed that the data was precisely right, the next step was coding. Kerlinger (as cited in Cohen et al., 2011) defines coding as the translation of questions responses and respondent information to specific categories for the purpose of analysis. In line with Karlinger, Strauss and Corbin (cited in Cohen et al., 2011) pointed out that coding is the procedure of breaking down sections of text data into smaller units and then inspecting, relating, theorizing, and classifying the data.

There are four categories of coding done while analyze the data which are used in this study. The first category was open coding. According to Khandkar (2010), definition of open coding in general means taking notes based on observation, recording events or interviews, gathering documents etc. In the analysis phase, when you are going through the data you often mark important sections and add descriptive name or 'code' to it.

After all that way, the next category of coding done by the researcher was analytical coding. In point of fact, the analytical coding is almost the same with open coding, however, analytical code does not only describe the idea but it also interprets the idea (Cohen, et al., 2011). In this case, the researcher gave some interpretation in the text data into a descriptive code. The text data that has been given codes was given label category by the researcher to make contacts among each category. This stage is called as Axial Coding. Strauss and Corbin (1990) defined an axial code as a process in which the data that has been segmented has reconnected in a new process following the open code (as cited in Cohen et al., 2011). Eventually, the researcher has selected the text of data that contains similar idea and then categorized it with the main category (Cohen et al., 2011). This is known as Selective Coding. After doing all the steps above, the researcher concluded all the data that have been gathered.

Findings

Based on the findings, this study found four different results. The first result shows students' perception towards E-learning. The second result shows about the activities that have been done in E-learning. The third result describes the perception of the student towards the benefits of E-learning while the fourth result draws the student perception of the students towards the challenges of the students when using E-learning. A brief conclusion of every result will be provided below.

The first perception of E-learning perceived by the participants was that it was simple and flexible. E-learning offers great flexibility in learning (Kocur & Kosci, 2009). Participant one argued that “I think E-learning makes everything simple because I do not need to submit my task with paper. All I need to do is just upload and submit my task on the websites”. From the statement of participants, it is clear that participants admitted that E-learning offered flexibility in terms of time and place.

The next perception of E-learning that the students perceived was enjoyable. It is obvious that when people feel enjoy, they are more motivated to learn, this holds true both in the classroom and in an E-learning environment (Melissa, 2013). This is supported by statement of two participants who agreed that E-learning is enjoyable. First participant mentioned, “we felt more enjoyable when learn through E-learning”. According to participants’ statements related to their perception of E-learning, it is obvious that E-learning is also enjoyable due to its fun and varied activities.

This study also found that one of the activities in E-learning is learning how to optimize free learning platforms. The first platform that are used by the participants when learn with E-learning are Schoology and Edmodo. Participant two mentioned that they learned about how to operate Schoology and Edmodo. Both of the platforms were created using the same concept of social networking and provided same learning activities such as quizzes, assignments, and polls. The participants mentioned that they were asked to do a voting through Padlet. Participant one and six mentioned that in E-learning, they did voting in one of the education websites. First participant of this study mentioned that “we have also learned to make a vote about landmark in Padlet, the teachers will post about several landmarks around the world, and we were asked to vote which landmarks that we would like to visit”. One of the participants claimed that he was

experienced to create a learning media through a software name Lectora. As Participant five stated “we were also learned how to create a learning tool in the software named Lectora”. From the participants’ statement, it is obvious that the students has learned how to optimize free learning platforms.

The next activity that has been found through this study is learning how to make use of free online teaching tools. E-learning also provides different kind of platforms that can be used as teaching tools. The platform that is used by the participants is Prezi. Participant six mentioned that “they were also learned how to operate Prezi and after managed to master it, we were asked to do a presentation by using Prezi as the media”. In order to develop students’ creativity, Prezi can be used as an alternative to traditional slide making programs such as PowerPoint. Based on the participants’ statement, it is clear that at the first step in learning Prezi.

This research found that the other E-learning activities done by the students in E-learning are doing quiz and games. Four out of six participants claimed that they experienced doing the quiz while participant five mentioned that she ever experienced doing games in E-learning.

This study also found that the activities that can be done in E-learning are giving and submitting the assignment. Five out of six participants mentioned that the other activity in E-learning is submitting assignment. Besides participant one, the rest participants are stated that “we were asked to submit our assignments by uploading it in one of the websites”. According to Pop (2013), the activity that can be done in web-enhanced delivery mode are submitting the assignment, sharing material and information and sharing link. Based on the participants’ statement, it is also clear to say that giving assignment when conducting E-learning is also included as one of the activities.

The next activity that can be done through E-learning is learning how to operate websites. This was shared by one of the participants that involved in this study. Participant four declared that they were being introduced to some E-learning platforms such as *Edmodo, Schoology, Padlet, Google Form, Kahoot, And Prezi*.

Another activity that can be done through E-learning is creation an online class. This finding was in line with the statements that have been stated by participants of this study. Four out of six participants stated that they have experienced to be a virtual teacher through E-learning. The participants similarly stated that “we were asked to create an online class in digital technology and education subject”.

According to the research data, there are three general benefits of E-learning. From the interviews, cost effective became the utmost benefits that E-learning offered. All the participants are admitted that E-learning is cost saving. Participant one said that E-learning is costs effective in the sense that there is no need for the students to go to the campus.

The data of the interview also showed that E-learning enriched the students' knowledge of technology and the students became more familiar with technology. Two of the participants agreed E-learning enriches their knowledge. Participant three argued that “we became more knowledgeable by knowing the websites that frequently used in education”.

