EFL TEACHERS' AND STUDENTS' PERCEPTION ABOUT E-LEARNING IN THE ENGLISH SUBJECT: A STUDY AT ISLAMIC STATE UNIVERSITY OF ALAUDDIN MAKASSAR

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ABSTRACT: This study highlighted teachers' and students' perception in order to investigate teachers' and students' perception about e-learning when English subject is concerned. The population of this study was the seventh semester of the English Education department of UIN Alauddin Makassar who have experienced in implementing e-learning in teaching and learning activities. Sixteen students and four lecturers were involved as a sample of the study. This study employed quantitative method were the data collected by using Questionnaire that is consisting 24 items based on likert scale. The data showed that there were above 62,2% of respondents gave positive responses, 28,5% stated neutral, and 9,79% disagree.

Keywords: Tearchers' and Students' Perception, Educational Technology, E-learning

I. INTRODUCTION

The advancement of Information Technology (IT) has a big impact on how things are done, its influence on teaching and learning. The influence of media (information and communication technology) offers opportunity and high quality of teaching and learning. The teachers or students only choose the appropriate model that can be applied depending on each goal.

Guiding the students to develop four skills of English needs a lot of things including the teachers' learning strategy. The most crucial thing that should be considered in teaching and learning is the quality of education. If the learning model does not meet the students' needs, they will get nothing from learning. After observed in some schools in Makassar, the researcher found the same cases. The main issues concurred in the schools were classroom situation, cost increase, gadget influence, and the last is the students were lack of motivation and interest.

The classroom situation means where both teacher and students are participating in the discussions to confront the new ideas, information, and several skills presented by textbook, teacher, and the other students. To participate in class the students must engage and complete the learning activities, such as listening to teacher, participating in class discussion, writing some assignments, completing assignment, collecting assignment on time, taking middle exam, taking final exam. But most of the process in engaging those activities may cause some barriers in the classroom such as the way the teacher manage learning process, arguments erupt in classroom among students, sometimes one students dominates the classroom and one student remain silent, and many more may occur in

classroom. Through the implementation of e-learning is expected to overcome some barriers in face-to-face learning. The introduction of educational technology will enrich students' experience, boost their skills, and bring them in new situation of learning.

Facilities in traditional classroom will increase the cost of education. All the printed content for traditional classroom such as text books or another kind of printed paper, and all equipments and tools that we have to arrange in operating will totally cost a lot. All these costs will disappear totally in the case of online course. Taking online course tends to be economical because digital tool and method is quite cheaper than facilities in traditional classroom. Contactnord (2013) revealed that Online and hybrid classes relieve pressure for classroom space, parking, and a host of other drivers of cost. They also reduce pressures on campus utility systems, another major driver of post-secondary education costs.

The third issue is the students were addicted to gadget. People nowadays were extremely addicted to gadget particularly students. Almost the students were using gadget in their daily life but several of them certainly misappropriate their gadget. So, this is the precise chance for researcher or the others to force the students how the students can exploit their gadget as good as possible especially in language learning.

The forth is about students' motivation. Most of students were lack of motivation. Up and down motivation happened to the students because some of them very enthusiastic to learn English, but when the class was starting the students felt down because teaching model were not interesting and challenged for them. A large number of students are turning to online learning courses because they have become a better way to learn and more challenging. Those students who are serious about improving their understanding, learning new skills and gaining valuable qualifications are keen to enrol in the type of course that will be the most effective.

Electronic educational technology also called e-learning is a computer-based ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation (Ratheeswari, 2018). Information technology already enable to be designed by teachers or instructor in order to effectively use in teaching and learning practice.

Implementing e-learning in teaching and learning process gives a better result than traditional learning, e-learning makes learning and teaching become simpler, easier, and more effective in which e-learning has totally transformed in the way. Ladyshewsky, (2004) argued the result research on e-learning compared with face-to-face indicate that overall means differed significantly across years when taught with and without computer mediated multimedia students taught with multimedia had significantly higher test scores.

