Students' Perception in Using E-Learning for English Writing Activity

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ABSTRACT
Applying of Information Communication and Technology (ICT) has played a major part in educational system. Besides, the canvas of English language teaching has also experienced in emerging technology into the classroom since it provides the platform to develop students' second language learning. The kinds of application through computers and smartphones have many applied by educators as the strategies and approaches in language teaching and learning, including for writing skill. Since writing is argued as one of difficult skill which needs some processes, emerging the technology can be one of choices for a new writing learning that is able to enhance students' writing performance. Today, E-Learning application is one of platform that has been many used by educational institution. E-Learning facilitates some features that can be also applied for language learning purposes. Thus, this paper aims to give the overview about students' perception in using E-Learning for writing learning application since it provides the platform for writing activity. A descriptive research is employed and there are 22 students of third semester at English Education Study Program of Universitas Negeri Padang as the respondents. The data of the research are obtained through the questionnaire and interview. The result showed that the majority of the students share positive perception towards the using E-Learning for writing activity.

Keywords: *Perception, E-learning, ICT, Writing*

1. INTRODUCTION

The role of ICT (Information Communication and Technology) plays important role in our lives. Therefore, the ICT also becomes the crucial part within educational field. Hall [1] pints out that ICT resources become the generic tools for learning which is relevance across the whole curriculum. It is also supported by Suryadi [2] that states school communities is expected to be deal with technology aspects, and students must be familiarized with it since it plays crucial role as the teaching media and strategy that facilitates the achievement of education reformation. Besides, Lemke in Kenning [3] reviews that new information technology is possible for the students to learn what they want, when they want, and how they want without schools. This implies that all of school elements must be really paid attention into the implementation of technology today, as well as teachers and students.

In addition, the canvas of teaching and learning process in the midst of 4.0 industrial revolution era must emphasize the use maximum of ICT. The importance of ICT also has been concerned in many higher education institutions in Indonesia. One of ICT integrations that has been many applied in some of university level is E-learning. Universitas Negeri Padang as the one of higher institutions in Indonesia has applied the E-learning

application as the learning management system that facilitates the teaching learning process. Goh [4] elucidates that E-learning or ubiquitous learning is not restricted by physical space, plans, physical space or timetables, but it is pervasive and happening anytime and anywhere. Therefore, the E-learning application is set to serve the interaction from both teachers and students without space barriers.

Besides, the infusing technology into the language learning is relatable to be applied, especially in English language teaching. The role of ICT is not helpful in facilitating the teaching and learning process, but it is relatable in the English language learning field. Adams and Brindley [5] elucidates that there are three different cases in using English that can be implemented through technology; presentation, communication, interaction, and numbers of media have turned digitally meditating dialogue into the way of human's life. This is also emphasized by Rank *et. al* [6] that ICT stands for information and communication which has been applied in schools and colleges by signifying a wide range of technologies, however, it is not only for information, but also highlighting the communication. Gamble and Easingwood [7] also adds that understanding word level such as spelling, phonics, and vocabulary, sentence-level such as punctuation and grammar,text level such as composition and comprehension) in reding and writing are

rooted firmly in literacy, and ICT contribution in developing and enhancing literacy is potentially immense. Therefore, this implies that E-learning as one of ICT products also provided the same chance to facilitate the English teaching-learning.

Here, one of the language skills that can be applied through E-learning is writing. There has been many research that investigated the role of technology and its effect toward writing skills. Alhusban [8] states that writing is regarded as key factor to obtain success in college and career, and the students must write manual and technological methods. Writing skills, such as writing mechanics, writing strategies, writing in a way that communicates idea clearly and concisely, constructing a reasoned argument, and organizing evidence and ideas are increasingly becoming important to be attained. If students do not know how to write effectively with sophistication and precision, they may not be considered or accepted into colleges or universities. This implies that the urgency of writing ability becomes one of the important thing that must be considered by teachers, especially for language teachers that focuses on the writing the most as the one of language competences that must be fulfilled by students.

In fact, some problems often find in the English writing teaching and learning. Writing demands a high brain works since it has started with finding the ideas, and some sequences and rule that must be followed. So, the flow of idea and writing rules must be combined well. However, getting the idea for writing is not easy and needs a space time while time given in the writing classroom is very limited. Thus, this becomes the main problem for both teachers and students. Therefore, the ICTs, for instance, E-learning, provided its tools for writing teaching and learning, and it can be applied during the learning time given in the class or outside the classroom. Besides, the most important thing that E-learning can facilitate one of the crucial parts of the SLA (Second language Acquisition) process namely output. Swain [9] explains that output refers to the product or outcome of the language acquisition device which what the students has learned, and it is suitable for the act of language productive such as speaking and writing. Thus, it implies that producing in terms of writing practice time by time is more important than just comprehending the knowledge of writing, and using the technological platform such as E-learning, can be a proper choice to be applied.

Therefore, knowing the students' perception is also important to be investigated. Walgito [10] describes that perception means the way of human's mindset or thought towards the phenomena or experience involved.

Besides, UNP has applied E-learning in teaching writing and learning. Thus, in this case, the perception is needed to know how impressive and impactful E-learning has used.

