
An Exploration of English Language Learning Using E-Learning at Senior High School in Kubu Raya Regency

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ABSTRAK

Penelitian dalam skripsi ini dilatarbelakangi oleh fenomena pemanfaatan e-learning dalam proses belajar mengajar siswa di sekolah. Dari fenomena yang terjadi, peneliti tertarik untuk mengeksplorasi bagaimana pembelajaran bahasa Inggris menggunakan e-learning di SMKN 1 Sungai Kakap, Kabupaten Kubu Raya. Penelitian ini merupakan penelitian studi kasus, dengan menggunakan dua metode, yaitu metode penelitian kuantitatif dan kualitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Untuk menganalisis data, peneliti menggunakan statistik deskriptif untuk data kuantitatif dan analisis tematik untuk data kualitatif. Hasil penelitian menunjukkan bahwa implementasi e-learning di sekolah telah terlaksana dengan baik menggunakan platform Google Classroom dan WhatsApp Group. Persepsi siswa terhadap e-learning sangat positif, dengan kelebihan berupa pembelajaran yang menyenangkan dan kekurangan berupa sinyal yang buruk. Penelitian ini diharapkan dapat memberikan pengetahuan yang mendalam tentang implementasi e-learning dan tantangan implementasi e-learning dalam pembelajaran bahasa Inggris di sekolah menengah, serta memberikan beberapa rekomendasi untuk meningkatkan praktik pembelajaran berbasis teknologi di Kabupaten Kubu Raya..

Kata Kunci: *English Language Learning, E-learning, Case Study, Students Perception.*

Abstract

The research in this thesis is motivated by the phenomenon of the use of e-learning in the teaching and learning process of students in schools. From the phenomenon that occurred, the researcher is interested in exploring how English learning uses e-learning at SMKN 1 Sungai Kakap, Kubu Raya Regency. This research is a case study research, using two methods, namely quantitative and qualitative research methods. Data collection was carried out using questionnaires and interviews. To analyze the data, the researcher used descriptive statistics for quantitative data and thematic analysis for qualitative data. The results of the study indicate that the implementation of e-learning in schools has been carried out well using the Google Classroom and WhatsApp Group platforms. Students' perceptions of e-learning are very positive, with advantages in the form of enjoyable learning and disadvantages in the form of poor signals. This study is expected to provide in-depth knowledge about the implementation of e-learning and the challenges of implementing e-learning in English learning in secondary schools, as well as provide several recommendations to improve technology-based learning practices in Kubu Raya Regency.

Keywords: *English Language Learning, E-learning, Case Study, Students Perception*

INTRODUCTION

Education is an effort undertaken by a student to fulfill the need to obtain knowledge. According to Freire (2014), education is a calm process that allows people to realize their power to change the world through reflection and action. Education is essential to liberate individuals from thinking. Meanwhile, Oblinger (2018) stated that education is an ongoing process that aims to build critical skills, creativity, and collaborative abilities needed in 21st-century life. In this context, education must be able to adapt to the needs of the times and current technological developments.

In the era of globalization, English is an international language that is very important for use by people throughout the world. According to Rukmana, S. A, *et al.*, (2023) English is an international language used by everyone throughout the world, from the world of education to social life, so it is a language that must be known by everyone, both at home and abroad. Mastery of English is one of the keys to achieving opportunities in various fields such as education, work, and international communication. English is now used by students as a language used to communicate with teachers, friends, or even other people from various countries. In Indonesia, English is studied by students from elementary school to high school. In this case, English is a lesson that is taught in school.

Learning is a change in behavior as a result of experience or practice with the result of acquiring knowledge, values, skills and so on. Marzano (2017) states that learning is a process in which someone obtains and processes new information so that they can use it to solve problems or make decisions. Marzano emphasized that in the learning process, it is important to think critically and analytically. There are several types of learning, one of which is adaptive learning. Adaptive learning or what is usually called e-learning is an approach that uses technology to adapt teaching materials and methods according to individual student needs. Adaptive systems can assess student progress and provide appropriate content.