The platform of e-learning consists of Schoology, Edmodo, google classroom. There are so many Learning Management System can support learning process.

According to Ouadoud, Nejjari, Chkouri, & El-Kadiri (2018) An LMS (Learning Management System) or e-learning platform is a software including a range of services that assist teachers with the management of their courses

II. METHODOLOGY
Research Design
This research was conducted in quantitative research where the data collected by using questionnaire. The questionnaire of this research was intended to meet lecturers' and students' belief and perception of e-learning on lecturers and students' teaching and learning activities. There will be 24 items related to the ability to learn autonomously in e-learning, learner- content- interaction in e-learning, and learner- instructor- interaction in e-learning which is adapted from Algahtani, abdullah (2011)
Research Setting
This researcher conducted the study at UIN Alauddin Makassar, English Education department. The research took place at UIN Alauddin Makassar as the research setting of this research because the facilities to integrate technology in education is fully adequate.
Population and Sample
The population of this study comprised the students of English department who start studying in 2017 and the lecturers of English education department. The sample of this research was randomly selected participants. The participants of this study need to meet the requirement; first, they should have knowledge about educational technology and they have any experiences in implementing e-learning

III. LITERATURE REVIEW
Many recent studies conducted on teachers and students perception about e-learning in teaching and learning activities. Most of the studies focused on how educational technology affecting or enhancing learning process. In the study, the researcher analyzed the effectiveness of e-learning for students at university level and was analyzed in quantitative design (Ali, Khaled Hossain, & Ahmed, 2018). O'Sullivan, Krewer, & Frankl, (2017) presented an approach to collaborative learning using an experimental learning management system (LMS) for supporting collaboration, enhancing students engagement and mitigating the effects of social dilemmas. They found that collaboration helps students to grapple with abstract ideas and produce more active, engaged and task-oriented behavior.

Zare, Sarikhani, Salari, & Mansouri, (2016) revealed that using self-directed e-learning can be effective for students' learning that can achieve a better marks in chemistry and their creativity than the traditional group. Benta, Bologa, Dzitac, & Dzitac (2015) on their study about e-learning platforms, they concluded that moodle (e-learning platform) is a very good tool to supplement face-to-face teaching and cost-effective learning environment that brought benefits in terms of stimulating students' interest for homework tasks and their commitment in solving the tasks

Another study on students' perspective on the effectiveness of using e-learning of Luaran, Samsuri, Nadzri, & Rom (2016) showed that most of respondents were exposed to e-learning and they preffered to learn via e-learning cause e-learning provided them greater flexibility to select either instructor-led or self-study courses and enable them to learn at any place and time. The majority of the students think that e-learning is an innovative idea and must encouraged and realised that hybrid learning which is a combination of online leaning and face-to-face learning is preffered mode of learning for the respondents (Raymond & Mamattah, 2016).

IV. FINDINGS AND DISCUSSION

Lecturers' and students' perception were investigated in terms of two aspects: the ability to learn autonomously in e-learning, learner- content- interaction in e-learning.

Table 1. Abbreviation used for Lecturer and students perception question

Abbr.	Description
SD	Strongly Disagree
D	Disagree
N	Neutral
A	Agree
SA	Strongly Agree

Table 2. The Ability to learn autonomously in e-learning

	SD		D		N		A		SA		Total
	N	%	N	%	N	%	N	%	N	%	
Personalized learning	0	0	0	0	10	50	0	0	10	50	100%
Learning anytime, anywhere	0	0	3	16,7	7	33,3	0	0	10	50	100%
Learning at own pace	0	0	0	0	1	7,7	6	46,2	6	46,2	100%
Presentation is suited to own learning style	0	0	0	0	5	38,5	2	15,4	6	46,2	100%
Enabling reviews at any time	0	0	1	7,7	2	15,4	3	23,1	7	53,8	100%
Presenting immediate feedback	0	0	1	7,7	4	30,8	3	23,1	5	38,5	100%
Able to self-asses	0	0	2	15,4	5	38,5	2	15,4	4	30,8	100%
Suitable technical support	0	0	3	23,1	2	15,4	4	30,8	4	30,8	100%
Average		**0**		**8,8**		**28,7**		**19,25**		**43,25**	**100%**

Pertaining to the ability to learn autonomously in e-learning, on average 19,25% agree that e-learning has benefits to students. This is followed by 28,7% were neutral. Furthermore, 43,25% expressed strongly agree, 8,8% disagree, 28,7% neutral, 0% strongly disagree on the abilty to learn autonomously in e-learning.