2. METHOD

A quantitative design was implemented in this study. There are 22 students of the English education study program of Universitas Negeri Padang as the respondent of this research. Besides, the E-learning This study was relatable or relevant where the information was directly confirmed by those who have done the experience of that phenomenon before.

The questionnaire was used as the instrument of this study to investigate the students' perception towards the use of E-learning in writing activity, especially in essay writing subject. The statements of the questionnire adapted the TAM (Technology Acceptance Model) theory by Davis [11]. There are 19 statements administered where it was divided into four indicators; perceived ease of use, perceived of usefulness, attitude toward usage, behavioral intention. It aimed to investigate how is the students' feeling or opinions toward the use of E-learning during their writing activity. Besides, it then scored by the likert scale; strongly disagree, disagree, agree, and strong agree), and level of average adopted by Sudjana [12]. In analyzing the data, the formula used as follows:

$$P = \frac{f}{t \, x \, n} \times 100\%$$

P = Percentage
F = The accumulation of responses
T = Total items
N = Number of students

3. RESULT AND DISCUSSION

This study described the findings of students' perception toward the use of E-learning in writing activity, especially in essay writing . The results of the study came from the 22 students of English education department of Universitas Negeri Padang where they applied E-learning as the writing learning media in its process. Based on the data obtained, it showed that the most of students shared a positive perception of using E-learning in writing teaching and learning process. Here the detailed of percentages below in each statements divided into four indicators; perceived ease of use, perceived of usefulness, attitude toward usage and behavioral intention of use:

Table 1. The percentges of Students' perception

NO	Statements	SD	D	A	SA
	Perceived Ease of Use				
1	I feel that using E-learning would be easy for me in writing learning activity	4,5% (1)	22,7% (5)	50% (11)	22,7% (5)
2	I feel that it would be easy to become skillful at using E-learning in writing learning activity	0% (0)	31,8% (7)	45,5% (10)	22,7% (5)
3	I would find E-learning to be flexible to interact with	0% (0)	22,7% (5)	50% (11)	27,3% (6)
4	Using E-learning provides the convenience in meeting the needs of learning sources	0% (0)	13,6% (3)	63,6% (14)	22,7% (5)
5	It would be easy for me to get E-learning to do what I want to do in	4,5% (1)	13,6% (3)	68,2% (15)	13,6% (3)
6	I feel that my ability to determine E-learning ease of use is limited by my lack of experience	0% (0)	45,5% (10)	40,9% (9)	13,6% (3)
7	I faced some technical problems in using of E-learning	0% (0)	40,9% (9)	40,9% (9)	18,2% (4)
	Perceived of Usefulness				
8	Using E-learning in writing activity would enable me to accomplish tasks more quickly	0% (0)	27,3% (6)	59,1% (13)	13,6% (3)
9	Using E-learning can improve my writing performance	4,5% (1)	27,3% (6)	54,5% (12)	13,7% (3)
10	Using E-learning in writing would increase my productivity	4,5% (1)	27,3% (6)	63,7% (14)	4,5% (1)
11	Using E-learning would enhance my effectiveness on writing performance	0% (0)	36,4% (8)	50% (11)	13,6% (3)
12	Using E-learning would make it easier to do my writing course	0% (0)	27,3% (6)	50% (11)	22,7% (5)
13	I would find E-learning useful in my writing course	4,5% (1)	22,7% (5)	63,7% (14)	9,1% (2)
14	Using E-learning in the writing learning process can boost my motivation	0% (0)	36,4% (8)	54,5% (12)	9,1% (2)
	Attitude of Usage				
15	I believe it is a good idea to use E-learning	4,5% (1)	9,1% (2)	72,7% (16)	13,7% (3)
16	I don't feel that using E-learning is a good idea in writing learning process.	4,5% (1)	63,7% (14)	22,7 (5)	9,1% (2)
	Behavioral Intention of Use				
17	I plan to use E-learning for my writing course in the future	0% (0)	36,4% (8)	50% (11)	13,6% (3)
18	I feel E-learning is useful in writing learning process. So, I will recommend it to others	0% (0)	31,8% (7)	63,7% (14)	4,5% (1)
19	Assuming that I have access to E-learning, I intend to use it	0% (0)	27,3% (6)	59,1% (13)	13,6% (3)

The questionnaire have the four indicators that were adapted by Technology Acceptance Model by Davis (1985). The collected data will be elucidated based on per indicators in following section.