E-learning (electronic learning) according to Sam and Idrus, 2021 (in Herwinsyah 2023) refers to a form of learning that utilizes digital technology and the internet as the main media for delivering learning material. By using e-learning, students can access and interact with learning content online via electronic devices such as computer and smartphone. E-learning refers to educational methods that use digital technology to deliver and access learning content online. Using e-learning, students can access study materials, take online lectures, participate in

discussions, and complete assignments through the online platforms provided. E-learning has changed the traditional way of learning by utilizing technology such as computers, the internet, and mobile devices to create a flexible and affordable learning experience. In this case, e-learning can also be used in learning English. To improve students' English skills and knowledge, teachers can apply adaptive learning or e-learning in their learning process. This is the same as what happened at SMKN 1 Sungai Kakap. In this schools, to improve students' learning process in English, teachers also apply e-learning as a digital media to assist in the learning process.

Researcher conducted this research at SMKN 1 Sungai Kakap because pre-observation in these schools has used E-Learning in the English language learning process. Similar to the problems above, SMKN 1 Sungai Kakap also shows several phenomena in the learning process, namely using E-learning in the learning process. Therefore, researcher are interested in focusing their research on analyzing how e-learning is implemented, what students' perceptions are regarding the use of e-learning, and what the strengths and weaknesses of e-learning are in the two high schools in the Kubu Raya Regency. The researcher conducted a case study research with the title "Exploration of Language Learning Using E-Learning in Senior High Schools in Kubu Raya Regency."

METHOD

This research is a case study. A case study is empirical research that explores a phenomenon in real life (Bungin, 2001). According to Yin (2018), a case study is strategic research that involves an in-depth and thorough investigation of a particular phenomenon in a real-life context. Researchers use multiple data sources to understand the complex aspects of the phenomenon being studied. Case study research and field research aim to intensively study the background situation of a social unit today and its environmental interactions. In this research, the researcher used qualitative and quantitative research.

The research subjects were high school students in the Kubu Raya Regency area. The participants in this research were 32 people from SMK N 1 Sungai Kakap in Kubu Raya Regency, using purposive sampling techniques. According to Creswell (2013), purposive sampling is a technique in which the researcher selects individuals or groups who have specific characteristics of the problem that can provide an in-depth understanding of the problem being studied.

In this study, the researcher took a sample of 30 students who had studied using E-learning to answer the questionnaire, then 4 students, 1 English teacher who had previously implemented E-

Learning in their teaching process, and the principal at SMKN 1 Sungai Kakap were interviewed. The consideration used was to use a sample at SMKN 1 Sungai Kakap school, the researcher believes it can be used to complete the data needed in this research. Therefore, the researcher decided to choose students and teachers from SMKN 1 Sungai Kakap as research subjects

The researcher concludes that qualitative research is a method used by researchers to analyze and describe data. Meanwhile, using quantitative research is a method for collecting data periodically from respondents in the form of percentage data from questionnaires.

a. Quantitative Analysis

To analyze the questionnaire, the researcher used descriptive statistical analysis. According to Borg & Gall (2007), descriptive statistics is a method for analyzing data collected in educational research with the aim of providing a clear description of the characteristics of a sample or population by including the use of tables, graphs, and statistical measures such as mean, median, and variance. Meanwhile, Salkind (2017) descriptive statistics is a set of techniques used to describe or summarize a set of data in a meaningful and useful way, allowing us to see patterns in the data.

In this study, the researcher used descriptive statistical analysis to analyze the questionnaire. The technique for describing data is to use percentage techniques and then present the data using tables. The questionnaire data was analyzed by measuring the percentage of the students, the researcher used the Likert scale.

Table 1.
Scoring system of the closed-ended questionnaires

Kind of Statement	Strongly Agree (SS)	Agree (S)	Disagree (TS)	Strongly Agree (STS)
Positive (+)	4	3	2	1
Negative (-)	1	2	3	4

To analyze the percentage of students responses (frequency) the researcher used the formula:

$$P = \frac{\text{frequency}}{n} \times 100\%$$

P = Percentage (%)
 F = Frequency Observed
 N = Total respondents

Table 2.
Criteria of percentage

<i>No</i>	<i>Criteria</i>	<i>Interval (%)</i>
1	<i>Very strong (VS)</i>	81-100
2	<i>Strong (S)</i>	61-80
3	<i>Middle (M)</i>	41-60
4	<i>Low (L)</i>	21-40
5	<i>Very Low (VL)</i>	0-20

b. Qualitative Analysis

In analyzing interview data, researchers used thematic analysis. The researcher used a thematic analysis to analyze the data from interviews. Nowell *et al.* (2017), define that thematic analysis is a method used to identify, analyze, and report themes in data. The following are the technical steps for analyzing data using the thematic analysis method according to Nowell (2017): 1) Familiarization the Data, 2) Generating Codes, 3) Searching Themes, 4) Reviewing Themes, 5) Defining and Naming Themes, and 6) Reporting the Findings.