Table 3. learner- content- interaction in e-learning

	SD		D		N		A		SA		Total
	N	%	N	%	N	%	N	%	N	%	
Easing the process of learning	0	0	0	0	4	30,8	4	30,8	5	38,5	100%
Encouragement to learn more	0	0	1	7,7	3	23,1	2	16,7	6	50	100%
Increasing capacity	0	0	1	7,7	3	23,1	4	30,8	5	38,5	100%
Increasing motivation	0	0	1	7,7	3	23,1	3	23,1	6	46,2	100%
Increasing productivity	0	0	0	0	4	30,8	3	23,1	6	46,2	100%
Helping to manage time and self-discipline	0	0	2	15,4	3	23,1	1	7,7	7	53,8	100%
Encouraging increasing duration of learning time	0	0	2	15,4	1	7,7	5	38,5	5	38,5	100%
Preferring tasks and tests through e-learning tools	0	0	2	15,4	5	38,5	2	15,4	4	30,8	100%
Preferring obtaining score through e-learning tools	0	0	2	15,4	4	30,8	1	7,7	6	46,2	100%
Better results in e-learning than traditional learning	0	0	0	0	5	38,5	3	23,1	5	38,5	100%
Meeting student needs	1	7,7	0	0	4	30,8	3	23,1	5	38,5	100%
Meeting student expectations	0	0	1	7,7	4	30,8	4	30,8	4	30,8	100%
Enjoying learning	1	7,7	0	0	3	23,1	3	23,1	6	46,2	100%
Feeling more freedom of options	0	0	0	0	3	23,1	2	15,4	8	61,5	100%
Increasing confidence	0	0	1	7,7	5	38,5	2	15,4	5	38,5	100%
Anticipating other courses by e-learning	1	7,7	2	15,4	3	23,1	3	23,1	4	30,8	100%
Average		7.7		10,78		27,4		21.73		39,28	100%

It can be reported from the table 3 that on average, 27,4% of the respondents were neutral on the improvement of learners' content and interaction through e-learning, 21,73% stated agree, 39,28 expressed strongly agree. On the other hand 7,7% were strongly dis agree, and 10,78% of respondents disagree.

V. SIMPULAN

The main finding of this study is that e-learning is perceived as useful because many lecturers and students indicated that e-learning increased the ability to learn autonomously because the limitless of information related to their course material allow them to learn anywhere, anytime and personalized their learning.

This study also shows that several lecturers and students who participated reported that e-learning increased the interaction between learners and content because e-learning encouraged them to learn more and help them with time management and self-discipline. And also the features provided by several platforms of e-learning increased students' motivation and their desire to do the tasks and test through e-learning and these impacts helped lecturers and students achieve a better quality of learning.

The majority of respondents agreed that when studying through e-learning there is a chance to establish the interaction among learners and between learner and instructor. For instance, the possibility to have live lecturers via synchronous tools and being able to get immediate feedback, receive more attention from lecturer, and have a productive relationship as is done in a conventional classroom setting by the help of technology advancement.

E-learning platforms and tools are perceived to be easy to use because the various tools, technology, and strategy encouraged them to participate in e-learning easily. It is indicated that to create a successful learning environment, good technological background is required. Because without any experiences and technological background, It will obstruct the learners to easily participate. Therefore, this study shows that most lecturers and students have strong experiences and educational technology background in conducting e-learning and the majority of respondents expressed their desire to have more time to exploit educational technology.

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