E-learning is also beneficial for the students who want to be a teacher in the future. Two out of six participants declared that “E-learning can be useful as our learning method references when we became a teacher in the future” and “as the future teacher, we must create a learning method as creative as possible, E-learning could be our references to create a new method of teaching”.

Even given all the benefits of e-learning, one cannot deny there are some challenges. Based on the finding of this research, the researcher found that there are six challenges that student faced in E-learning. An unclear instruction is also one of challenges for the students. This is clearly stated by three participants of this study. Participant one stated, “I also often faced the problem where the instructions from my teacher is not clear enough”. Participant four also mentioned “the instructions on the apps are sometimes confusing”.

Another obstacles faced by students in E-learning is about teacher’s feedbacks. As stated by first participant, “we cannot get direct feedbacks from the lecturer since we do not meet them or do the teaching-learning process directly”. She also added, “sometimes, I also felt that the feedbacks from the lecturer are not very clear and satisfying”.

Techno-illiteracy is also an obstacle in E-learning. Participant one claimed that “not every student is familiar with E-learning” (P1.14). Participant four stated, “I and those who are not familiar or techno-illiterate took a long time to learn with E-learning”. Participant four added, “due to unfamiliarity, we cannot operate all the E-learning applications well”.

The other challenges that often found in E-learning based on this study are cheating and plagiarism. Three out of the participants mentioned that cheating and plagiarizing is one of bad activities that frequently happened in E-learning. Participant two declared, “there are some students who have done their assignment by copying all over the content from the websites” and also added, “because this is online class, it is easier for the students to cheat”.

Low interaction is also included as a drawback in E-learning. Participant three mentioned, “it is troublesome to ask friends to re-checking my job whether it is already done properly or not”. Participant four also declared, “because we rarely seeing each other directly in

the classroom, I sometimes feel lonely and miss the presence of the classroom”.

The last finding about the obstacles that students faced in E-learning is distraction. Participant five said, “the students that are not under teacher’s supervision will freely access unrelated websites”. Participant six also shared that students are easily distracted to browse some unrelated websites.

Conclusion

This study is aim to explore the perception of ELED students towards E-learning. The objective of this study covers three different things. The first objective of this study is to know how ELED students perceive the activities in E-learning. The second objective is to know the perception of ELED students towards the benefit of E-learning while the last objective is to explore the perception of ELED students towards the challenges that student faced in E-learning. Interview was used as the instrument to collect the data while the entire question related to interview was compiled in interview guidelines.

Based on the findings, this study found four different results. The first result shows students’ perception towards E-learning. The second result shows about the activities that have been done in E-learning. The third result describes the perception of the student towards the benefits of E-learning while the fourth result draws the student perception of the students towards the challenges of the students when using E-learning. A brief conclusion of every result will be provided below.

The first result of this study covers about how the students perceive E-learning. Based on the result, the participants mentioned that E-learning is not bore and enjoyable due to its varied activities. E-learning has offered many fun activities such as icebreakers, games, puzzles, and

group projects that will make the students not feel bored while doing E-learning. They are also claimed that E-learning is simple and enjoyable. The students perceive that E-learning makes everything simple because they do not need to submit my task with paper. All they need to do is just upload and submit assignment on the websites.

The second result of this study covers about students' perception towards the activity in E-learning. Based on the findings, the activities that have been done in E-learning are learning how to operate free learning platform, learning how to make use of free online teaching tools, doing quiz and games, doing online discussion, giving and submitting assignment, making use of available learning tools, learning how to create an online class.

The result of this study also showed some benefits of E-learning from the perception of the student. There are three findings. First, E-learning is cost effective. Cost effective became the utmost benefits that E-learning offered. The students stated that E-learning is cost effective in the sense that there is no need for the students to go to the campus and they do not have to print out the assigned tasks. Based on the data, the results also showed that E-learning is efficient in terms of saving time and money. Second, E-learning also offers great flexibility in learning. The 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 learning information. The students can conduct E-learning anywhere and anytime as long as the place has a strong internet connection. The other benefit of E-learning, it also enriches the students' knowledge of technology. It is obvious that when you learn something, you will absolutely gain something. The students of ELED of private University in Yogyakarta believes that through E-learning, they will become knowledgeable, especially in technology. Similarly, E-learning also makes the students more familiar with technology. The students perceive that if student incorporate some of the tools that allow

collaboration and conversation, student can capture organizational knowledge that is available for future learners. Last finding found through this study is E-learning is beneficial for the students who want to be a teacher in the future. The students stated that they can use E-learning as their teaching method.

This research also found the challenges that student faced in E-learning. There are also six challenges that have been mentioned by the participants. The challenges regarding E-learning implementation are unclear instructions, delayed and unclear feedbacks, techno-illiteracy, cheating and plagiarism, low interaction, and the last is distraction.

Recommendation

Based on the outcome of this study, the researcher provides some recommendation for several parties that are related to this study such, students, teachers, university stakeholder, and future researcher. *For students*, the researcher recommends techno-literate students to help the students who are not familiar in technology or techno-illiterate students so that they could sharpen their skill in technology. And the students are also should be more aware about the importance in finishing their assignment by their own work and avoid cheating or plagiarism.

For teachers, In implementing E-learning, it is necessary for teachers to make sure the compatibility of students' devices and bandwidth did not have any problem. The teachers also need to make sure that students are already familiar and understand with technology and E-learning. In order to make sure and avoid misunderstanding, it would be better if teacher give clearer instructions while conducting E-learning.

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