FINDING AND DISCUSSION

Finding

a. Characteristic Respondent questionnaire

The first characteristic of respondents in research using this questionnaire is categorized based on gender. The sample was categorized according to male and female gender. Below is a table of characteristics based on respondent gender.

Table 3.
Respondent Characteristics

Gender	Total (students)	Percentage
Male	11	36%
Female	19	63%

Based on the table, it can be seen that most of respondents in this study were female. As many as 63% or 19 respondents who filled out the questionnaire were female. Conversely, as many as 36% or 11 people who filled out the questionnaire were male. This difference can occur because the sampling technique of one class, namely class XI TKJT, was taken based on purposive sampling.

1. The implementation of E-Learning at SMKN 1 Sungai Kakap

Here are some expressions from participants through the interview data obtained:

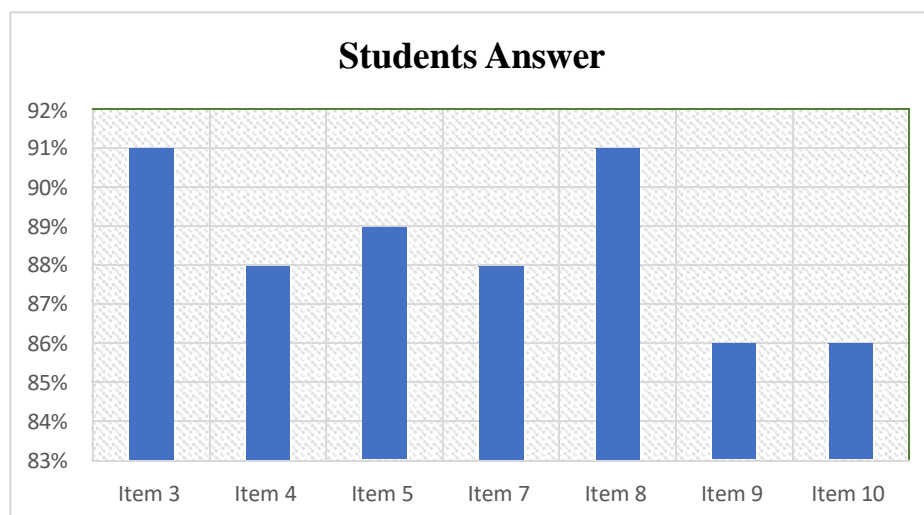
“.....platform e-learning yang saya gunakan dalam mengajar Bahasa Inggris sejauh ini adalah google classroom and WhatApps..” (A)

Following the policies set during covid 19, which require students to study online, the application of e-learning is used to deliver assignments to students.

“.....e-learning itu untuk pemberian tugas, pengumpulan tugas, dan juga untuk memberikan info info terkait tugas kepada siswa”. (A)

In addition to interview data, data was obtained from the results of the questionnaire to answer questions about the problems regarding the implementation of e-learning. Data was obtained based on the indicators presented in the questionnaire instrument regarding the benefits of implementation, as follows.

Table 4.



Item no 3: (*e-learning memudahkan siswa berinteraksi dengan guru dalam pembelajaran Bahasa Inggris*).

The data results show that students agree with the statement that e-learning makes it easier for them to interact with teachers and vice versa in English lessons, namely $91/100$ (max score) $\times 100 = 91\%$ (the categories VS).

Item no 4: (*E-learning mempermudah mendapatkan informasi mengenai soal ujian dan materi pembelajaran?*)

The data results show that students agree with the statement that e-learning makes it easier for them to get information about exam questions and lesson materials, namely $88/100$ (max score) $\times 100 = 88\%$ (the categories VS).

Item no 5: (*E-learning membuat waktu dan tempat pembelajaran fleksibel*)

The data results shows that students agree that e-learning makes learning time and place flexible, namely $89/100$ (max score) $= 89\%$ (the categories VS).

Item no 7: (*e-learning lebih efisien dan transportasi dan akomodasi*)

The data shows that students agree that e-learning is more efficient than transportation and accommodation, namely $88/100$ (max score) $= 88\%$ (the categories VS).