3.1. Perceived Ease of Use

Perceived of use refers to the measurement whether a certain system needed the workload or thinking effort. In this case, it implies whether the E-learning is easy to be applied or not in writing learning system. Here the figure of the students' response below:
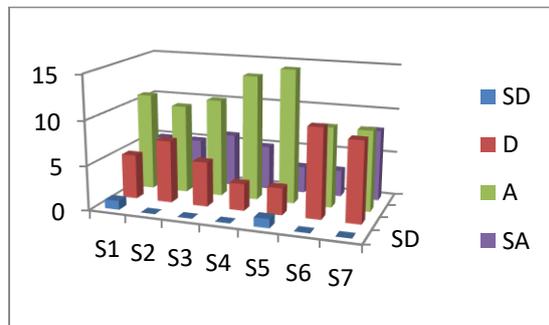

Figure 1. The percentage of the perceived ease of use

From the figure above, it shows that the higher percentage around 68,2% was obtained by the fifth statements that most of students felt easy to do what they wanted to do by using E-learning related with the writing learning activity. It also represented the other statements which got the positive perception in the rest of positive statements. This generally implies that E-learning is accessible easily for writing activities. Meanwhile in negative statements such as lack of experience limits the skill of using E-learning, facing some technical problems, it showed the negative percentage which implies that some of students had good ability enough in using E-learning application for a writing activity, although some technical problems were sometimes faced by them.

3.2. Perceived of Usefulness

Perceived of Usefulness means whether a certain system is helping the job performance or not. It refers to the positive values that is offered by a particular system. Here, it implies that whether the E-learning supported the writing teaching learning process or not. Here the figure of the students' perception below:
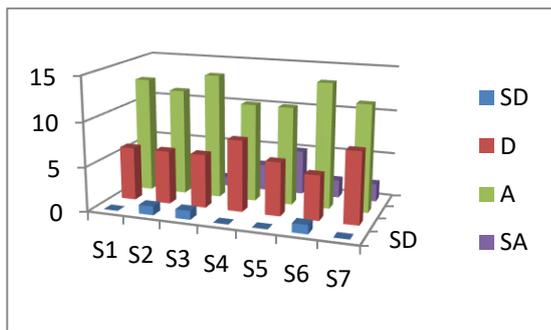

Figure 2. The percentage of the perceived of usefulness

From this section, it can be indicated that most of students were agree that using E-learning was useful for them in terms of enhancing productivity, and boosting motivation. The higher percentage lied on the third and sixth statements around 63,7%. This implies that the students were mostly having positive perception

3.3. Attitude towards Usage

In this third indicator, it refers to the degree of evaluative effect in using a particular system. This implies that whether E-learning was a generally good idea to be applied in a writing learning activity or not. Here the figure of the students' responses:
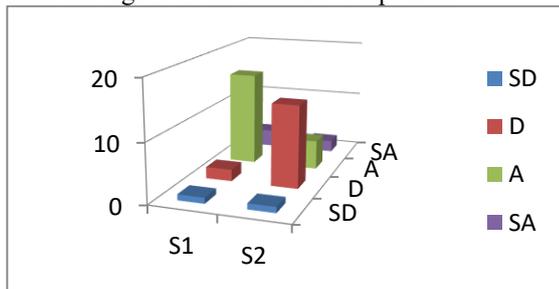

Figure 3. The percentage of Attitude towards Usgage

From the figure above, it indicated that the higher percentage obtained around 72% which means that most of students perceived using the E-learning in writing learning activity is a good idea. This emphasizes that E-learning can be relatable to be applied in their writing learning process, and they could catch it up.

3.4. Behavioral Intention to Use

Behavioral intention to use means whether the user will using a particular system again in the future or not. In this case, it depends on the students' perspective in experiencing the use of E-learning in writing learning activity. Here the figure of students' responses:
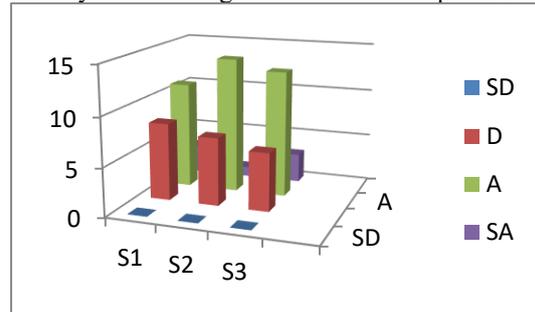

Figure 4. Percentage of Behavioral intention ro use

From the figure above, it showed that there most of students agreed that they intended to use the E-learning again in the future and they tended to suggest other users to apply it, especially in writing learning activity with the higher percentage obtained around 63,7 %. Thus, it was clear that using E-learning in writing learning activities was giving a good impact for them.

Thus, it can be summed up that the higher percentage of each indicator of students' perception toward using E-learning in writing learning activity reached the positive response. This implies that E-learning was accepted to be applied in their writing learning activity.

4. CONCLUSION

From the result above, it can be indicated that most of students shared positive perspective towards the idea of using E-learning in their writing learning activity. The items administered for the students have lead and provided them to share their perception towards the use of E-learning. The data displayed has shown that the agreed choice was superior to others. This implies that using E-learning in students' writing learning activity was accessible and friendly for them to be used based on the indicator of perceived ease of use. It is also caused that they have been very familiar with the E-learning application designed by campus, and they have used it in mostly learning subject. On the other side, using E-learning for the students' writing learning activity was useful for them. Based on the second indicators, it showed that E-learning could make them accomplishing the writing task more quickly, increasing their writing performance and productivity, and boosting their motivation. This is suitable from some

literatures that said using technology in teaching learning process can provoke the students' motivation. Thus, it can be summed up the using E-learning was generally a good idea for the students' writing learning activity.

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