Item no 8: (*e-learning lebih membuat pembelajaran menjadi lebih menarik.*)

The data results shows that students agree that e-learning makes learning more interesting, namely $91/100$ (max score) $= 91\%$ (the categories VS).

Item no 9: (*e-learning menjadikan anda lebih tertarik untuk mengikuti diskusi dalam pembelajaran Bahasa Inggris*)

The data results shows that students agree that e-learning makes you more interested in participating in discussions in English learning, namely $86/100$ (max score) $= 86\%$ (the categories VS).

Item no 10: (*e-learning membuat materi lebih interaktif dalam pembelajaran Bahasa Inggris*)

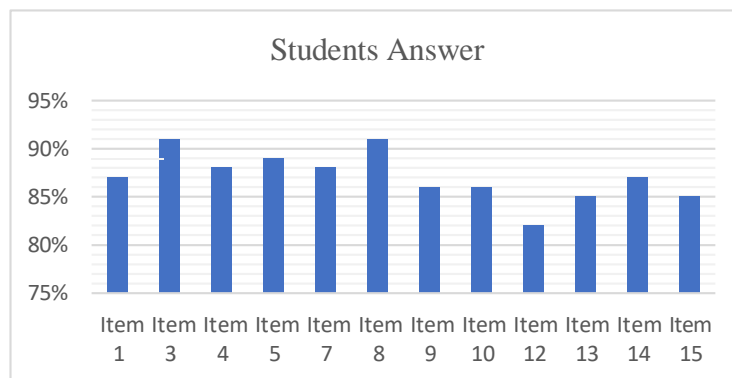
The data results shows that students agree that e-learning makes the material more interactive in learning English, namely 86/100 (max score) = 86% (the categories VS).

2. The perceptions of the students toward the implementation of e-learning

To find data to answer problem number two, the researcher used data from a questionnaire distributed to students of SMKN 1 Sungai Kakap. The data was analyzed as follows:

a. Analysis Questionnaire

Table 5.



Item no 1: (*Apakah anda menyukai Bahasa Inggris?*)

The data results show that students agree that they like English subjects, namely 87/100 (max score) X 100 = 87% (the categories VS).

Item no 3: (*E-learning memudahkan siswa berinteraksi dengan guru atau guru dengan siswa dalam pembelajaran Bahasa Inggris*).

The data results shows that students agree that e-learning makes it easier for them to interact with teachers and vice versa in English lessons, namely 91/100 (max score) X 100 = 91% (the categories VS).

Item no 4: (*E-learning mempermudah mendapatkan informasi mengenai soal ujian dan materi pembelajaran?*)

The data results shows that students agree that e-learning makes it easier for them to get information about exam questions and lesson materials, namely 88/100 (max score) X 100 = 88% (the categories VS).

Item no 5: (*E-learning membuat waktu dan tempat pembelajaran fleksibel*)

The data results show that students agree that e-learning makes learning time and place flexible, namely 89/100 (max score) = 89% (the categories VS).

Item no 7: (*e-learning lebih efisien dan transportasi dan akomodasi*)

The data results shows that students agree that e-learning is more efficient than transportation and accommodation, namely 88/100 (max score) = 88% (the categories VS).

Item no 8: (*e-learning lebih membuat pembelajaran menjadi lebih menarik.*)

The data results shows that students agree that e-learning makes learning more interesting, namely 91/100 (max score) = 91% (the categories VS).

Item no 9: (*e-learning menjadikan anda lebih tertarik untuk mengikuti diskusi dalam pembelajaran Bahasa Inggris*)

The data results shows that students agree that e-learning makes you more interested in participating in discussions in English learning, namely 86/100 (max score) = 86% (the categories VS).

Item no 10: (*e-learning membuat materi lebih interaktif dalam pembelajaran Bahasa Inggris*)

The data results shows that students agree that e-learning makes the material more interactive in learning English, namely 86/100 (max score) = 86% (the categories VS).

Item no 12: (*anda menggunakan e-learning untuk mendapatkan informasi akademis*)

The data results shows that students agree that students always use e-learning to obtain academic information, namely 82/100 (max score) = 82% (the categories VS).

Item no 13: (*anda selalu memiliki akses untuk menggunakan e-learning dalam pembelajaran Bahasa Inggris*)

The data results shows that students agree that students always have access to use e-learning in English learning, namely 85/100 (max score) = 85% (the categories VS).

Item no 14: (*anda senang menggunakan e-learning dalam pembelajaran Bahasa Inggris*)

The data results shows that students agree that you are happy to use e-learning in learning English, namely 87/100 (max score) = 87% (the categories VS).

Item no 15: (*anda puas dalam menggunakan e-learning dalam penggunaan bahasa Inggris*)

The data results shows that students agree states that they are satisfied with using e-learning in the use of English, namely 85/100 (max score) = 85% (the categories VS).

b. The strengths and weaknesses of e-learning implementation at SMKN 1 Sungai Kakap

Theme 1. Strength

These strengths are such as the response of students who are happy when doing e-learning-based learning, students who know new technology and how to use it and the last is the pursuit of e-learning makes learning practical.

Theme 2. Weakness

Several weaknesses were also found in implementin e-learning in the student learning process at SMKN 1 Sungai Kakap. The weaknesses are such as network difficulties, poor signal, lack of adequate facilities, etc.

Discussion

Based on the research results conducted by researchers from questionnaires and interview data, it shows that the E-learning Platform used at SMKN 1 Sungai Kakap is Google Classroom and WhatApps. This case is related to Santoso's research (2023) which stated that there are several e-learning platforms that students can use, starting from online discussion platforms using WhatsApp Group, Zoom, Google Meet, Skype, and Google Classroom.

Then, students' perceptions have a positive average score towards the use of e-learning. Students' perceptions of e-learning implementation were measured through a questionnaire consisting of 12 valid statements with a Likert scale consisting of 4 alternative answers. The questionnaire is divided into several indicators. The results of the data as follows. Based on the results of data processing from the existing statement items, the highest score was 91% and the lowest score was 82%, where the two highest and lowest scores have a very strong category (VS). As in questionnaire item no. 3 with the statement that e-learning makes it easier for students to interact with teachers shows data that students agree with the statement is 91% so that it shows a very strong category. Then in question item no. 4 with the statement that E-learning makes it easier to get information about exam questions and learning materials, shows data that students agree with the statement with a score of 88% which can be categorized as very strong. Furthermore, in questionnaire item no. 5 with the statement that E-learning makes learning time and place flexible shows data that students agree with the statement is 89% so that it shows a very strong category. So, it can be concluded that the tendency of students' perceptions of e-learning implementation is positive, with an average score in the very strong (VS) category. This is in line with research by Dhawan (2020) with research results showing that students have a positive perception of e-learning due to the flexibility of time and accessibility of learning materials.

Then for the strengths and weaknesses of implementing e-learning, namely the strengths of e-learning, we got data that the response of students who are happy when doing e-learning-based learning, students who know new technology and how to use it and the last is the pursuit of e-learning makes learning practical. This is supported by research by Adnan & Anwar. (2020), this study shows that e-learning can make the learning process more enjoyable for students because of the various interactive tools and flexibility in accessing materials, which makes it easier to deliver materials practically.

While the weaknesses were found in implementing e-learning in the student learning process at SMKN 1 Sungai Kakap. The weaknesses are such as network difficulties, poor signal, lack of adequate facilities, etc. This is supported by research by Nambiar, D. (2020), this study shows that many students and teachers face challenges in e-learning caused by unstable internet networks and lack of adequate devices and facilities.

CONCLUSION

From the results of the research conducted by researchers on the implementation of e-learning, students' perceptions of e-learning, and the strengths and weakness of implementing e-learning in

English learning carried out at SMKN 1 Sungai Kakap, several conclusions can be drawn as follows:

1) E-learning has been implemented at SMKN 1 Sungai Kakap and the platforms used are Google Classroom and WhatApps, 2) E-learning in schools provides students with the flexibility of time and place to access learning materials, allowing students to learn according to their convenience, however, 3) the implementation of e-learning in schools still has many obstacles, such as inadequate technological infrastructure and internet access which is still considered very poor. Then, Students Perception of E-learning, they agree with the statement that e-learning makes it easier to interact, get information about the material, and many students agree that e-learning can manage study time independently. Strengths of implementation such as enjoyable: students find e-learning implementation enjoyable because they can use their mobile phones or gadgets during the learning process, flexibility: students can learn anytime and anywhere, which allows them to adjust their learning schedules with other activities. Meanwhile the Weaknesses of implementation such as infrastructure: the main obstacle to e-learning is the limited technology infrastructure, including unstable internet connections and a lack of adequate technology devices.

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